



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

December 1, 2016

NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 1, 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 December 1, 2016.

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

A G E N D A

Thursday, December 1, 2016 – 9:15 a.m.

Or immediately following the reception and Distinguished Service Award Presentation
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman John Massey, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion).
5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

AWARDS

6. **Oklahoma Campus Compact.**
 - a. Presentation of the Oklahoma Campus Compact 2016 Voter Registration Contest Awards. Page 3.
 - b. Recognition of the Oklahoma Campus Compact State Awards. Page 5.

STUDENTS

7. **Students.** Students report on higher education's impact. Page 9.

FACULTY

8. **Faculty Advisory Council.**
 - a. Presentation of the Faculty Advisory Council Annual Report. Page 11.
 - b. Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Page 15.

SYSTEM UPDATES

9. **E&G Budget Needs.** Approval of FY18 appropriations request. Page 17.
10. **Public Agenda.** Approval of the State Regents' 2017 public agenda. Page 21. (Supplement)
11. **Legislative Agenda.** Approval of the State Regents' legislative agenda. Page 23. (Supplement)
12. **Comments from the Presidents.** Members of the Council of Presidents will have comments. Page 25.

ACADEMIC

13. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Master of Science in Engineering Technology, the Bachelor of Arts in Global Studies, and the Graduate Certificate in Health Analytics. Page 27.
 - b. Oklahoma City Community College. Approval to offer the Certificate in Workplace Writing and Communications. Page 45.
 - c. Seminole State College. Approval to offer the Associate in Science in Secondary Education. Page 51.
 - d. Tulsa Community College. Approval to offer the Certificate in Healthcare Specialist/Paramedic. Page 59.
14. **Program Deletions.** Approval of institutional request for program deletions. Page 65.
15. **Summer Academies.** Approval of 2017 Summer Academy Grants. Page 67.
16. **Teacher Education.**
 - a. Acceptance of the Elementary and Secondary Education Act, Title II, Part A – Improving Teacher Quality Grant funds awarded from the U.S. Department of Education. Page 71.
 - b. Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. Page 75.
17. **Policy.**
 - a. Approval of the proposed policy revisions to the Privacy, Data Access and Management policy. Page 77.
 - b. Approval of policy exceptions for a pilot project proposed by Oklahoma City Community College. Page 79.

- c. Approval of the proposed revisions to the State Regents' Professional Programs policy. Page 81.

FISCAL

- 18. **E&G Budget Allocations.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 107.
- 19. **EPSCoR.**
 - a. Approval of allocation of matching funds for NASA. Page 109.
 - b. Ratification of Payment for EPSCoR/IDeA Coalition Dues. Page 111.
 - c. Approval of appointment of members to the Oklahoma EPSCoR Committee. Page 113.
 - d. Approval of allocation of funds for Research Day. Page 115.
- 20. **Contracts and Purchases.** Approval of FY 2017 Purchases in excess of \$100,000. Page 117.
- 21. **Investments.** Approval of new investment managers. Page 119.

EXECUTIVE

- 22. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 121.
- 23. **Executive Session.** Page 123.
 - a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
 - b. Enter into executive session.
 - c. Open session resumes.
 - d. Vote to exit executive session.

CONSENT DOCKET

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

- a. Program Modifications. Approval of institutional requests. Page 125.
- b. Reconciliation. Approval of institutional request for program reconciliation. Page 131.
- c. Program Reinstatement. Ratification of an institutional request for program reinstatement. Page 133.
- d. Electronic Delivery.
 - (1) Oklahoma State University. Approval to offer the Doctor of Philosophy in Fire and Emergency Management Administration and the Master of Science in Fire and Emergency Management Administration through online delivery. Page 135.
 - (2) Northeastern State University. Approval to offer the Bachelor of Science in Cyber Security through online delivery. Page 139.
- e. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 141.
- f. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 143.
- g. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000. Page 165.
 - (2) Audit. Ratification of the FY2016 Annual Audit Reports. Page 167.
- h. Non-Academic Degrees.
 - (1) Ratification of a request from Oklahoma State University to award a posthumous degree. Page 169.
 - (2) Ratification of a request from the University of Oklahoma to award a posthumous degree. Page 171.
- i. Resolutions. Approval of resolutions for retiring State Regents staff. Page 177.

REPORTS

- 25. **Reports.** Acceptance of reports listed.
 - a. Programs. Current status report on program requests. Page 179. (Supplement)
 - b. Annual Report.
 - (1) 2015- 2016 Academic Scholars Year End Report. Page 181.
 - (2) 2015-2016 Oklahoma Tuition Aid Grant Year End Report. Page 183.

- (3) 2015-2016 Oklahoma Tuition Equalization Grant Year End Report. Page 193.
- (4) 2015-2016 Regional University Baccalaureate Scholarship Year End Report. Page 199.
- (5) Academic Policy Exception Quarterly Report. Page 205.
- (6) FY17 Tuition and Analysis Report. Page 207.
- (7) Acceptance of the preparing for College Mass Mailing report. Page 209.
- (8) Financial Operations Report. Page 211.

26. **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.

27. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, February 1, 2017 at 10:30 a.m. and Thursday, February 2, 2017 at 9 a.m. at the State Regents Office in Oklahoma City.

28. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of October 6, 2016 through November 17, 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 October 6, 2016 through November 17, 2016:

- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues.
- Met with University Hospitals Authority and Trust Executive Director Dean Gandy and University of Oklahoma Health Sciences Center Provost Jason Sanders in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Business Roundtable Membership Meeting at Oklahoma City Golf and Country Club in Oklahoma City.
- Participated in conference call with Association of Governing Boards of Colleges and Universities (AGB) President Rick Legon to discuss higher education issues.
- Attended and chaired STEM Summit Planning Committee meeting in Oklahoma City.
- Participated in conference call with Oklahoma City University President Robert Henry to discuss higher education issues.
- Met with Representative Chris Kannady in Oklahoma City to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) 60th Anniversary Gala with State Regent John Massey and State Regent Toney Stricklin at the Oklahoma City Golf and Country Club in Oklahoma City.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner and Arizona Board of Regents President Eileen Klein to discuss higher education issues.
- Attended Oklahoma Educational Television Authority's (OETA) Board of Directors Meeting in Oklahoma City.
- Hosted annual State Regents Staff Picnic at the State Regents offices in Oklahoma City.
- Met with University of Oklahoma (OU) Regent Clay Bennett in Oklahoma City to discuss higher education issues.
- Participated in conference call with Redlands Community College President Jack Bryant to discuss higher education issues.

- Met with Senator Ron Sharp in Oklahoma City to discuss OneNet and higher education issues.
- Met with State Regent Jimmy Harrel, Representative Harold Wright, and Southwestern Oklahoma State University (SWOSU) President Randy Beutler at SWOSU in Weatherford to discuss higher education issues.
- Met with University of Oklahoma (OU) College of Law mentees at the State Regents' offices in Oklahoma City.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues.
- Participated in conference call with NextThought President and CEO Ken Parker to discuss higher education issues.
- Attended Oklahoma Hall of Fame Honoree Reception and the Oklahoma Hall of Fame and Gaylord-Pickens Museum in Oklahoma City.
- Met with Secretary of Agriculture Jim Reese in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Hall of Fame banquet and induction ceremony in Oklahoma City.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #6-a:

Oklahoma Campus Compact.

SUBJECT: Presentation of the Oklahoma Campus Compact 2016 Voter Registration Contest Awards.

RECOMMENDATION:

Presentation of awards to the institutions who won the annual Oklahoma Campus Compact Voter Registration Contest.

BACKGROUND:

As part of its mission to foster civic engagement, Oklahoma Campus Compact (OkCC) sponsors an annual Voter Registration Contest for its thirty-seven member institutions. The duration of the contest encompassed summer student orientation sessions and continued up to mid-October. The contest recognizes the greatest proportion of in-state students registered by small, mid-sized and large institutions, along with the runner up in each category, and it provides recognition for the most out-of-state students registered and the greatest proportion of out-of-state students registered to vote.

Research shows a strong correlation between college experience and political engagement, with college-educated young people much more likely to vote than youth with no college experience. Research also shows that when young people learn the voting process and vote, they are more likely to do so when they are older. The Voter Registration Contest is part of a comprehensive civic engagement effort called Campus Vote Initiative that advances voter registration, education, and participation.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

A total of 23 institutions registered 3,758 in-state and out-of-state students. Although this was one of the higher registration totals, the record for highest number of students registered remains the 2008 Contest.

The institutions winning the Voter Registration Contest in 2016 are:

In-State Students

RED Category (0-3,000 FTE)

- Eastern Oklahoma State College – Winner
- Rogers State University – Runner Up

WHITE Category (3,001 to 7,000 FTE)

- East Central University – Winner
- Northern Oklahoma College – Runner Up

BLUE Category (7,001 to 30,000 FTE)

- University of Central Oklahoma – Winner
- Oklahoma City Community College – Runner Up

Out-of-State Students

LIBERTY (most out-of-state students registered)

- University of Oklahoma

EQUALITY (highest proportion of out-of-state students registered)

- Eastern Oklahoma State College

Campuses employed many creative ideas to register students to vote, including: a digital monitoring board on campus; tables set up at residence halls during move-in day; presidential debate watch parties; candidate forums; food drives with cans-for-candidates mock votes; social media campaigns; America-themed photo booth; and student groups visiting classes and orientation. Many campuses offered information on the state questions, including a decoding-the-ballot lunch-and-learn event, and Pies-and-Politics information reception.

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AGENDA ITEM #6-b:

Oklahoma Campus Compact.

SUBJECT: Recognition of the Oklahoma Campus Compact State Awards.

RECOMMENDATION:

Recognition of three awards to honor outstanding faculty and administrators for their work in strengthening institution and community ties through service.

BACKGROUND:

Oklahoma Campus Compact (OkCC) was founded in 2000 as a member of Campus Compact, an organization located in Boston, Massachusetts. There are 35 state Campus Compact offices that provide services to nearly 1,200 colleges and universities committed to helping students develop their knowledge and skills of civic participation through involvement in public service through various methodologies including service-learning, community service, and other methodologies. Institutional members pay annual membership dues.

The Oklahoma State Regents for Higher Education hosts OkCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. All 25 State System institutions, three branch institutions, seven private/independent institutions, and one tribal college are members.

The OkCC State Awards program was established in 2011 as part of the Heartland Regional Campus Compact Conference, which OkCC cohosts annually with its state partners in Missouri and Nebraska. These awards are designed to recognize inspiring administrative and faculty leaders who perform outstanding work in the advancement of campus - community engagement. This year the awards are:

The Community Engagement Professional of the Year Award

This award recognizes one professional who has worked toward the institutionalization of academic service-learning and/or service, created and strived toward a vision of service for his/her campus, promoted higher education as a public good, provided exceptional support to faculty and students, and has been instrumental in forming innovative campus-community partnerships.

The Excellence in Community-Based Teaching & Scholarship Award

This award recognizes one faculty member or administrator who has successfully promoted the incorporation of service-learning into at least one course with demonstrable outcomes, and has conducted outstanding research in the field of service-learning and engaged scholarship.

The Outstanding Community & Campus Collaboration Award

This award recognizes a sustained campus-community partnership in the state that demonstrates a true partnership as evidenced by community agency involvement in the development of the course goals and learning outcomes; measurable impact (qualitative and quantitative) on students, faculty and institution; measurable impact on the lives of those served by the community agency; and, commitment of community agency to student learning.

The recipients were announced at the Ninth Oklahoma Service-Learning Conference at Redlands Community College on October 28th.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the Community Engagement Professional of the Year Award is Ms. Joyce Montgomery, Coordinator, Service-Learning Volunteer Center, Oklahoma State University.

Ms. Montgomery has served as the Coordinator for the Oklahoma State University Service-Learning and Volunteer Center since 1993, where she recruits and trains students, faculty and staff for community engagement and engaged teaching, and coordinate programs, events and initiatives with community and service-learning organizations. Ms. Montgomery promotes student community service resources, advises faculty, and supervises graduate and federal work study students, interns, practicums and shadow work programs. Ms. Montgomery designed and implemented the Orange CORD program for honorary recognition of students at graduation who have shown outstanding service at Oklahoma State University. Other programs Ms. Montgomery has implemented are an individualized service-learning program and the Service-Learning Volunteer Center Ambassador program. She has developed many volunteer initiatives into sustainable ongoing programs, and is an example known throughout the community whose motto is a statement from Dr. Martin Luther King, Jr.: “Everybody can be great, because anybody can serve.”

The recipient of the Excellence in Community-Based Teaching & Scholarship Award is Dr. Matthew Brosi, Associate Professor, Human Development and Family Science, and Director, Center for Family Services, Oklahoma State University.

Dr. Brosi’s work of research-infused family therapy and educational programs epitomizes the relationships and strategies of this award in community-based teaching and scholarship. His innovative work in collaboration with other faculty at Oklahoma State University has used insights from existing Marriage and Family Therapy literature to inform clinical practice related to co-parenting in unprecedented ways. The innovations and programming that have flowed from this research have been featured in a variety of outlets including national conferences, popular media, and state law – in 2014, with the guidance of a working group of which Dr. Brosi was a part, the Oklahoma State Legislature passed a law requiring parents of minor children who are divorcing for reasons of incompatibility to attend a co-parenting workshop. Since then Dr. Brosi has worked with his colleagues to lead the state by implementing a new evidence-based co-parenting program through the Oklahoma Cooperative Extension Service. In his role as the Director of Clinical Training for the Marriage and Family Therapy program, Dr. Brosi spends numerous hours each week with each MFT student, directly supervising their work with clients, helping the students to ensure they use the instructional content to develop the skills they will need to enrich their current and future communities as licensed therapists. This unusual hands-on

interactive and demanding method of instruction has uniquely helped dozens of students prepare for the often complex, nuanced challenges therapists must help their clients traverse.

In a first-ever tie, two partnerships were selected for the Outstanding Community & Campus Collaboration Award. The first recipient is:

Third Floor Design at the University of Tulsa and Iron Gate Hunger Program, Tulsa, OK

- **Ms. Teresa Valero, Applied Professor of Art, Director, School of Art for the Henry Kendall College of Arts and Sciences, and Creative Director, Third Floor Design, The University of Tulsa**
and
- **Ms. Connie Cronley, Executive Director, Iron Gate**

Promotional materials are the heart of nonprofit survival. The University of Tulsa's Third Floor Design student-run design house is a service learning course that works as an internship for graduating graphic arts students who, over the past twenty-five years, have supported hundreds of nonprofit organizations in Tulsa. The top quality, award-winning brochures, posters, invitations and view books produced by TU students have propelled fundraisers and subscription services. To the Iron Gate downtown Tulsa soup kitchen and food pantry, Third Floor Design has been such an integral part of its operation for so long that it is considered a critical part of the organization. Among the many annual reports, special event marketing, and other projects, Iron Gate feels its most important tool is its annual Faces of Iron Gate booklet which profiles some of the food insecure people who have eaten with them that year. While most social service programs can report only numbers, this publication allows Iron Gate to put a face and a life to the people they serve. Iron Gate relies on the students in this program to be its communicators and its ambassadors into the greater community. The University of Tulsa and Iron Gate are strong community collaborators who find great strength and support in this partnership.

and

Juntos: Together for a Better Education at Oklahoma State University and Tulsa Public Schools

- **Dr. Ronald Cox, Associate Research Professor and Extension Specialist, Human Development and Family Sciences, Oklahoma State University**
and
- **Ms. Tenna Whitsel, Director of Family and Community Engagement, Tulsa Public Schools**

Due to the barriers and hardships associated with arriving to communities without the social infrastructure to meet their needs, Latino youth are at a much higher risk than other ethnic groups for low academic achievement, school dropout, and other negative health behaviors such as substance abuse. A multi-year, multi-dimensional program, Juntos is designed to increase academic achievement and college enrollment, and to build resilience in Latino families. Operating continuously since 2013, Juntos is currently being administered in two Tulsa public middle schools and high schools: Nathan Hale and East Central, with approximately 110 youth and their families enrolled. Several primary community partners have collaborated with Juntos, including the Tulsa Hispanic Chamber of Commerce, the Society for Hispanic Professional Engineers, Dayspring, and others. Students who participate in Juntos engage in intensive 24-month support with three major components: 1) increasing parental involvement to help families gain the knowledge, skills, and resources they need to effectively engage in their adolescent's academics and make college access a realistic family goal, targeting youth and parent self-efficacy; 2) OSU undergraduate students as success coaches to mentor and develop a personal success plan for each student, using data provided by the school on absences, tardies, grades and behavior problems; and, 3) positive peer affiliations promoted through weekly 4-H Clubs, designed to provide a sense of belonging and increased

motivation to pursue higher education by exposing youth professionals in diverse fields of science and technology, culminating in a 3-day trip to OSU where youth are encouraged to envision themselves completing a 4-year degree and participate in hands-on science activities (Summer Academies). The results indicate that Juntos significantly increased child aspiration and expectation for additional education as well as their perception of how much education their parents wanted and expected them to receive. Juntos youth showed a 33 percent decrease in absences, 23 percent decrease in tardies, and a 29 percent increase in GPA. Youth also had significant decreases in drug use after participation in the program. OSU undergraduate students serve as the Success Coaches to mentor and develop the personal success plan, and have accrued significant benefits themselves in personal growth and development, noting the opportunity to give back to their community. Finally, Juntos has also been informative for Tulsa Public Schools administrators and OSU researchers, creating unprecedented lines of communication between the Tulsa Latino community and higher education leaders in the state.

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AGENDA ITEM #7:

Students

Oral Presentation.

Meeting of the
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AGENDA ITEM #8-a:

Faculty Advisory Council.

SUBJECT: Presentation of the Faculty Advisory Council Annual Report.

RECOMMENDATION:

It is recommended that the State Regents accept the Faculty Advisory Council Annual Report.

BACKGROUND:

On June 26, 1990, the Chancellor nominated seven representatives from a statewide assembly of faculty. Bylaws for the first Faculty Advisory Committee were approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council (FAC). FAC members serve two-year terms. On February 7, 2008, the State Regents expanded membership to double the representation from each type of institution from two to four members representing the research tier (two from the University of Oklahoma and two from Oklahoma State University), from two to four representing the regional tier, from two to four representing the community colleges and from one to two representing the Oklahoma independent institutions.

POLICY ISSUES:

This report details annual activities of the FAC for 2016 as required by the State Regents' Faculty Advisory Council policy.

ANALYSIS:

In 2016, the FAC work plan included the following items:

1. Quality of learning including teaching loads and scholarship;
2. Preparation of recent high schools graduates in math, writing, listening and reading including new English and math standards;
3. Campus security and safety including prohibition of weapons on campus;
4. Faculty having a greater voice at the Capitol;
5. College success measures; and
6. Communications with faculty at all institutions.

Additional information about each of these issues and other activities is provided in the attached annual report.

Attachment

Oklahoma State Regents for Higher Education Faculty Advisory Council 2016 ANNUAL REPORT

Purpose. The purpose of the Faculty Advisory Council (FAC) is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the Faculty Advisory Council shall attempt to accurately represent the positions of faculty and develop recommendations to the State Regents.

Creation. In 1990, seven representatives were nominated and held its first meeting. Bylaws were drafted by the first Faculty Advisory Committee and approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council. FAC members serve two-year terms. Until 2008, two members represented the research universities (one from OU and one from OSU); two represent the regional universities; two represent the community colleges; and one represents the independent institutions. In February 2008, the State Regents approved expanding membership to a total of fourteen with the same proportional representation.

2016 MEMBERS

Research Universities

Jarrad R. Wagner, Oklahoma State University Center for Health Sciences
Michele Splinter, University of Oklahoma Health Sciences Center
Tassie Katherine Hirschfeld, University of Oklahoma
Nick Materer, Oklahoma State University

Regional Universities

Jason Prather, East Central University
Pamela Louderback, Northeastern State University
Russell Guthrie, Oklahoma Panhandle State University
Elicia Pollard, Langston University

Community Colleges

Rayshell Clapper, Seminole State College
René Hurst, Oklahoma State University-Oklahoma City
E. Ginnett Rollins, Oklahoma City Community College
Freeman Culver, III, Connors State College

Independent Colleges

Jyoti Abraham, Bacone College
J.J. Compton, Oklahoma Christian University

2016 CHAIRS

January - March 2016

Jarrad Wagner

April – August 2016

Rayshell Clapper

September - December 2016

Pamela Louderback

During the 2016 year, Chancellor Glen D. Johnson worked in partnership with the FAC to serve the interests of higher education faculty and institutions of Oklahoma. Dr. Debra L. Stuart, Vice Chancellor for Educational Partnerships, served as advisor and liaison.

2016 WORK PLAN

In October 2015, the annual statewide survey of higher education faculty leaders was administered. Results were compiled and discussed during the Faculty Assembly held November 14, 2015. The 2016 FAC members used this information to design a work plan that focused on issues of most concern to higher education faculty in Oklahoma.

In 2016, the FAC addressed the following work plan items:

- 1. Quality of learning including teaching loads and scholarship.** Discussion included the State Regents' Online Education Task Force recommendations, quality of courses, ownership of content, legal issues, and the national State Authorization Reciprocity Agreement (SARA) for online delivery;
- 2. Preparation of recent high schools graduates in math, writing, listening and reading including new English and math standards.** Discussion based on presentations from the faculty who served as co-chairs of the writing committees regarding the content and process for the K-12 standards;
- 3. Campus security and safety including prohibition of weapons on campus.** Discussion based on a briefing on the State Regents Campus and Security Task Force included faculty involvement;
- 4. Faculty having a greater voice at the Capitol.** Based on a presentation of the Chancellor's Legislative Network discussion included how the legislative liaisons work and topics where faculty resolutions are needed;
- 5. College success measures.** Discussion included State Regents' reports on student preparation, persistence rates, graduation rates, assessment and performance funding; and
- 6. Communications with faculty at all institutions.** Discussion included a review of the annual faculty survey instrument and possible sharing of national information sources.

2016 ACTIVITIES

The FAC holds monthly meetings to discuss the work plan items and matters affecting all higher education institutions in Oklahoma. Copies of the minutes are on the FAC web site at <http://www.okhighered.org/fac>.

- Delivered annual report and introduced incoming and outgoing members at December 2016 State Regents' meeting.
- Shared ideas with the Student Advisory Board on FAC work plan; faculty responsibilities as teaching, research, and service; academic advising, and gun resolutions.
- Participated in Higher Education Day at the State Capitol.
- Provided comments at the Annual Tuition Hearing.
- Redesigned and conducted Faculty Opinion Survey of faculty leaders at all Oklahoma public and independent colleges and universities in October 2016.
- Hosted annual Faculty Assembly on November 5, 2016 for discussion with faculty leaders at all Oklahoma public and independent colleges and universities. Chancellor Glen D. Johnson presented the state of Oklahoma higher education.

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AGENDA ITEM #8-b:

Faculty Advisory Council

SUBJECT: Recognition of the Faculty Advisory Council members who have completed their services and recognition of new members elected by the Faculty Assembly to represent faculty.

Oral Presentation.

Meeting of the
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AGENDA ITEM #9:

E&G Budget Needs.

SUBJECT: Approval of FY18 appropriations request.

RECOMMENDATION:

It is recommended that the State Regents approve a request for state appropriations for FY18 in the amount of \$957,922,109, representing an increase of \$147.9 million or 18.3 percent for support of the State System.

BACKGROUND:

Pursuant to Article 13-A, §2 and the State Budget Law, O.S. 62 §41.29, the State Regents are required to determine a budget needs recommendation for presentation to the Oklahoma Legislature and the Governor.

It is recommended that the State Regents approve a budget request for approximately \$958 million in total funding for FY18 operations. This is an increase of approximately \$147.9 million above the current FY17 level of \$810,022,109 million for operations.

ANALYSIS:

The FY18 Budget Need Proposal is outlined in four separate sections: (1) Degree Completion - \$122.7 million, (2) Financial Programs - \$12.7 million; (3) Capital Requirements - \$11.4 million, and (4) Shared Services - \$1.1 million. The primary focus of the State Regents is to support degree completion initiatives while maintaining current operating budget obligations and to support Oklahoma's colleges and universities in their efforts to ensure students have access to quality higher education opportunities.

DEGREE COMPLETION PROGRAMS AND INITIATIVES: \$122.7 million

Instruction and Academic Enterprise Requirements. The request of \$94.2 million for Instruction and Academic Enterprise will provide institutional funding support for the restoration of over 130 full and part-time faculty positions, 625 additional course offerings and programs, and academic support initiatives to ensure student success.

- This request includes \$21.5 million in current operating obligations related to employee benefits (Health, Retirement, etc.), utilities, library acquisitions, equipment and supplies.

Facility Renovation/Physical Plant Maintenance. The request of \$18.6 million is for campus infrastructure improvements, laboratory and equipment upgrades, and required deferred maintenance projects to ensure the health and safety of students and faculty.

Institutional Scholarships. Student access remains an important factor to meeting the goal of additional degrees within the State. The request of \$9.9 million will provide funding for institutional scholarship

programs to provide students greater opportunities incentive to pursue their degrees in shorter and more efficient periods of time.

FINANCIAL AID PROGRAMS: \$12.7 million

Scholarship Restoration. This request includes funding six scholarship programs administered through the State Regents and includes the following: 1) Academic Scholars (\$1.6 million) to fund the current level of obligations; 2) National Guard Waiver Program (\$400,000) to restore tuition waivers for guard members due to budget reductions; 3) OTAG (\$3.1 Million) to restore 3,000 awards; 4) OTEG (\$600,000) to restore 300 awards; 5) Regional University Scholarships (\$200,000) to restore freshman scholarship that were cut by 80% in FY17 due to state appropriations reductions; and 6) Teacher Incentive Awards (\$400,000) to fund the obligations for this program.

Concurrent Enrollment Waiver Program. The Concurrent Enrollment Waiver Program provides tuition waivers to senior high school students that enroll in college coursework during their senior year. The request of \$6.4 million would provide the needed funding to increase the support the current student participation that generates approximately 78,000 credit-hours throughout the state system. The institutions are currently being reimbursed for only 35 percent of the waivers awarded.

CAPITAL REQUIREMENTS: \$11.4 million

Restoration of 2005 Capital Bond Debt Service. The current 2005 debt service obligations require a restoration of the debt service in the amount of \$9.6 million. Oklahoma State Regents utilized \$7.1 million in reserve funds in FY'16 and FY'17 to ensure that debt service obligations were fulfilled without undue burden on the colleges and universities. These reserves are now depleted. Without this additional funding, each college and university must be assessed their proportionate share of the total debt obligation shortfall incurred with the state appropriation reductions in FY2017. The following table shows how much each institution will be assessed if the additional funding is not provided.

Potential FY2018 Debt Service Shortfall			
OU System Total	2,174,369	CASC	173,811
OSU System Total	2,174,369	CONNORS	141,198
UCO	395,865	EASTERN	158,988
ECU	217,278	MURRAY	141,198
NSU	461,738	NEOAM	120,596
NWOSU	136,946	NOC	287,285
ROGERS	279,838	OCCC	308,226
SWOSU	241,254	REDLANDS	136,073
SEOSU	202,255	ROSE	236,670
CAMERON	242,383	SEMINOLE	135,671
LANGSTON	369,229	TCC	322,092
PANHANDLE	146,323	WOSC	120,596
USAO	121,980	Ardmore	12,060
		McCurtain	12,060
		Mesonet	13,065
		Quartz	116,585

Restoration of Maintenance and Repair Budget Reduction. This request of \$1.8 million is to restore the funding of the Section 13 Offset Program to the FY2015 level. This program provides capital funding for those institutions in the state system that are not eligible to receive Section 13/New College funds distributed through the Commissioners of the Land Office.

RESTORATION OF SHARED SERVICE PROGRAMS: \$1.1 million
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Funding is required to restore shared services for software user fees, telecom connectivity, shared campus safety and legal contracts and academic databases. These consolidated services improve cost efficiencies throughout the state system.

A summary of the budget need request is provided in the following table.

Oklahoma State Regents for Higher Education FY'18 Budget Need		
		FY'18 OSRHE Budget Need
FY'17 Appropriation		\$810,022,109
<hr/>		
FY'18 Budget Need		
1. Degree Completion Programs and Initiatives		\$122,700,000
a. Instruction and Academic Enterprise Requirements - \$94.2 million		
b. Facility Renovation/Physical Plant Maintenance - \$18.6 million		
c. Institutional Scholarships - \$9.9 million		
2. Financial Aid Programs		\$12,700,000
a. Restoration of Scholarship Programs - \$6.3 million		
b. Full funding of Concurrent Enrollment Program - \$6.4 million		
3. Capital Requirements		\$11,400,000
a. 2005 Capital Bond Issue Debt Service Payments - \$9.6 million		
b. Restoration of Maintenance and Repair Budget Reduction (Section 13 Offset) - \$1.8 million		
4. Restoration of Shared Service Programs		\$1,100,000
FY'18 Total Budget Need		\$957,922,109
\$ Difference from FY'17 State Appropriations		\$147,900,000
% Difference from FY'17 State Appropriations		18.3%

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AGENDA ITEM #10:

Public Agenda.

SUBJECT: Approval of the State Regents' 2017 public agenda.

RECOMMENDATION:

It is recommended that the State Regents approve the 2017 Public Agenda, as described below.

BACKGROUND:

The public agenda is developed to provide a better understanding of the critical policy issues, goals and objectives that shape the direction of the Oklahoma state system of higher education. It is based on the needs of the state as identified through ongoing strategic planning and describes the major initiatives in place to achieve policy objectives.

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

The 2017 Public Agenda identifies the objectives and key initiatives that will allow Oklahoma to increase its number of college graduates, enhance access and improve the quality of public higher education, and strengthen its ability to compete in a global economy.

Objectives

- Implement Complete College America initiatives to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023.
- Enhance capacity to successfully enroll, retain and graduate students.
- Increase systemwide efficiencies and cost savings.
- Strengthen financial support for Oklahoma college students.
- Improve instructional quality.
- Utilize performance funding to enhance student success and academic quality.
- Broaden economic development initiatives.
- Advance access to and quality of technologies to support systemwide programs and services.

Key Initiatives

- Complete College America
- Mathematics Success Initiative
- Oklahoma's Promise
- Reach Higher
- OKcollegestart.org
- GEAR UP
- Cooperative Agreements
- Concurrent Enrollment
- OneNet
- Online Education Task Force
- Campus Safety and Security Task Force

(Supplement)

Meeting of the
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December 1, 2016

AGENDA ITEM #11:

Legislative Agenda.

SUBJECT: Approval of the State Regents' 2017 legislative agenda.

RECOMMENDATION:

It is recommended that the State Regents approve the 2017 Legislative Agenda, as described below.

BACKGROUND:

The Legislative Agenda is developed as a guideline to frame issues of interest to the Oklahoma state system of higher education that could be addressed by the Oklahoma Legislature.

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

The 2017 Legislative Agenda sets forward the following list of issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2017 Legislative Session.

- **Complete College America.** By 2020, 67 percent of job vacancies in Oklahoma – or 418,000 jobs – will require a college degree or additional postsecondary education and training. Significant and sustained investment in our degree completion initiative is required to meet this critical need and keep Oklahoma competitive in a global economy.
- **Concurrent enrollment.** The concurrent enrollment program allows outstanding juniors and seniors to earn college credit while still in high school. An important component of Oklahoma's nationally recognized Complete College America strategic plan, concurrent enrollment improves college readiness, lowers family costs for college and reduces the time required to complete a degree.
- **No weapons on campus.** There is no scenario in which allowing guns on campuses will do anything other than create a more dangerous environment for students, faculty, staff and visitors. Maintaining current law regarding guns on campus will continue to be a state system priority.
- **Oklahoma's Promise.** The state system of higher education strongly supports keeping the Oklahoma's Promise scholarship intact as an access program for Oklahoma students.

(Supplement)

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AGENDA ITEM #12:

Comments from the Presidents.

Oral Presentation.

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AGENDA ITEM #13-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Master of Science in Engineering Technology, Bachelor of Arts in Global Studies, and the Graduate Certificate in Health Analytics.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Master of Science in Engineering Technology with an option in Fire Safety and Explosion Protection, via traditional and online delivery, the Bachelor of Arts in Global Studies, and the Graduate Certificate in Health Analytics, via traditional and online delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Engineering Technology.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 12 students in Fall 2019; and
 - Graduates: a minimum of 6 students in 2019-2020.

- **Bachelor of Arts in Global Studies.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 13 students in Fall 2021; and
 - Graduates: a minimum of 5 students in 2021-2022.

- **Graduate Certificate in Health Analytics.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2020; and
 - Graduates: a minimum of 3 students in 2020-2021.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

New academic programs that are in various stages of consideration, development, or approval for the colleges include:

- College of Arts & Sciences

- ◆ BA in Music Theatre offered through the Theatre Department
- ◆ BA in Music Industry offered through the Music Department
- College of Agriculture and Natural Resources
 - ◆ AGED-MCAG option to meet the technical agriculture needs of school-based agriculture teachers
 - ◆ General Agriculture degree to create a more flexible path to degree completion
 - ◆ 3+2 Program between the Animal Science Department and UPAEP and as part of an already existing blanket agreement at the university level
 - ◆ Undergraduate Swine Science Online program as part of the AG*IDEA consortium for students (undergraduate and graduate) interested in a career in the Swine Industry.
 - ◆ Renegotiation of existing joint program with China Agricultural University to potentially include 2+2, 3+1 , and 1+3 degree options
 - ◆ Graduate and/or undergraduate certificate and/or degree in Animal Science in swine science and other specialty areas to be determined as part of the AG*IDEA consortium
 - ◆ Add MS AGED, non-thesis option
 - ◆ Professional M.S. program in BIMB
 - ◆ Graduate certificates in Plant Virology and MIAP (Agro tourism, Sustainability, Education and Extension Outreach, Agricultural Disaster Planning and Management, Food and Water Security)
 - ◆ Graduate certificates in Horticulture including turfgrass management, turfgrass science, and extraction systems development, which could be interdisciplinary with the graduate Food Science program.
- College of Engineering, Architecture, and Technology
 - ◆ Minor in Architecture and Entrepreneurship
 - ◆ Two new options within the Architectural Engineering Curriculum: 1) Mechanical, Electrical, and Plumbing and 2) Construction and Project Management
 - ◆ PhD degree in Petroleum Engineering offered by the School of Chemical Engineering, once the MS is formally approved by OSHRE.
- College of Education
 - ◆ Bachelor of Science in Nursing through the Health Promotion Program Area, proposed in collaboration with OSU-Oklahoma City
 - ◆ An undergraduate degree in applied exercise physiology
 - ◆ A Master of Arts in Teaching
 - ◆ Certificates with the OCU Law School in Oklahoma City with the Higher Education and Student Affairs (HESA) program in Higher Education Legal Studies and the School Administration program in K-12 School Administration Legal Studies
 - ◆ The options for Counseling Psychology and School Psychology doctoral programs are being considered for degree status
 - ◆ A Certificate in School Administration
 - ◆ A certificate with the OCU Law School in Oklahoma City with the Aviation and Space (AVED) program in security
 - ◆ Certificate programs for urban community health and education and for rural community health and education
 - ◆ Certificate programs for educators and education researchers in community engagement
- College of Human Sciences
 - ◆ The Human Development and Family Science Department will propose:
 - Bachelor of Science degree program in Early Care and Education.

- Master of Science degree program in Family and Consumer Sciences Education.
- Graduate Certificate program in Infant Mental Health.
- Graduate Certificate program in Human Services Program Implementation and Evaluation.
- ◆ The School of Hotel and Restaurant Administration will propose:
 - ◆ Graduate Certificate in Hospitality Revenue Management
 - ◆ PhD in Hospitality Administration
 - ◆ Graduate Certificate program in Intellectual and Developmental Disabilities
- Spears School of Business
 - ◆ PhD in Strategic Leadership
 - ◆ DBA for Executives
 - ◆ MS in Business Analytics
 - ◆ MS in Health Informatics or an MS in Health Analytics (in conjunction with the Center for Health Sciences and the Center for Health Systems Innovation)
 - ◆ Rebranding of the MS in Telecommunications Management to an MS in Information Assurance
 - ◆ Five new concentrations in the MBA program: Human Resource Management, Data Analytics/Data Science, Energy Business, Global Business, and Global Marketing
 - ◆ Data Science option in the MS-MIS program
 - ◆ Graduate Certificate in Energy Business
 - ◆ Graduate Certificate in Human Resource Management
 - ◆ Business Communication option for Management majors
 - ◆ Options in the BS-Marketing program for special events marketing and for marketing for the common good (may be renamed)
 - ◆ Availability of B.S. in Marketing in entirely online format
 - ◆ Revision of the Business core curriculum

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
99	Degree and/or certificate programs added

Program Review

OSU offers 240 degree and/or certificate programs as follows:

30	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
88	Baccalaureate Degrees
76	Master’s Degrees
46	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Science in Engineering Technology, the Bachelor of Arts in Global Studies, and the Graduate Certificate in Health Analytics at their September 9, 2016 meeting.

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

- Certificate in Public Health (499);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Nursing in Nursing (515);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Electrical Engineering Technology (077);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449)
- 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);
- Graduate Certificate in Infant Mental Health (516);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Developmental Disabilities (518);
- 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 requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Engineering Technology

Program purpose. The proposed program will extend the undergraduate fire, protection, and safety technology program into graduate research, scholarship, and creative activities and provide students with advanced knowledge and training in the area of fire protection.

Program rationale and background. There are only three institutions in the U.S. that offer graduate programs in Fire Protection Engineering and no institutions that offer graduate degrees in Fire and Explosion Protection. Due to the uniqueness of the proposed program, student demand is expected to be high. During October 2015, a survey was sent to potential employers assessing their interest in hiring OSU graduates with a degree in Engineering Technology specializing in Fire Safety and Explosion Protection. The online survey specifically targeted those employers known to have already hired students from the Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (FPST) (079) program. The overall response to the survey was very positive, with 88 percent of those responding indicating at least some interest in employing graduates. Additionally, letters of support from different industries, such as JensenHughes, Chevron Phillips, Liberty Mutual, Poole Fire Protection Engineering Company, and both California and Oklahoma State Fire Marshals, as well as the National Fire Protection Association, the Society of Fire Protection Engineers, the International Association of Fire Chiefs, and the U.S. Fire Administrator, have been received. Furthermore, all members of the FPST Industrial Advisory Board expressed unanimous support of the proposed program.

Employment opportunities. Although some of the students interested in pursuing the proposed program will already be employed in the field, graduates of the proposed program can expect to find employment or career advancement in a wide range of areas from consulting, academia, health care, emergency management and response, fire protection, safety engineering, and a variety of industries. According to the Oklahoma Employment Security Commission, career opportunities for students with this credential are expected to increase 6 to 13 percent through 2024. Nationally, careers in these fields are projected to grow by 6 percent. OSU is confident that graduates of the proposed program will find employment.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	12	Fall 2019
Minimum Graduates from the program	6	2019-2020

Duplication and impact on existing programs. There are no Master of Science in Engineering Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email

on June 21, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Core Courses	9
Required Courses	9
Elective Courses	6-12
Thesis/Creative Component	2-6
Total	30-32

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

Delivery method and support services. OSU will use Desire 2 Learn (D2L) as its learning management system to offer synchronous and asynchronous program and course instruction. 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. 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 Master of Science in Engineering Technology are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$39,280	\$58,920	\$117,840	\$117,840	\$117,840
<i>Narrative/Explanation: Tuition calculation is based on tuition of \$196 per credit hour for in-state students and \$786 per credit hour for out-of-state students. OSU estimates student enrollment of 4, 6, 12, 12, and 12 students in years 1 through 5. OSU anticipates students completing 10 credit hours per semester. Tuition was calculated based on half resident and half non-resident students.</i>					
TOTAL	\$39,280	\$58,920	\$117,840	\$177,840	\$117,840

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$3,500	\$5,250	\$10,500	\$10,500	\$10,500
<i>Narrative/Explanation: The amounts above reflect a portion (.5 FTE) of existing staff to support the program.</i>					
Faculty	\$29,668	\$48,002	\$100,004	\$100,004	\$100,004
<i>Narrative/Explanation: OSU anticipated that 1.5 FTE is needed to teach the proposed program. The existing FPST faculty includes three professors whose workload model increases their teaching load from four classes per year to five starting next year. This additional workload will either be applied to teaching in the proposed graduate program or teaching elective courses for FPST. Therefore, the existing faculty are capable of handling the workload without incurring additional costs.</i>					
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	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The funds above will be used for meeting and banquet space rental.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The funds above will be used for printing classroom handouts, exams, promotional and marketing materials.</i>					
Telecommunications	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<i>Narrative/Explanation: The amounts above reflect a pro-rated portion for telecommunication charges for 1.5 faculty.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$38,668	\$58,752	\$116,004	\$116,004	\$116,004

Bachelor of Arts in Global Studies

Program purpose. The proposed program responds to a need within Oklahoma, the nation, and the world for a workforce of globally-minded peoples by providing students with critical thinking and problem-solving skills through the study of world issues, trends, and conflicts.

Program rationale and background. Students within the Department of Geography express a need for greater clarity on how coursework supports career preparation. Additionally, informal surveys of potential students conducted by the department's undergraduate advisor during on-campus major fairs found that students are interested in internationally-focused coursework but were uncertain how to structure these interests into an existing program at OSU. The proposed program directly meets students' demands by providing greater flexibility in course selection as the curriculum allows for coursework in foreign languages and non-Western studies, as well as coursework with an International dimension and study abroad. Additionally, the proposed program can stimulate additional interest in the Master of Science in International Studies (410).

Employment opportunities. The proposed program will prepare students for jobs in a wide variety of occupations, both domestic and international. The U.S. Department of State estimates that there are 1.5 million non-governmental organizations (NGO) that operate in the U.S. and according to the Bureau of Labor Statistics, work with NGOs in the category of Social and Community Service Managers is expected to grow 10 percent during the 2014-2024 period. Additionally, jobs with the federal government will continue to demand graduates who can fill positions as intelligence and counter-intelligence analysts and development specialists. Furthermore, multi-national corporations hire public information specialists, cultural diversity trainers, and human resource managers knowledgeable about the internationalization of the labor force. OSU is confident that students completing the proposed program will find employment in a variety of career fields.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	13	Fall 2021
Minimum Graduates from the program	5	2021-2022

Duplication and impact on existing programs. There are no Bachelor of Arts in Global Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 21, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent September 22, 2016. Neither OU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Global Studies program will consist of 120 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	40
Major Requirements	44
College/Departmental Requirements	23
General Electives	13
Total	120

Faculty and staff. Existing faculty will teach the proposed program. One new faculty was hired and began employment Fall 2016.

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 Arts in Global Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$15,555	\$54,443	\$93,330	\$101,108	\$101,108
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$259.25 per credit hour. OSU estimates student enrollment of 2, 7, 12, 13, and 13 students in years 1 through 5. OSU anticipates students completing 30 credit hours per academic year.</i>					
TOTAL	\$15,555	\$54,443	\$93,330	\$101,108	\$101,108

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$38,863	\$62,370	\$70,098	\$70,098
<i>Narrative/Explanation: Courses will be taught by current faculty. The amounts above reflect faculty costs based on an additional FTE needed to offer courses.</i>					
Graduate Assistants	\$15,280	\$15,280	\$30,560	\$30,560	\$30,560
<i>Narrative/Explanation: Graduate Assistant costs are calculated on the basis of additional graduate student FTE needed.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$75	\$100	\$100	\$150	\$150
<i>Narrative/Explanation: Funds will be used for paper and miscellaneous items.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The funds above will be used for printing course and promotional materials.</i>					
Telecommunications	\$100	\$100	\$200	\$200	\$200
<i>Narrative/Explanation: The amounts above will be used for telephone charges.</i>					
Travel	\$0	\$0	\$0	\$0	\$0

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$15,555	\$54,443	\$93,330	\$101,108	\$101,108

Graduate Certificate in Health Analytics

Program purpose. The proposed program will provide students with the knowledge and skills to analyze large data for better decision making in the health care field.

Program rationale and background. Data is growing exponentially and health care is no exception. According to OSU health care has an annual growth rate of 48 percent compared 40 percent for the overall digital world. In 2013 there were 153 exabytes of health care data and this number is expected to grow to 2,314 exabytes by 2020. In addition, diagnostic and other health related applications are growing with increased utilization of medical images, adoption of clinical next generation sequencing applications, and advanced clinical decisions support algorithms. Utilizing courses from the Master of Science in Management Information Systems (412) and the Master of Science in Health Care Administration (006), the proposed program is a collaboration between the Spears School of Business and the OSU Center for Health Sciences (OSU-CHS) and will address the need for professionals who can convert large data repositories into actionable insight for better decisions to enhance effectiveness and efficiency in health care.

Employment opportunities. There is a dire need for professionals with practical knowledge and skills in health analytics. Health care companies/employers in the region have repeatedly articulated the challenges and needs in relation to finding qualified employees in health care analytics. A recent internet search revealed over 400 full-time positions listed for Healthcare Analysts. Although many of the students pursuing the proposed program may already be pursuing other graduate programs or are already employed, they may need the advanced knowledge or specialized training to gain employment or secure a promotion. OSU is confident that students completing the program will be successful in their careers.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2020
Minimum Graduates from the program	3	2020-2021

Duplication and impact on existing programs. There are no Graduate Certificate in Health Analytics programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 3, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	12
Total	12

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

Delivery method and support services. OSU will use Desire 2 Learn (D2L) as its learning management system to offer synchronous and asynchronous program and course instruction. 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. The library, facilities, and equipment are adequate for this program.

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Health Analytics are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$21,774	\$38,659	\$38,649	\$43,548	\$43,548
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$408.25 per credit hour for in-state students and \$998.00 per credit hour for out-of-state students. OSU estimates student enrollment of 3, 5, 5, 6, and 6 students in years 1 through 5. OSU anticipates students completing the proposed program in one academic year.</i>					
TOTAL	\$21,774	\$38,659	\$38,649	\$43,548	\$43,548

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$17,000	\$30,500	\$31,500	\$36,500	\$36,500
<i>Narrative/Explanation: Courses will be taught by current faculty. The amounts above reflect a portion of faculty salary needed to teach students pursuing the proposed program.</i>					
Graduate Assistants	\$0	\$3,953	\$3,953	\$3,953	\$3,953
<i>Narrative/Explanation: The funds above reflect the amount for a graduate tuition waiver and stipend for 1 graduate assistant.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$4,000	\$4,000	\$3,000	\$3,000	\$3,000
<i>Narrative/Explanation: The funds above reflect expenses related to recording and production of lecture videos.</i>					

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
	\$21,000	\$38,453	\$38,453	\$43,453	\$43,453

Attachments

**OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN ENGINEERING TECHNOLOGY**

Degree Requirements		Credit Hours
Core Requirements		9
*GENT 5013	Research Methods	3
*GENT 5023	Project Management	3
*GENT 5033	Risk Analysis	3
Required Courses		9
*FSEP 5113	Fire and Explosion Hazard Recognition	3
*FSEP 5133	Principles of Industrial and Process Safety	3
*FSEP 5143	Structural Design for Fire and Life Safety	3
Electives		6-12
Students completing a thesis must complete 6 credit hours. Students completing a creative component must complete 12 credit hours.		
*FSEP 5123	Fire and Explosion Detection and Mitigation	3
*FSEP 5153	Critical Infrastructure Vulnerability and Risk	3
*FSEP 5163	Principles of Industrial, Physical and Building Security	3
*FSEP 5990	Special Topics	Varied
FPST 4143	Industrial Ventilation and Smoke Control	3
FPST 4383	Fire Safety Simulation Modeling	3
ETM 5291	Failure Mode and Effect Analysis in Design	1
ETM 5371	Ethics for Practicing Engineers	1
ETM 5411	Engineering Economic Analysis	1
ETM 5421	Understanding Variation I	1
ETM 5331	Understanding Variation II	1
ETM 5153	Foundations of Engineering Management	3
IEM 5943	Hazardous Material and Waste	3
ENGR 5133	Advanced Environmental Law	3
POLS 5303	Introduction to Fire and Emergency Management	3
FRNS 5123	Fire Dynamics Forensics in Forensic Investigations	3
Thesis/Creative Component (select one)		2-6
*FSEP 5000	Thesis	6
*FSEP 5990	Creative Component	2
Total		30-32

ATTACHMENT B

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF ARTS IN GLOBAL STUDIES**

Degree Requirements		Credit Hours
General Education		40
ENGL 1113 or ENGL 1313	Composition I International Freshman Composition I	3
ENGL 1213 or ENGL 1413 or ENGL 3233	Composition II International Freshman Composition II Technical Writing	3
HIST 1103	Survey of American History	3
POLS 1113	American Government	3
STAT 2013 or STAT 2023 or STAT 2053	Elementary Statistics Elementary Statistics for Business and Economics Elementary Statistics for the Social Sciences	3
	Humanities (courses designated in the catalog with an 'H')	6
GEOG 1114	Physical Geography	4
	Science (courses designated in the catalog with a 'N')	2
	Social and Behavioral Science (courses designated in the catalog with an 'S')	3
	Additional General Education (courses designated in the catalog with an 'A,' 'H,' 'N,' or 'S')	10
College/Departmental Requirements		23
A&S 1111	First Year Seminar	1
	Arts and Humanities (any course designated as 'H' or courses from AMST, ART, ENGL (except 3323), HIST, MUSI, PHIL (except 1313 or 3003), REL, TH, and foreign languages (second year and above)	9
	Natural and Mathematical Sciences (any courses from ASTR, BIOC, BIOL, BOT, CHEM, CS (except 4883), GEOL, MATH, MICR, PHYS, STAT, and ZOO or courses from other departments designated as 'A' or 'N')	3
	Foreign Languages	10
Major Requirements		44
GEOG 1113	Introduction to Cultural Geography	3
GEOG 1713	World Regional Geography	3
*GLST/GEOG 2xx3	Global Perspectives	3
*GLST/GEOG 2xx2	Global Sustainability	2
	One of the following skills requirements:	3

GEOG 4203	Foreign language beyond college requirement	
GEOG 4313	Fundamentals of GIS	
GEOG 3333	Field Techniques and Geodata Collection	
GEOG 3333	Spatial Analysis	
*GLST 4xx3	Senior Capstone Experience	3
	Related departmental-approved upper-division courses	6
Regional Study		
GLST/GEOG 3713	Geography of the US and Canada	
or		
GLST/GEOG 3723	Geography of Europe	
or		3
GLST/GEOG 3743	Geography of Latin America	
or		
GLST/GEOG 3793	Geography of Australia and the Pacific Realm	
GLST/GEOG 3053	Introduction to Central Asian Studies	
or		
GLST/GEOG 3733	Geography of Russia and Its Neighbors	
or		
GLST/GEOG 3753	Geography of Asia	3
or		
GLST/GEOG 3763	Geography of Africa	
or		
GLST/GEOG 3783	Geography of the Middle East and Southwest Asia	
Select one thematic area of emphasis below and select 5 courses (15 credit hours)		
Culture, the Arts, and Humanities		
ANTH 3353	Cultural Anthropology	3
ANTH 3443	Peoples of Mesoamerica	3
ANTH 4883	Comparative Cultures	3
ART 4703	Art East and West: Biases and Borrowings	3
ART 4713	The Visual Culture of the Islamic World	3
ART 4793	Architecture and Space in East Asia	3
ENGL 4350	Contemporary International Cinema	3
GEOG 3173	Cultural Geography	3
GEOG 3213	Geographies of New Media	3
GEOG 4143	Geography of Travel and Tourism	3
GEOG 4253	Geographic Perspectives on American Women's Travel accounts Then and Now	3
GWST 4950	Special Topics in Global Feminism	3-6
HIST 3133	African Diaspora History	3
HIST 3543	Israel and Palestine in Modern Times	3
HIST 3553	Media and Popular Culture in the Arab Middle East	3

HIST 3583	Minorities and Diversity in the Middle East	3
PHIL 3613	Philosophy of Religion	3
PHIL 3623	Philosophy of Race	3
PHIL 4943	Asian Philosophy	3
PHIL 4953	East Asian Philosophy	3
REL/SOC 3713	Religion, Culture, and Society	3
REL 4113	The World of Islam: Cultural Perspectives	3
REL 4213	Understanding Global Islam	3
REL 4223	Religions and Sects in the Middle East	3
SOC 4653	Gender in the Middle East	3
Geopolitics and the Global Economy		
AGEC 4343	International Agricultural Markets and Trade	3
ECON 3613	International Economic Relations	3
ECON 4643	International Economic Development	3
EEE 3020	Business Plan Laboratory	1-3
EEE 3403	Social Entrepreneurship	3
ENTO/PLP 2143	Global Issues in Agricultural Biosecurity and Forensics	3
GEOG 3123	Urban Geography	3
GEOG 3133	Political Geography	3
GEOG 3163	Economic Geography	3
GEOG 3183	Transportation Geography	3
MKTG 3993	International Business	3
POLS 3003	The Soviet Union: History, Society and Culture	3
POLS 3033	International Law	3
POLS 3123	Politics of Russia/Former Soviet Union	3
POLS 3163	Politics of Africa	3
POLS 3193	Politics of Latin America	3
POLS 3223	Politics of East Asia	3
POLS 3313	Politics of the Middle East	3
POLS 3893	Terrorism and Emergency Management	3
POLS 4013	American Foreign Policy	3
POLS 4043	Politics of the Global Economy	3
POLS 4113	International Institutions	3
POLS 4223	Comparative Political and Social Movements and the Politics of Protest	3

Global Sustainability		
ENTO 2003	Insects and Society	3
ENTO 2223	Insects in the Global Public Health	3
ENVR 1113	Elements of Environmental Science	3
ENVR 3113	Sampling and Analyses for Solving Environmental Problems	3
GEOG 2344	Digital Tools for Environmental Exploration	4
GEOG 3023	Climatology	3
GEOG 4113	Environment and Development	3
GEOG 4003	Natural Hazards and Society	3
GEOG 4073	Climate Change: Past and Present	3
GEOG 4233	Human Dimensions of Global Environmental Change	3
HIST 4603	History of Energy	3
NREM 4001	Issues in Global Change	1
*NREM 4043	Natural Resource Administration and Policy	3
NREM 4063	Ecotourism and Wilderness Management	3
NREM 4473	Global Issues of Water and Ecosystem Management	3
NSCI 3543	Food and the Human Environment	3
SOC 4433	Environmental Sociology	3
SOC 4453	Environmental Inequality	3
SOC 4533	World Population Problems	3
General Electives		13
Select 13 credit hours of course work so that number of hours completed for the degree total 120.		
Total		120

**OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN HEALTH ANALYTICS**

Graduate Certificate Requirements		Credit Hours
Required Courses		12
HCA 5013	Survey of Health Care Administration	3
MSIS 5673	Descriptive Analytics and Visualization	3
MSIS 5633	Business Intelligence Tools and Techniques	3
MIS 5303 or MIS 5xxx	Prescriptive Analytics Other appropriate 5000 level MSIS course	3
Total		12

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #13-b:

New Programs.

SUBJECT: Oklahoma City Community College. Approval to offer the Certificate in Workplace Writing and Communications.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's request to offer via traditional and electronic delivery, the Certificate in Workplace Writing and Communications, with the stipulation that continuation of the certificate will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Workplace Writing and Communications.** This certificate is embedded within the Associate in Arts in Diversified Science (010) and will be included in the regular 5 year program review due in 2019.

BACKGROUND:

Academic Plan

Oklahoma City Community College's (OCCC) 2015-2016 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 2015. The Program is holding at the admission number of 63 for this nursing pathway. Clinical congestion for competing clinical slot availability precludes admission numbers higher than 63.
- **Increase student numbers in the SLPA Program.**
The SLPA Program has now established itself as an ongoing curriculum offered primarily through online instruction. With entry at one time per year (Fall) graduation numbers are strong with 15 graduating in May 2015. For fall 2015, 19 qualified applicants will be admitted. Being a unique curriculum totally online (except for individual student clinical placements) the curriculum's courses are now established and taught by seasoned instructors. A new FY'16 initiative is being forwarded regarding investigating the feasibility of offering the online program to the Native American Nations within the State of Oklahoma. This could potentially impact positively not only workforce development but an underserved health care population.

- **Increase student numbers in the Occupational Therapy Assistant (OTA) Program.**

The OTA Program began its new and innovative FlexTrack pathway starting spring 2015. There were 14 qualified applicants admitted for this first class. Although less than the desired 18, this has been a positive in terms of recognizing the differing characteristics and needs of this student group versus the Traditional Pathway students. Additionally, two introductory courses are being switched (after analysis) in terms of when they are offered in the curriculum pattern due to recognition of content needs and curriculum design sequencing. 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 reinstated into the application for both the Traditional Pathway and FlexTrack Pathway.

- **Increase EMS student numbers and graduates (Certificate and AAS) in the EMS Program past the entry level EMS 1018 - Basic EMT.**

A formal orientation to the EMS Program was implemented starting summer of 2014.

A formal EMS Paramedic application has been developed and approved (pending OSRHE approval). Given final approval the application will be implemented for spring 2016.

The Advanced EMT Certificate offering is currently in the process of receiving OCCC Board of Regents approval and will be implemented following OSRHE approval.

Ongoing activities promoting the EMS Program have occurred throughout FY'15. The activities have been both internal and external to OCCC. Additionally, the EMS Program has been successful in securing and implementing a specialized cadaver lab enhancing EMS student skills in airway management along with general understanding and awareness of critical body structure. This activity has also been opened to other health programs at OCCC along with external health agencies.

- **Division of Information Technology program priorities.**

Faculty from the IT Division will host students from area high school and career technical centers and present information about our curriculum and facilities. In addition, the Computer Science department continued the Summer camp for 5th through 8th grade on programming, graphics and cyber/security.

- **Program under development include:**

Associate of Applied Science in Engineering Technology – Various options and partnerships

- **Certificates of Mastery under development within the current programs of study include:**

Certificate of Mastery in Print Media
Certificate of Mastery in Multimedia
Certificate of Mastery in Photography
Certificate of Mastery in Social and Human Services
Certificate of Mastery in Customer Service
Certificate of Mastery in Vehicle Service Advisor
Certificate of Mastery in Advanced Emergency Medical Technician
Certificate of Mastery in Engineering Technology
Certificate of Mastery in Nutritional Sciences

Certificate of Mastery in Paramedic Critical Care
 Certificate of Mastery in Leadership in the Workplace
 Certificate of Mastery in Workplace Writing and Communications
 Certificate of Mastery in English Proficiency
 Certificate of Mastery in Accounting Assistant
 Certificate of Mastery in Public/Community Health

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
64	Degree and/or certificate programs added

Program Review

OCCC offers 70 degree and/or certificate programs as follows:

25	Certificates
26	Associate in Arts or Science Degrees
19	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 Workplace Writing and Communications at the May 16, 2016 meeting.

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

- Associate in Arts in Liberal Studies (128);
- Associate of Applied Science in Clinical Research Coordinator (153);
- Certificate in Clinical Research Coordinator (154);
- Associate in Applied Science in Speech-Language Pathology Assistant (164);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Arts in Humanities (021);

- Associate in Science in Business (004); and
- Associate in Arts in Diversified Studies (010)

OCCC requests authorization to offer these certificates 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:

Certificate in Workplace Writing and Communications

Program purpose. The proposed program is designed to provide students with skills that will increase marketability in the workplace.

Program rationale and employment opportunities. Written and verbal communication skills are necessary for workplace success. OCCC conducted a survey of local employers, such as First Fidelity Bank, Dell, Federal Aviation Administration, and the Office of Juvenile Affairs who work with the Graduation, Employment, and Transfer Services department to determine the viability of the proposed certificate. The majority of the employers indicated that an applicant possessing effective communication skills would be more marketable. Employers also indicated that employees earning the proposed certificate could result in a new hire receiving a higher starting salary. OCCC is confident that students will benefit from the proposed program.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Arts in Diversified Science (010) program.

Duplication and impact on existing programs. There are no Certificate in Workplace Writing and Communications programs offered in Oklahoma. A system wide letter of intent was communicated by email May 4, 2016. 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 30 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
Required Courses	30
Total	30

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

Delivery method. The proposed program is embedded within the Associate in Arts in Diversified Studies (010), which has been approved for electronic delivery, and will also be offered via electronic media.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Arts in Diversified Studies (010) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

ATTACHMENT A

**OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN WORKPLACE WRITING AND COMMUNICATIONS**

Degree Requirements	Credit Hours
Required Courses	30
ENGL 1113 English Composition I	3
ENGL 1213 English Composition II	3
PSY 1113 or Introduction to Psychology SOC 1113 Introduction to Sociology	3
PHIL 1123 Critical Thinking	3
CS 1103 Introduction to Computers and Applications	3
BUS 2033 or Business Communication *ENGL 2143 Introduction to Grant Proposal Development	3
ENG 1203 Business English	3
COM 2213 or Introduction to Public Speaking COM 1123 Interpersonal Communications	3
ENGL 1133 Critical and Efficient Reading	3
ENGL 1233 Technical Writing for the Workplace	3
Total	30

*Denotes New Course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #13-c:

New Programs.

SUBJECT: Seminole State College. Approval to offer the Associate in Science in Secondary Education.

RECOMMENDATION:

It is recommended that the State Regents approve Seminole State College's request to offer the Associate in Science in Secondary Education with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Secondary Education.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2019; and
Graduates: a minimum of 15 students in 2019-2020.

BACKGROUND:

Academic Plan

Seminole State College's (SSC) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

“Shaping The Future” – a campus retreat that set the following goal:

To build a campus culture that honors the standard community college mission of providing access to higher education and academic excellence while simultaneously and very intentionally providing a campus-wide focus on student engagement, completion, and success.

Initiative Components:

- A. Focus on Readiness Strategies
- B. Design and Implementation of a New Academic Advising Model
- C. Curriculum Revisions in Freshman Orientation/Success Courses
- D. Transformation of Developmental Education
- E. Implementation of Learning Communities and Structured First-Year Experience
- F. Analysis, Revision and Expansion of Degree Programs
- G. Formation of Student Success Council

Recurring Themes

- Provide students with supportive campus processes that facilitate the development of as many meaningful relationships with SSC personnel as possible

- Focus on degree programs, the student’s career pathway, and life after college
- Help students complete a degree or certificate in the shortest possible period of time
- Promote and facilitate educational partnerships between students and the college in which each party has specifically defined responsibilities to uphold.

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

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

Program Review

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

2	Certificates
18	Associate of Arts or Science Degrees
5	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 SSC’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

SSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. SSC’s governing board approved delivery of the Associate in Science in Secondary Education at the August 18, 2016 meeting. SSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Science in Secondary Education

Program purpose. The purpose of the proposed program is to prepare students to transfer into a teacher education program in a chosen certification area at a four-year institution.

Program rationale and background. A secondary education degree program at SSC would help supply the state with qualified teachers. In Spring 2016, the child development and elementary education programs at SCC had 60 and 58 students enrolled, respectively. These numbers, along with a lack of comparable two-year secondary education programs in the area, suggest a strong interest in teaching careers and a need for expanding certification opportunities to the secondary level. The proposed program is the result of collaboration between SSC and East Central University (ECU) to provide students with a foundation of course work that will articulate into the secondary education teaching area. Students will complete the majority of the coursework required for the proposed program from SSC taught by current SSC faculty. Three credit hours of education course work will be taught by ECU faculty via online delivery. Two credit hours of education course work will be taught by ECU faculty in a face-to-face format on the SSC campus. Although the proposed program has been specifically designed to articulate with teacher certification programs at ECU, students should be able to seamlessly transfer to similar teacher certification programs statewide.

Employment opportunities. Oklahoma’s public schools are in the midst of an ongoing teacher shortage. The Oklahoma State Board of Education’s Oklahoma Educator Workforce Shortage Task Force released a report in January 2014 indicating the state was in need of 1,000 qualified teachers to fill positions. In May 2015, State Superintendent of Public Instruction stated the number of vacancies remained at 1,000. The Tulsa World reported in April 2016 that the number of emergency certifications rose from 32 in 2011-2012 to 842 in 2015-2016. These numbers suggest a lack of candidates with education degrees to fill the demand for teachers. Additionally, the Oklahoma Employment Security Commission indicates the need for middle and high school teachers is expected to increase 5.2 percent through 2024. Graduates of the proposed program will be able to transfer to ECU and other state system institutions with teacher certification programs and be on track to complete their degree within two years after transferring. After successful completion of the appropriate certification exams, these students will be eligible to be recruited, hired, and meet the demand for qualified teachers across the state.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	25	Fall 2019
Minimum Graduates from the program	15	2019-2020

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

Institution	Existing Program
Rogers State University	Associate in Arts in Secondary Education (012) Associate in Arts in Liberal Arts (023) with an option in English-Secondary Education
Tulsa Community College	Associate in Arts in Pre-Education (006)
Oklahoma State University Institute of Technology	Associate in Science in Pre-Education (090)
Rose State College	Associate in Science in Mathematics (029) with an option in Mathematics Education

A system wide letter of intent was communicated via email on August 1, 2016. The University of Central Oklahoma (UCO) and the University of Science and Arts of Oklahoma (USAO) requested a copy of the proposal, which was sent on September 1, 2016 and September 7, 2016, respectively. Neither UCO, USAO nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 61-67 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	41-43
Major Field Requirements	12-16
Major Field Support	3
Major Field Requirements at ECU	5
Total	61-67

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

Support services. The library, classroom, and lab space are adequate for this degree program.

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

Program resource requirements. Program resource requirements for the Associate in Science in Secondary Education are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$22,671	\$30,507	\$30,507	\$30,507	\$30,507
<i>Narrative/Explanation: Tuition and fees were calculated based on 2015-2016 tuition rates and estimated student enrollments of 15 students in year 1 and 25 students in years 2 through 5. SSC anticipates each student completing 12 credit hours of major course work during the first academic year and 24 credit hours of major course work each academic year following.</i>					
TOTAL	\$22,671	\$30,507	\$30,507	\$30,507	\$30,507

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$7,439	\$7,663	\$7,892	\$8,129	\$8,373
<i>Narrative/Explanation: The amounts above are a percentage of the cost for administrative/professional staff support.</i>					
Faculty	\$11,498	\$11,842	\$12,198	\$12,564	\$12,941
<i>Narrative/Explanation: Existing faculty will be used to teach the courses and, when required, overload and adjuncts will be added. The amounts shown are based on annual salary plus benefits.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts listed will be used for equipment and materials to cover unexpected expenses of this type. The proposed program is not expected to require additional funds for equipment and materials.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts listed are budgeted for contractual services to cover unexpected expenses of this type. The proposed program is not expected to require additional funds for contractual services.</i>					
Other Support Services	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts listed are budgeted for other support services to cover unexpected expenses of this type. The proposed program is not expected to require additional funds for support services.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing and Supplies	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts listed are budgeted for travel to cover unexpected expenses of this type. The proposed program is not expected to require additional funds for travel.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$19,937	\$20,505	\$21,090	\$21,693	\$22,314

Attachment

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN SECONDARY EDUCATION**

Degree Requirements	Credit Hours
General Education	41-43
GOV 1113 American National Government	3
HIST 1483 or HIST 1493 American History Survey to 1877 American History Survey since 1877	3
ENG 1113 Composition I	3
ENG 1213 Composition II	3
SPCH 1143 Speech	3
HUM XXX3 Any course designated as Humanities	6
	3
	8
CAP 1103 Introduction to Microsoft Word	3
HPER 1102 or HPER XXX1 Wellness and Human Development or Two HPER activity courses	2
SOC 1101 or SOC 1003 Freshman Seminar Personal and Academic Success Skills	1-3
PSY 1113 General Psychology	3
Major Field Requirements	12-16
Students will select courses related to their teaching emphasis with the guidance of an advisor.	
ANTH 1113 General Anthropology	3
BA 2113 Macroeconomics	3
BA 2213 Microeconomics	3
BIOL 1114 General Biology	4
BIOL 1214 Principles of Biology	4
BIOL 1224 General Botany	4
BIOL 1234 General Zoology	4
BIOL 2114 Human Anatomy	4
CHEM 1315 General Chemistry I	5
CHEM 1515 General Chemistry II	5
ENG 1803 Native American Literature	3
ENG 2103 Fiction Writing	3
ENG 2113 Creative Writing	3

ENG 2123	Introduction to Poetry	3
ENG 2413	Introduction to Literature	3
ENG 2433	World Literature I	3
ENG 2543	British Literature I	3
ENG 2653	British Literature II	3
ENG 2753	American Literature I	3
ENG 2883	American Literature II	3
GEOG 1123	World Regional Geography	3
HIST 1483	American History to 1877	3
HIST 1493	American History since 1877	3
HIST 2223	Early Western Civilization to 1660	3
HIST 2233	Modern Western Civilization since 1660	3
MATH 1613	Plane Trigonometry	3
MATH 2153	Elementary Statistics	3
MATH 2215	Calculus and Analytic Geometry I	5
MATH 2424	Calculus and Analytic Geometry II	4
MATH 2434	Calculus and Analytic Geometry III	4
PHYS 1214	Earth Science	4
PHYS 1314	Astronomy	4
PHYS 2114	General Physics I	4
PHYS 2211	Calculus Based Physics I	1
PHYS 2224	General Physics II	4
PHYS 2231	Calculus Based Physics II	1
Major Support		3
PSY 2023	Developmental Psychology	3
Major Field Requirements at ECU		5
EDUC 2012	Foundations of Education	2
EDUC 2211	Field Experience	1
EDUC 2402	Survey of Exceptional Children	2
Total		61-67

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AGENDA ITEM #13-d:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Certificate in Healthcare Specialist/Paramedic.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the Certificate in Healthcare Specialist/Paramedic, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Healthcare Specialist/Paramedic.** This certificate is embedded within the Associate in Applied Science in Healthcare Specialist/Paramedic (361) and will be included in the post-audit program review due in 2019.

BACKGROUND:

Academic Plan

Tulsa Community College's (TCC) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

TCC's new 2016-2020 Strategic Plan articulates several academic priorities and activities, many of which will be implemented during 2015-2016.

Academic Pathways

During 2015-2016, we are implementing numerous strategies to support the creation of academic pathways for our students that will result in improved persistence and completion rates. Specifically, we are updating our college-wide Assessment Plan, improving our faculty development infrastructure, and reorganizing our Academic Affairs areas to ensure we have a one-college organizational structure that maximizes student support and success. We also created a new Vice President for Workforce Development position that will work to make sure TCC keeps up with industry demands and adequately meets the needs of our local businesses.

AEP Credits Count

Regarding specific programs, thanks to a generous grant from AEP/PSO, the AEP Credits Count Program is funded for a five year program designed to support Tulsa area students in their pursuit of STEM careers. In the 2015-2016 school year, TCC is partnering with TPS in planning the execution of the grant with particular focus on the 2016 calendar year. Timelines for the program through March 2016 have been created along job descriptions for the Program Manager and the STEM Center Supervisor. By the end of August 2015, a Program Manager was selected and hired pending Board approval.

The next order of business will be for the Program Manager to hire the STEM Center Supervisor for the first site at Rogers High School. The Program Manager will also work with Tulsa Public Schools to flesh out the plans to create a STEM Center at Rogers High School, build middle school STEM experiences as outlined in the grant for the feeder middle schools for Rogers, plan and staff the Summer Bridge program, and plan the execution of the Professional Development initiative for educators at Rogers High School.

The STEM Center will open doors at Rogers High School in January 2016, with the Middle School STEM Experiences, Summer Bridge, and Teacher Institute aspects taking shape in the spring and summer of 2016.

It is intended that this program will furnish the support that Tulsa area students and educators need to take STEM education to the next level in Green Country. This will be accomplished by engaging middle school students, retaining knowledge through the Summer Bridge, supporting through the STEM Center, and empowering educators through the Teacher Institute.

Academic Advisement

The academic advisor is uniquely positioned to communicate students' needs to the college and the college's expectations to students. Nowhere is quality advising more important than in an institution like TCC with a high number of first-generation and underprepared students. Institutional research has shown that student persistence increases by as much as 20% with at least one academic advisor contact. Increases in advising staff have not matched increases in enrollment over time. The current student-to-adviser ratio of over 1,000:1 is well above the recommended NACADA two-year college median of 441:1.

An Advising task force was formed to review advising at TCC and recommend improvements to enhance the student experience. The team completed Lean Six Sigma Process Mapping of the advising process; conducted and evaluated external and institutional research; and held stakeholder communication and project planning meetings.

A project plan was developed that recommends:

- Adding Staff to reduce turnover, increase ratio of student support, and allow for a proactive advising model
- Renovating Space to house new staff and function
- Incorporating Technology leverage opportunities to improve functions like degree audits and student on-boarding

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

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

Program Review

TCC offers 101 degree and/or certificate programs as follows:

37	Certificates
28	Associate in Arts or Sciences Degrees
36	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 TCC'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

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Certificate in Healthcare Specialist/Paramedic at the January 21, 2016 meeting. TCC requests authorization to offer this program, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:**Certificate in Healthcare Specialist/Paramedic**

Program purpose. The purpose of the proposed program is to provide a broad education in the principles and practical applications of fire and emergency medical services.

Program rationale and employment opportunities. The Tulsa Fire Department and Tulsa Police Department currently have students enrolled in TCC's paramedic courses and discussions are underway to create a memorandum of understanding with these entities to continue this relationship. TCC reports that the Emergency Medical Services Authority (EMSA) is the largest employer of paramedics in the region and indicates that the need for new paramedics is high. According to EMSA, at least 36 new paramedics per year will be needed in the Tulsa area to meet the demands. Additionally, fire departments in municipalities such as Owasso, Broken Arrow, and Miller indicate they are experiencing paramedic shortages. Statewide, the Oklahoma Employment Security Commission estimates careers for firefighters, emergency medical technicians, and paramedics are expected to increase 14 to 21 percent through 2024. TCC is confident the graduates of the proposed program will find employment.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science Healthcare Specialist/Paramedic (361) program.

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

Institution	Existing Program
Redlands Community College	Certificate in EMT Paramedic (077)
Oklahoma City Community College	Certificate in Emergency Medical Paramedic (069)

A system wide letter of intent was communicated via email on June 21, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 44 total credit hours each as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	44
Total	44

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 is an embedded certificate within the Associate in Applied Science in Healthcare Specialist/Paramedic (361) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**TULSA COMMUNITY COLLEGE
CERTIFICATE IN HEALTHCARE SPECIALIST/PARAMEDIC**

Degree Requirements		Credit Hours
Required Courses		44
BIOL 1314	Human Anatomy and Physiology	4
FEMS 1214	Principles of Fire and Emergency Medical Services	4
EMSP 2115	Principles of Paramedic 1	5
EMSP 2129	Paramedic Theory and Application 1	9
EMSP 2214	Principles of Paramedic 2	4
EMSP 2229	Paramedic Theory and Application 2	9
EMSP 2314	Principles of Paramedic 3	4
EMSP 2325	Paramedic Theory and Application 3	5
Total		44

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AGENDA ITEM #14:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the program listed below:

- Associate in Science in Children's Teachers (160)

Northern Oklahoma College (NOC) requests authorization to delete the program listed below:

- Associate in Applied Science in Aviation in Maintenance Technology (076)

POLICY ISSUES:

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

ANALYSIS:

SWOSU requests authorization to delete the Associate in Science in Children's Teachers (160). This program was approved at the September 9, 2010 State Regents' meeting. Reasons for requesting the deletion include:

- SWOSU reports the Cheyenne Arapaho Tribal College closed and there is no student interest.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Applied Science in Aviation in Maintenance Technology (076). This program was approved prior to 1990. Reasons for requesting the deletion include:

- NOC reports there is no student interest in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #15:

Summer Academies.

SUBJECT: Approval of 2017 Summer Academy Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the 2017 Summer Academy proposals recommended for funding, 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:

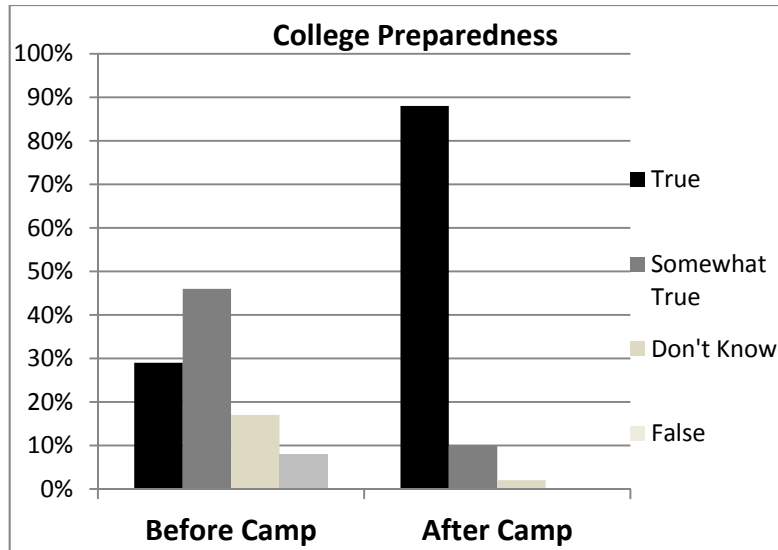
The State Regents' Summer Academies provide stimulating learning opportunities to heighten students' interest and confidence in science, mathematics and multidisciplinary studies to further develop and promote their career and educational aspirations.

ANALYSIS:

Prior to 2004 the State Regents' Summer Academy program included in-depth learning experiences through one-, two-, three- and even four-week Academies. Due to a severe cut in grant funding, Academies are now limited to one or two weeks. 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 attached list includes 25 academies being recommended for their second year of a three-year grant.

Outcomes

Pre and Post surveys taken at several Summer Academies indicate a positive increase in the probability of participants going to college and their knowledge of college readiness. This example is from the MASH Camp at Tulsa Community College:



Student Quotes from MASH Camp 2016

- “I have benefited because I have learned skills that I will use through high school and in college. I have discovered what career I want to pursue.”
- “Suturing pig’s feet was my favorite activity because it gave me a better understanding of what it is like to be a surgeon.”
- “I’ve benefited from participating in MASH Camp by putting myself out there. I get hesitant to apply for things and now I feel like I need to do more and stop being afraid and get out there!”
- “My favorite MASH Camp activity is TCC Biotechnology. I learned about DNA and chemicals. I really enjoyed using the lab equipment.”

State Regents’ staff receive many appreciative messages relative to the Summer Academy program. This is a small but representative sample:

- “My son really had a good time at camp. He came home saying that now he wants to pursue a career in Wildlife Biology. Until now, he didn't know about those career options.”
- “This camp is an amazing learning experience for me and all my new friends. It really has broadened my horizons and made me want to be an aerospace engineer.”
- “We wanted to thank you so much for the opportunity for our daughter to participate in the Math and Science Summer Academy at ORU this summer!”
- “The PIE Academy is a chance to explore something new. It provided me information in a field that I had little to no experience in. If I got the chance I would definitely attend again.”
- “Thank you Dr. Cheng and CSI team for the hard work to make this year’s CSI Summer Academy great. I really enjoyed it. Thanks for allowing me to come and participate.”

Attachment

2017 Summer Academy Grants

Institution	Project Title	Grades served	Student Slots	2017 Recommended Funding
Cameron University	NanoExplorers	9-12	24	\$32,160
Cameron University	Science Detectives	8-10	24	\$12,720
East Central University	Computer Science and Robotics	8-12	36	\$24,120
East Central University	You Are What You Eat	8-9	20	\$13,400
Langston University	An Intensive Summer Academy in Mathematics and Science	10-12	30	\$47,520
Murray State College	MSC Summer College STEM Academy	8-9	50	\$33,500
Northeastern State University – Broken Arrow	Get Green for Blue: Outdoor Investigations to Connect Water to You	8-10	24	\$10,762
Northeastern State University – Tahlequah	Summer Robotics Academy	8-12	60	\$40,200
Oklahoma State University	Exploring the Benefits of Human-Animal Interaction	9-10	30	\$20,090
Oklahoma State University	Camp T.U.R.F (Tomorrow’s Undergraduates Realizing the Future)	9-10	25	\$33,500
Oklahoma State University	It’s a Polymer Life – Polymers of Everyday Life Sumer Academy	10-12	20	\$13,400
Oklahoma State University, Okmulgee	Emerging and Converging Technologies Academy	8-10	38	\$25,460
Oral Roberts University	A Hands-On Program in Mathematics and Science	9-10	40	\$26,800
Seminole State College	Peek Into Engineering (PIE)	9-12	44	\$29,040
Southwestern Oklahoma State University	SSMA: Summer Science and Mathematics Academy	10-12	32	\$42,850
Tulsa Community College	Math and Science in Health (MASH)	10-12	48	\$31,800
University of Central Oklahoma	CSI: A High School Summer Forensics Academy	9-12	36	\$24,120
University of Central Oklahoma	Be an Engineer: Change the World	8-10	30	\$15,898

University of Oklahoma	Oklahoma Mesonet: Mostly Weather with a Chance of Fun	9-10	30	\$20,100
University of Oklahoma	Collaborate, Create, Construct: Innovation Shaping the Built Environment	9-10	30	\$20,100
University of Oklahoma	Starship: Exploration	8	30	\$20,100
University of Oklahoma Health Sciences Center	Exploring Math and Science Academy (EMSA)	9	50	\$53,000
University of Science and Arts in Oklahoma	Where Does Our Food Come From and How Did it Get Here?	8-9	24	\$16,080
University of Tulsa	Summer Engineering Academy	8-11	20	\$10,600
University of Tulsa	Technology Education and Collaborative	8-9	36	\$20,100
Grand Total 2017 Summer Academy Awards			831	\$637,420

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AGENDA ITEM #16-a:

Teacher Education.

SUBJECT: Acceptance of the Elementary and Secondary Education Act, Title II, Part A - Improving Teacher Quality Grant funds awarded from the U.S. Department of Education.

RECOMMENDATION:

It is recommended that the State Regents accept grant funds in the amount of \$677,562.

BACKGROUND:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A, Subpart 3, authorizes the Improving Teacher Quality (ITQ) State Grants, of which 2.5 percent of the total annual funds available to the state are given to the state agency of higher education (SAHE). Such funds are then awarded through sub-grants to eligible partnerships. Eligible partnerships must consist of at least one from each of the following: (1) an institution of higher education that has a division that prepares teachers and principals, (2) a school of arts and sciences, and (3) a high-need local educational agency (LEA). A high-need LEA is defined by the USDE as:

(A) An LEA that serves no fewer than 10,000 children from families with incomes below the poverty line **OR** for which not less than **20 percent** of the children served by the agency are from families with incomes below the poverty line,

AND

(B) An LEA for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, **OR** for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

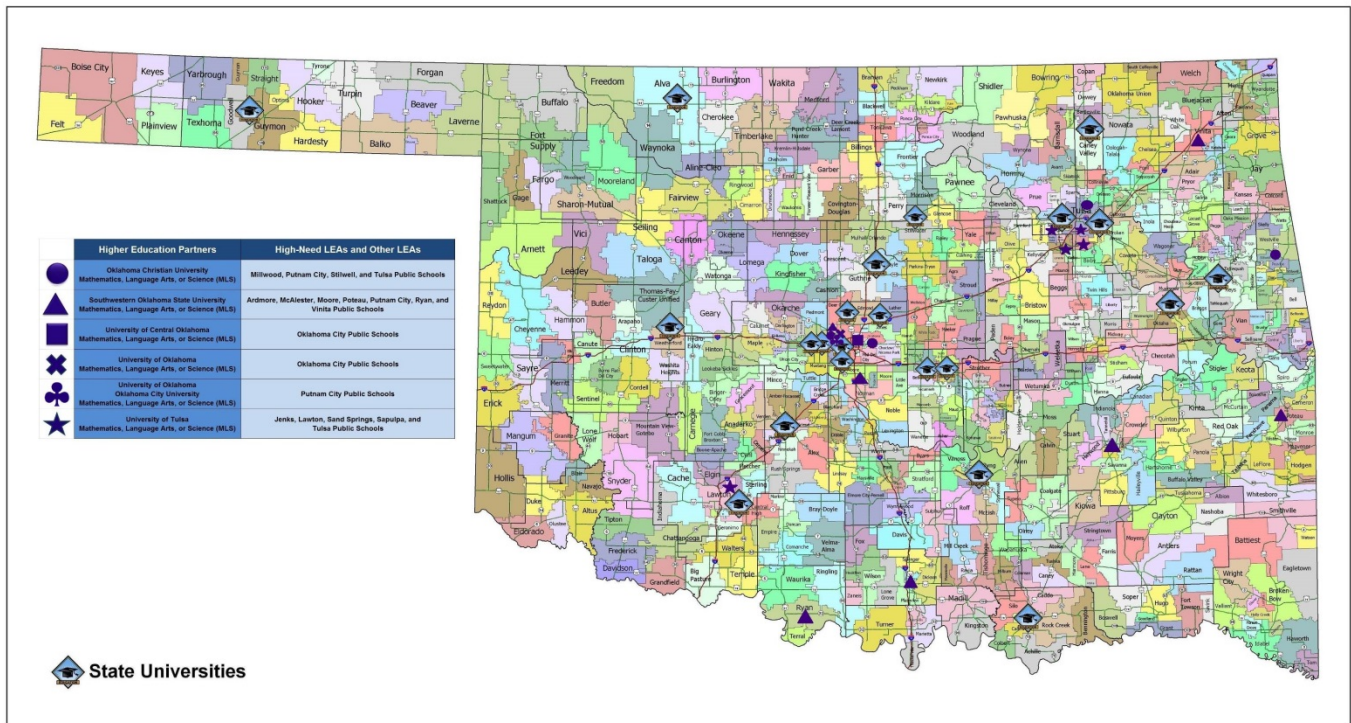
Eligible partnerships also may include additional institutions of higher education (IHE) - either two-year or four-year; additional local education agencies (LEA), public or private, whether or not they are high-need; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations; entities carrying out a pre-kindergarten program; teacher organizations; principal organizations; or businesses. The partnerships use the funds to conduct professional development activities in core subject areas specifically in mathematics, science, and reading/language arts, in addition to workshops on effective instructional leadership. The goal is to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) instructional leaders (i.e. principals and superintendents) have pedagogical content knowledge in the academic subjects they teach, including computer-related technology, to enhance instruction. SAHEs should demonstrate leadership in identifying for grantees and prospective applicants scientifically-based professional development that improves teaching and learning effectiveness and impacts student academic outcomes.

POLICY ISSUES:

The Title II-A Improving Teacher Quality State Grant Program was created by the ESEA of 1965 as amended by the NCLB P.L. 107-110. It is designed to provide effective professional development for Oklahoma teachers and is consistent with the State Regents' Teacher Education policy.

ANALYSIS:

During summer 2016, 277 teachers participated in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve approximately 46,822 students during the current school year. The following map indicates the 83 school districts served by the sub-grant awardees.



The goal of the program is to ensure that all students have highly effective teachers - teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

Oklahoma's Title II State Grant Program will meet these priorities by funding professional development activities that will:

- Provide high-quality and sustained professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals, and principals who have subject matter knowledge in core academic subject areas to enhance student learning;
- Enhance teacher knowledge on how to utilize student achievement data and/or classroom-level formative assessments to make effective adjustments in curriculum and instruction;

- Provide effective professional development to prepare teachers with higher thinking skills and supporting resources necessary for Oklahoma Academic Standards implementation and transition;
- Provide teachers with challenging curriculum that aligns with the Oklahoma Academic Standards;
- Provide teachers with challenging curriculum that aligns with the ACT College and Career Readiness Standards to ensure students' success in higher education and to decrease the remediation rate;
- Include participation of appropriate higher education faculty to promote the inclusion of proven methods and knowledge within teacher education programs; and
- Incorporate scientifically research-based curriculum and practices.

As part of the 2017 grants, applicants must continue to focus on Oklahoma Academic Standards and effective professional education growth to high-need schools.

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AGENDA ITEM #16-b:

Teacher Education.

SUBJECT: Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program.

RECOMMENDATION:

It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of \$9,925.33 for each teacher eligible by 2017.

BACKGROUND:

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma public schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive award amount.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” The 2015 Teacher Supply and Demand Study continues to identify major shortages in secondary mathematics and science.

ANALYSIS:

Since program inception in 2001, 967 teachers have enrolled for the Teacher Shortage Employment Incentive Program. Currently, 329 teachers have been awarded over 4.6 million dollars in cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school.

The reductions to the FY16 and FY17 budgets negatively impacted the program incentive amount. Past incentive amounts were based on the actual average tuition formula set forth in statute; however, with current budget reductions, in an effort to disburse the incentive amount equitably, the award amount was reduced. No supplemental funds are available to augment the award to the average tuition costs.

Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated database and yearly distribution.

TSEIP Year	Total Applicants	*Total Non-Eligible	Total Eligible			Total Payout	Incentive Amount	Total Incentive
			Mathematics	Science	Math/Sci			
2006	69	27	18	24	0	42	\$10,347.00	\$434,574.00
2007	68	39	10	19	0	29	\$11,148.00	\$323,292.00
2008	49	28	5	16	0	21	\$12,168.00	\$255,528.00
2009	53	30	9	14	0	23	\$13,602.00	\$312,846.00
2010	38	17	8	12	1	21	\$13,602.00	\$285,642.00
2011	60	27	15	18	0	33	\$14,362.00	\$473,946.00
2012	79	40	26	13	0	39	\$15,267.00	\$595,413.00
2013	67	27	28	18	0	46	\$16,227.00	\$746,442.00
2014	67	23	15	11	0	26	\$16,936.00	\$440,336.00
2015	52	31	17	11	0	28	\$17,868.00	\$500,304.00
2016	57 **	24 **	12	9	0	21	\$14,362.00	\$301,602.00
2017	61						\$9,925.33	
Total	663	289	163	165	1	329		\$4,669,925.00

* Number of non-eligible candidates who did not meet the Teacher Shortage Employment Incentive Program requirements.

** Year not complete.

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AGENDA ITEM #17-a:

Policy.

SUBJECT: Approval of the proposed policy revisions to the Privacy, Data Access and Management Posting policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revision for the Privacy, Data Access and Management policy.

BACKGROUND:

The Privacy, Data Access and Management policy in section 2.28.6 A. lists the allowable circumstances for which it is appropriate to release private or confidential data. The original list did not include the exception for release of private or confidential data in connection with the administration of federal and state financial aid processing and servicing though these are necessary circumstances required and or allowed by applicable laws governing the programs.

POLICY ISSUES:

The revisions will align the policy with current processes.

ANALYSIS:

It is necessary for the State Regents in the course of its administrative responsibilities to disclose private or confidential data in connection with administration of federal and state student financial aid processing and servicing activities as is required by or allowed by all applicable laws.

2.28.6 Disclosure of Information Private or confidential data on an individual shall not be created, collected, stored, used, maintained, or disseminated by the OSRHE in violation of federal or state law and shall not be used for any purpose other than those stated. If the State Regents enter into a contract with a private person or third party to perform any OSRHE functions, that agreement shall require that the data be protected in the same fashion.

A. Under this policy, no private or confidential data will be released except under the following circumstances:

To staff of the higher education institutions who have released the data to OSRHE when the determination has been made that there are legitimate educational interests, under 34 C.F.R. 99.36(b)(2) (2000).

To comply with a subpoena or court order, under 34 C.F.R. 99.31(a)(9)(A) (2000).

To honor a request from a judicial order, or an authorized law enforcement unit, or lawfully issued subpoena, under 34 C.F.R. 99.31(a)(9)(i) (2000). A law enforcement unit refers to all state and local prosecution authorities, all state and local law enforcement agencies, the Department of Corrections, and probation officers who are part of the Judiciary.

To educational officials in connection with an audit or evaluation of a federal or state supported education program, under 34 C.F.R. 99.32(c)(3) (2000).

To appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals, under 34 C.F.R. 99.36(a) (2000). In cases of health or safety emergency, the request for release must first be directed to the school district that owns the data. The Director, under 34 C.F.R. 99.36(a) (2000), may also convene a committee to evaluate the request to determine whether or not the person who would receive the information is in a position to deal with the emergency and the extent to which time is of the essence.

To research proposals approved by the Chancellor or designee, when a requestor demonstrates a clear legitimate educational interest, provided that personally identifiable information if discovered is not disclosed to anyone other than the initiator of the request. At the discretion of the Chancellor or designee, any request may be denied.

To appropriate parties in connection with federal and state student financial aid processing and servicing administered by the Oklahoma State Regents for Higher Education.

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AGENDA ITEM #17-b:

Policy.

SUBJECT: Approval of policy exceptions for a pilot project proposed by Oklahoma City Community College.

RECOMMENDATION:

It is recommended that the State Regents approve policy exceptions for a pilot project proposed by Oklahoma City Community College (OCCC) that allows OCCC to use the SAT for course placement in concurrent enrollment courses taught at U.S. Grant High School (USGHS) during the Spring 2017 semester.

BACKGROUND:

In April 1994, the State Regents approved the requirement for high school students to have at least an ACT subject score of 19 in the subject areas of science, mathematics, and English to enroll concurrently in coursework in the corresponding subject areas. For college courses outside the subject areas of science, mathematics, and English, students must have a least a 19 ACT reading subject score to concurrently enroll in college courses. The ACT subject score requirements were implemented to help ensure that high school students have the requisite skills to be successful in college-level concurrent enrollment courses.

POLICY ISSUES:

This action is an exception to the Institutional Admission and Retention policy.

ANALYSIS:

The current Institutional Admission and Retention policy does not allow the use of the SAT for course placement in concurrent enrollment courses. By virtue of a federal grant, USGHS juniors took the SAT in 2015 and 2016. As a result of current USGHS juniors and seniors students having an SAT score on file, OCCC wishes to seek a policy exception to the Institutional Admission and Retention policy by conducting a one semester pilot program in which the SAT is used for course placement in concurrent enrollment courses taught at USGHS. OCCC wishes to use the following SAT scores for course placement within the USGHS concurrent pilot:

Collegiate Subject Area	Requisite Score SAT Subject Score
English Courses	SAT Evidence Based Reading and Writing=530
Courses outside of English, Math, and Science	SAT Evidence Based Reading and Writing=530
Math Courses	SAT Math=510

OCCC proposed the aforementioned requisite scores based on using SAT/ACT concordance tables that were developed by SAT's vendor, College Board. According to these tables, the aforementioned SAT subject scores are comparable to the 19 ACT subject scores that are required for course placement in concurrent enrollment courses.

It is important to note that the Council on Instruction Admission, Retention, and Transfer (ART) committee, which has been discussing potential revisions to the concurrent enrollment section of the Institutional Admission and Retention policy over the last year, is considering a proposed revision that would allow the use of alternative assessments, such as the SAT, to determine course placement. As such, this pilot will provide an opportunity to advance the ART committee's work by determining if the SAT is a reliable course placement measure for concurrent enrollment. To ensure there is a commitment to review the USGHS concurrent pilot, OCCC will collect and submit student data outcomes, which will be detailed in a prescribed format, by July 1, 2017.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OCCC's request as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #17-c:

Policy.

SUBJECT: Approval of proposed revisions to the State Regents' Professional Programs policy.

RECOMMENDATION:

It is recommended that the State Regents' approve the revisions to the Professional Programs policy, as described below.

BACKGROUND:

In 1971, the State Regents established policy prescribing the function, academic and program standards, and admission parameters for the Oklahoma State University Center for Veterinary Health Sciences (OSU-CVHS). Since its inception, the policy has explicitly detailed the percentage of slots that are available for nonresident students. By policy, up to 25 percent of incoming students may be nonresidents.

Additionally, in 2009, the State Regents approved an interim proposal that allowed OSU-CVHS to admit up to 30 second, third, and fourth year transfer students (10 per curriculum year), which, in turn, provided OSU-CVHS an opportunity to admit additional nonresident students who initially began veterinary programs in other states.

POLICY ISSUES:

Currently, maximum class size is limited to 88 slots, 58 of which are reserved for resident students.

OSU-CVHS is requesting to amend the existing cap on nonresident students in favor of the following criteria:

- The number of first-year resident students admitted shall be no fewer than 58
- The number of first-year nonresident students will be increased to a maximum of 48

ANALYSIS:

Above all, declining state support has created a need to identify alternative revenue streams to ensure that OSU-CVHS maintains a commitment to providing an affordable and high quality educational experience for its students. As such, the proposed revisions will put OSU-CVHS in a position to raise additional revenue while minimizing tuition and fee increases to resident students.

It is important to emphasize that the proposed revisions would not alter the existing minimum 58 slots that have been specifically reserved for resident applicants. Rather than reducing the minimum number of resident slots, the proposed revisions would expand the maximum number of non-resident slots from 30 to 48, which, in turn, would increase the maximum number of students from 88 to 106. While this would increase the number of slots that would be available to

nonresidents, under no circumstances would any nonresident applicant be admitted with admission qualifications below any admitted resident applicant.

Lastly, it is important to note that OSU-CVHS currently admits one of the largest percentages of resident students and has one of the smallest numbers of nonresident students in comparison to veterinary schools that are located in states with comparable populations. As such, the proposed revisions would put OSU-CVHS's admission practices in alignment with peer veterinary schools. The breakdown of resident and nonresident students admitted to peer veterinary schools in comparably populated states is detailed below:

Veterinary School	State Population	Resident Enrollment at Admission	Nonresident Enrollment at Admission	Total Enrollment at Admission
Auburn	4.8M	40 (34 %)	78	118
Iowa State	3.0M	60 (40%)	89	149
Kansas State	2.9M	45 (41%)	65	110
Washington State	6.9M	57 (43%)	76	133
Mississippi State	3.0M	40 (47%)	45	85
Colorado State	5.4M	70 (50%)	70	140
Oregon State	3.9M	40 (56%)	32	72
Louisiana State	4.6M	60 (65%)	32	92
Tennessee	6.5M	60 (71%)	25	85

The proposed revisions were approved by OSU's governing board on June 17, 2016. An excerpt of the policy that includes the proposed changes is attached. It is recommended that the State Regents approve the amendments to this policy.

[Policy Excerpt]

3.23 PROFESSIONAL PROGRAMS

3.23.1 Purpose

This policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.23.2 Definitions

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

“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.

“Retention/Graduation Grade Point Average (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 or eligibility, admission to graduate or professional programs, or for graduation honors.

3.23.3 Admission Standards for the Oklahoma State University College of Osteopathic Medicine (OSUCOM) and the University of Oklahoma College of Medicine (OUCOM)

The two public colleges of medicine within the state may admit students if they meet the specified Medical College Admission Test (MCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Medicine, using standards defined by the college.

In addition to meeting these quantitative standards, the student must also be judged to be qualified for entry through the qualitative institutional interview process. Within the total incoming class enrollment limits set by the State Regents (OSUCOM – 115 and OUCOM – 200), the colleges of medicine may admit out-of-state students per year as indicated below:

OSUCOM – 15 percent or 20 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students, whichever is greater

Oklahoma students who have met both the qualitative and quantitative standards must be given priority over out-of-state applicants and, in addition, admission through the alternative admission category must give high priority to Oklahoma citizens and to addressing the need for cultural

diversity within the student body.

When the MCAT system of scoring changes, the State Regents will specify the appropriate new MCAT score based on the same percentile ranking for the new scoring system as the percentile ranking of the scores specified above represent under the current scoring system. The State Regents *Academic Affairs Procedures Handbook* lists the current admission criteria and courses needed for admission.

3.23.4 Program Standards for the OU College of Medicine

Grading, promotion and graduation standards are determined by college faculty in accordance with the Liaison Committee for Medical Education (LCME) standards. LCME accreditation standards are described in the *Function and Structure of a Medical School* publication.

The grading, promotion and graduation standards are outlined in policies published in the College of Medicine policy manual and in the College of Medicine Student Handbook.

3.23.5 OU College of Allied Health

A. Doctor of Audiology

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Higher Learning Commission of the North Central Association (HLC) and the Council on Academic Accreditation (CAA) standards and will be outlined in policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

B. Doctor of Physical Therapy

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Accreditation in Physical Therapist Education (CAPTE) standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

C. Doctor of Science in Rehabilitation Sciences

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the HLC standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

3.23.6 OU Doctor of Public Health

A. Functions

The College of Public Health is to support and sustain the state and regional public health workforce by providing doctoral level training in the form of a professional program emphasizing the

translation of knowledge into practice.

B. Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Council of Education for Public Health (CEPH). In addition to the general admission requirements to the College of Public Health, the minimum standards to be considered for admission are as follows:

1. A Master of Public Health (MPH) degree from a CEPH accredited school. Applicants with other master's or doctoral degrees from non-CEPH accredited programs will be considered on an individual basis; however, if accepted, these students may be required by the advisory committee to take additional courses that guarantee competency in the MPH core.
2. A minimum of three years of work experience in a public health-related field.
3. Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.
4. A transcript showing a graduate level GPA of at least a 3.5, based upon a 4.0 scale. For those applicants below a 3.5 GPA, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other relevant experience in making recommendations for admission.

C. Standards for Retention

In order to be eligible for continued enrollment in the program, a student must maintain a CGPA of at least a 3.00 in all coursework in the professional program. Additionally, the student must successfully pass a general comprehensive examination.

D. Standards for Graduation

In order to be eligible for graduation from the College of Public Health with a Doctor of Public Health degree, a student must achieve a CGPA of at least 3.00 in all courses required for the professional degree and successfully prepare, write and defend an original applied dissertation.

3.23.7 OSU College of Osteopathic Medicine

A. Functions

The 1988 Oklahoma Legislature adopted House Bill No. 1801, repealing provisions of law relating to establishment and operation of The Oklahoma College of Osteopathic Medicine

and Surgery (70 O.S., Supp. 1981, §4501, §4502, §4503 and §4504), merging The Oklahoma College of Osteopathic Medicine and Surgery with Oklahoma State University (70 O.S., Supp. 1981, §3423 and §3424), and declaring the College of Osteopathic Medicine to be an agency and an integral part of Oklahoma State University (70 O.S., Supp. 1981, §3103). Among other provisions, House Bill No. 1801 expresses legislative intent ". . . that the Oklahoma State Regents for Higher Education, in determining the functions, programs of study, and standards of education of the college, continue to give emphasis to the preparation of doctors of osteopathic medicine in the field of general practice."

In recognition of the merger of Oklahoma State University with The Oklahoma College of Osteopathic Medicine and Surgery, the Oklahoma State Regents for Higher Education hereby determine the functions of Oklahoma State University to include the operation of a college of osteopathic medicine located in Tulsa County. The Oklahoma State University is authorized to carry out the following functions through the College of Osteopathic Medicine, effective July 1, 1988.

1. To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.
2. To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.
3. To provide a program of public service to Oklahoma communities which are deficient in physician manpower by means of the college-affiliated outpatient clinics, hospitals, and other health-related centers.
4. To offer programs in continuing education for osteopathic physicians and related professionals in order to guarantee the continuation of high standards of osteopathic medical practice for the citizenry of Oklahoma.
5. To cooperate with scientific, educational, and public health agencies in the development of programs which contribute to the improvement of health service and are responsive to general public needs.
6. To engage in scientific research designed to improve the quality of health care with special emphasis given to the application of osteopathic concepts and principles.

B. Grading and Promotion Standards

1. In order to be eligible for promotion or graduation, a student must maintain a minimum of a 2.0 CGPA (based on a four-point scale) during any given academic year.
2. A student who receives a “D” or a “U” in any course may have the privilege of taking a single re-examination in that course or completing special projects or studies in the deficient area(s). If the student passes, the final grade may be no higher than a “C.” At the discretion of the department head, appropriate remedial action may be required prior to the re-examination.
3. A student may not be promoted from either the first, second, or third year with a “U” grade being the grade of record for any course taken during that year to be applied toward satisfaction of graduation requirements. All “U” grades must be satisfactorily cleared in accordance with existing academic policy before a student may be promoted from one academic year to the next.
4. A student may not be promoted to the third year of study without passing the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1.

C. Graduation Criteria and Standards

1. A fourth-year student must have completed all scheduled course work including required courses and clerkships, scheduled electives, and preceptorship in order to be eligible for graduation.
2. All students graduating in 2008 and later must take and pass the COMLEX Level 2 Computer Exam (CE) and Performance Exam (PE) as a requirement for graduation.
3. No fourth-year student may be considered for graduation with a “U” grade being the grade of record on any course taken during that year. All “U” grades must be satisfactorily cleared in accordance with existing academic policy before a fourth-year student may be graduated.
4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.23.8 OU College of Dentistry

A. Functions

The authorized functions for the College of Dentistry located at the University of Oklahoma Health Science Center are as follows:

1. To prepare dentists for the State of Oklahoma through an approved dental education program in dental education leading to a D.D.S. degree.
2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.
3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.
4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.
5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Dental Accreditation (CODA) standards and will be outlined in policies published in the College of Dentistry policy manual and in the College of Dentistry Student Handbook. The State Regents *Academic Affairs Procedures Handbook* lists the courses needed for admission.

C. Advanced Standing Program for Foreign Trained Dentists

The program for advanced standing students offers qualified graduates of foreign dental programs seeking to practice dentistry in the United States (U.S.) the opportunity to earn the Doctor of Dental Surgery (D.D.S.) degree from the OU College of Dentistry.

Foreign trained dental students who have received their dental degree from an institution outside of the U.S. must meet the standards for retention and must meet the standards for graduation as defined in this policy.

In order to be eligible for consideration for admission to the advanced standing program, the student must have obtained a degree in dentistry from a foreign dental school and must meet the following requirements listed below.

1. The applicant must present official transcripts from previous dental education;
2. Present acceptable TOEFL scores;

3. Complete a comprehensive clinical skills assessment;
4. Pass Part I of the National Board Dental Examination; and
5. Interview.

Those who are conditionally admitted must successfully complete the following requirements below.

1. General orientation;
2. Pre-clinic orientation; and
3. Clinical and didactic integration.

Students admitted into the advanced standing program shall be fully integrated into the third-year class and shall receive the same clinical education as all other students receiving the D.D.S. degree.

D. Standards for Retention

In order to be eligible for continued enrollment in the professional program in dentistry a student must meet the following requirements:

1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).
2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.
3. Pass Part I of the National Board Dental Examination prior to the third year.

E. Standards for Graduation

In order to be eligible for graduation from the School of Dentistry with a Doctor of Dental Surgery degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."
2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.
3. Pass Part II of the National Board Dental Examination.

3.23.9 Program Standards for the OU Doctor of Pharmacy Program

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Accreditation Council for Pharmacy Education (ACPE) standards and will be outlined in policies published in the College of Pharmacy policy manual and in the College of Pharmacy Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

3.23.10 SWOSU Doctor of Pharmacy

A. Functions

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and is a member of the American Association of Colleges of Pharmacy. The mission of the SWOSU College of Pharmacy is to educate and graduate highly competent practitioners of pharmaceutical care. The College of Pharmacy achieves its mission through excellence in teaching, research/scholarly activity, and service to the university, state, profession, and society.

B. Standards for Admission

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission. The minimum standards to be considered for admission are as follows:

1. Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.
2. Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.
3. A minimum CGPA of 2.50.
4. Submission of valid ACT or SAT scores.
5. Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

In addition to meeting these quantitative standards, applicants will be required to appear for a personal interview before a committee composed of faculty members and pharmacy students. Preference will be given to Oklahoma residents.

C. Standards for Retention

In order to be eligible for continued enrollment in the professional program in pharmacy a student must meet the following requirements:

1. Must maintain at least a 2.00 CGPA (based on a four-point scale) during any given academic year.
2. Complete each prescribed course in the curriculum with a minimum grade of "C."
3. Complete at least 12 hours during the fall and spring semesters.

D. Standards for Graduation

In order to be eligible for graduation from the College of Pharmacy with a Doctor of Pharmacy degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."
2. Maintain at least a 2.00 CPGA in the professional program.
3. Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.23.11 NSU College of Optometry

A. Functions

The authorized functions of the Optometry Education Program at NSU are as follows:

1. To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.
2. To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.
3. To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.
4. To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.
5. To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with other external clinical agencies as may be necessary to carry out the authorized functions of the professional

program.

6. To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.
7. To engage in departmental and other research activities designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.
8. To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.

B. Standards for Admission

In order to be eligible for admission to the NSU Professional Program in Optometry Education, a student must meet the following criteria and standards listed below. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

1. The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.
2. The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.
3. The applicant must have taken the Optometric Admission Test (OAT).
4. The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.

C. Retention

For continued enrollment in the program, a student must maintain a CGPA of 2.0 in the professional program. In addition, the student must demonstrate to the satisfaction of the faculty those moral, ethical and professional qualities deemed suitable to the professional practice of optometry.

D. Authorized Fees and Tuition Charges

The fees and tuition charges for professional optometry courses will be established at a level consistent with the fees and charges of other professional health-related programs and charges for courses outside the professional sequence will be the same as those authorized for other courses at Northeastern by academic level.

E. Standards for Graduation

A student who satisfactorily completes the first two years of the four-year professional optometry program, and who has met the basic admission standard of ninety (90) semester credit hours including the satisfaction of the general education requirement, shall be eligible to receive the bachelor of science degree with a major in vision science. Following receipt of the bachelor of science degree in vision science, a student who satisfactorily completes the final two years of the prescribed four-year professional optometry program shall be eligible to receive the Doctor of Optometry (O.D.) degree.

F. Degrees and Certificates

A student who satisfactorily completes the four-year professional optometry curriculum shall be awarded the Doctor of Optometry (O.D.) degree. A student who satisfactorily completes the baccalaureate curriculum as described above shall be awarded the Bachelor of Science degree.

3.23.12 OSU College of Veterinary Medicine

A. Functions

The functions of the College of Veterinary Medicine of OSU shall be as follows:

1. To offer a four-year course of professional training leading to the degree of Doctor of Veterinary Medicine.
2. To offer a two-year upper-division technical training program leading to the degree of Bachelor of Science.
3. To offer courses in the basic sciences leading to the Master of Science and Doctor of Philosophy degrees.
4. To offer graduate clinical training either with or without advanced degree objectives.
5. To offer service courses for students of the several colleges of OSU and other appropriate institutions.
6. To offer continuing education programs for the veterinary medical and related professions.
7. To maintain and operate clinics and hospitals to serve the instructional program.
8. To maintain and operate an animal care and procurement center for the College of Veterinary Medicine and for the university.
9. To work cooperatively with the state in the maintenance and operation of a diagnostic service for the benefit of the state of Oklahoma.
10. To conduct basic and applied veterinary medical

research.

B. Admission Standards

Students are admitted to the OSU College of Veterinary Medicine on the basis of records of academic performance in preparatory studies; personal interviews and references to determine personal characteristics and career motivation; and standard achievement tests. The following specific criteria and standards are hereby adopted for first-time-entering students and transfer students. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

In the determination of eligibility for first-year admission to the OSU College of Veterinary Medicine, fully qualified Oklahoma residents shall be given first priority over residents of other states.

1. ~~Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the OSU College of Veterinary Medicine shall not exceed 25 percent of the total College student enrollment. The number of first-year resident students admitted shall be no fewer than 58 and the number of first-year nonresident students shall not exceed 48. Under no circumstances will any nonresident applicant be admitted with admissions qualifications that are below any admitted resident applicant.~~ See the State Regents' *Policy Statement on Contract Fees for Nonresident Students located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition* for a definition of out-of-state contract students.
2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.
3. Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.
4. A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels. ~~However, the number of nonresident students enrolled at any given time shall not exceed 25 percent of the total enrollment for the college.~~
5. A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but

who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.23.13 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.
2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.
3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.
4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.
5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.
6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.
7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. Admission

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT); provided that a

limited number of students with superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study. To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.
4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enter because of military service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

3.23.14 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' *Teacher Education Policy*.

3.23.15 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Associate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college and (b) adequate resources are available at the institution

to support the program.

2. Procedures for Program Approval

Institutions desiring to offer associate degree nursing programs should first make application to the State Regents to establish eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with the Oklahoma Board of Nursing (OBN). The State Regents coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval* policy.

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

- a. Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.
- e. Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer associate degree nursing programs is required. The institution

must meet the standards of the OBN and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the National League for Nursing NLNAC or the CCNE within a reasonable time.

B. Baccalaureate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Baccalaureate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college, and (b) adequate resources are available to support the program.

2. Procedures for Program Approval

Institutions desiring to offer baccalaureate degree nursing programs should first make application to the State Regents to establish institutional eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with OBN. The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval* policy.

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

- a. Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.
- d. Students who complete the curriculum will be

expected to meet the graduation standards of the institution and shall be awarded the bachelors degree.

- e. Graduates of the program shall be eligible to make application to the Oklahoma Board of Nursing for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer bachelors degree nursing programs may be extended by the State Regents on a year-to-year basis until the first class is graduated. The State Regents' accreditation standards will be based on and consistent with those of the National League for Nursing. Institutions offering nursing programs will be expected to proceed with the necessary steps to attain accreditation by The National League for Nursing within a reasonable time. There is a recognized need for trained manpower in the field of professional nursing. Where appropriate, institutions may desire to develop proposed program offerings in this field. The staff of the State Regents' Office will be available to advise with institutional administrators regarding the need for nursing programs as reflected by results of research and study related to this area of manpower need. Accreditation of institutions approved to offer baccalaureate degree nursing programs is required. The institution must meet OBN standards and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the NLNAC or the CCNE within a reasonable time.

3.23.16 Program Standards for the OU College of Nursing Doctor of Nursing Practice

A. Functions

The OU College of Nursing Doctor of Nursing Practice (DNP) program is a post master's option specifically for advanced practice registered nurses serving as nurse practitioners and clinical nurse specialists. This program will prepare nurse leaders in unique interdisciplinary and interprofessional environments such as:

- Clinical scholars.
- Health care and policy leaders.
- Evidence-based practice experts.
- Quality improvement leaders.
- Informatics leaders.

B. Program Standards

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the National League for Nursing Accrediting Commission (NLNAC) standards and will be outlined in policies published in the College of Nursing policy and procedures and in the College of Nursing Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

3.23.17 LU School of Physical Therapy

A. Functions

The LU School of Physical Therapy was established to address the academic functions in the first professional degree program, the Doctor of Physical Therapy (DPT), and to develop graduate post-professional education opportunities. The functions for the DPT program at LU are as follows:

1. To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.
2. To educate the graduates of the DPT program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession.
3. To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.
4. To prepare the DPT graduates as clinical generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, impairment, functional limitation and disability.
5. To prepare the DPT graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists.
6. To promote the importance of life-long learning and self-directed professional development.
7. To provide the DPT graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the University's and the School of Physical Therapy's record of scholarship, clinical practice and community responsibility.

B. Standards for Admission

The minimum standards to be considered for admission are as follows:

1. Completed requirements for a baccalaureate degree at an accredited college or university with a minimum GPA of 3.0 on a scale of 4.0.
2. Complete the DPT Program specified prerequisite courses with a "C" or better grade in each course and an overall GPA of 2.5 for the prerequisite courses. Prerequisite courses must have been completed within the last 10 years. The State Regents' *Academic Affairs Procedures Handbook* includes a list of the Prerequisite courses for admission to the DPT program.
3. Submit official undergraduate and graduate transcript(s) directly from all previously attended institutions to the School of Physical Therapy.
4. Submit three recommendations from academic advisors or individuals who can address the potential for success of the applicant.
5. Submit an autobiographical statement.
6. Submit scores from the Graduate Record Examination (GRE) directly to the School of Physical Therapy.
7. Submit documentation of 50 clinical observation hours with a licensed physical therapist.
8. Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admissions Committee Members.

C. Standards for Retention

In order to be eligible for continued enrollment in the DPT program, a student must meet the following requirements:

1. Must earn a grade of "C" or better in each course and must have a GPA of 3.0 each semester to be a student in good standing.
2. Students with a GPA less than 3.0 but greater than or equal to a 2.6 will be placed on academic probation.
3. Students on academic probation must achieve a minimum GPA of 3.0 in the subsequent semester and continue to improve cumulative GPA each semester for continued enrollment in the program.
4. Students on academic probation must achieve a cumulative GPA of 3.0 by the end of the didactic coursework requirement in the summer semester of Year

III to proceed to complete clinical education requirements for graduation.

5. Students enrolled in the clinical education courses must achieve the minimum performance standards set for each of the performance criteria.
6. Students must complete the courses in the sequence that the curriculum offers as presented in the DPT program course of study.

D. Standards for Graduation

Graduation standards will be determined by college faculty in accordance with the American Physical Therapy Association's Commission on Accreditation of Physical Therapy Education standards and will be outlined in policies published in the School of Physical Therapy policy and procedures and in the School of Physical Therapy Student Handbook.

3.23.18 Program Standards for Health Education with External Clinical Components

Colleges and universities of the State System seeking to offer undergraduate programs of health education based in part on clinical training provided by external agencies shall do so only upon prior approval by the State Regents. The following statement is designed to facilitate the observance of uniform standards and practices among institutions awarding academic credit or granting academic degrees or certificates based on clinical training taken by students in hospitals or other external clinical settings.

A. General Principles

1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.
2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a four-year program.
3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide

student for any purpose, including certification to enable students to qualify for participation in a student assistance program.

B. Standards Relating to the Academic Calendar

Programs of clinical training carried out by hospitals and other external agencies will be expected to meet the same calendar standards applicable to colleges and universities of the State System. Although it is not expected that external agencies will conform to the calendar framework of the academic semester, students taking clinical training will be required to complete a requisite number of didactic and laboratory class hours to meet the standards contained in the State Regents' *Academic Calendars* policy.

C. Standards Related to Licensure and Accreditation

Students completing health education programs utilizing an external clinical component must be eligible to qualify for state licensure or certification in the field in which the education and training has been received. Also the sponsoring institution will be expected to move toward accreditation by a national agency recognized by the Council on Postsecondary Accreditation within a reasonable length of time.

D. Relationships between Academic Institutions and Clinical Agencies

1. Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.
2. Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.
3. Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.
4. Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

E. Standards Relating to Awarding Academic Credit

1. Colleges and universities desiring to award academic

credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. Such requests shall describe the nature and content of each specialized course to be carried out by the external agency, together with the methodology to be utilized for the particular course offering, the qualifications of the personnel responsible for each course and the like.

2. Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.
3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.
4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' *Credit for Prior Learning* policy.

3.23.19 Program Standards for Business Education

This statement guides the State Regents and institutions of the State System with respect to the educational standards and the graduation requirements of business programs (associate in applied science degrees are exempt). The standards and requirements are to coordinate with the economic development functions of institutions as described in the State Regents' *Functions of Public Institutions* policy.

A. Education Standards

The program curriculum shall:

1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.
2. Include an entrepreneurial component that promotes enterprise development.
3. Include a student internship component or similar experience that ties classroom learning to business

applications and provides feedback which may be used in future curriculum development.

4. Integrate technology into course content and delivery.
5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

B. Accountability

Institutions shall conduct business program reviews that:

1. Collect data to compare program performance with a cohort of like institutions.
2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.
3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents' *Academic Program Review* policy). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).
4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

C. Graduation Requirements

The program shall:

1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.
2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.
3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on appropriate assessments prior to graduation.

To monitor the progress, institutions are required to include planning and implementation information for business programs and economic development efforts within their annual academic plans.

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Revised December 3, 2009. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU Doctor of Physical Therapy: Approved March 7, 2013.

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AGENDA ITEM #18:

E&G Budget Allocations.

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,414,160.76 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,414,160.76 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the “Comprehensive Cancer Center Debt Service Revolving Fund,” at the Health Sciences Center and the “Oklahoma State University College of Osteopathic Medicine Revolving Fund,” at OSU CHS. The bill stated that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. In 2007, the Oklahoma Legislature updated the purpose for use of the “Comprehensive Cancer Center Debt Service Revolving Fund” to include Cancer Center operations. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and approved budget principles.

ANALYSIS:

The fund currently has on deposit \$2,828,321.52. This amount is sufficient for a transfer of \$1,414,160.76 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$69,890,006.

A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to Each Entity
FY2013 Total	\$6,650,214.97
FY2014 Total	\$5,844,381.21
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Y-T-D Total	\$2,361,327.43

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AGENDA ITEM #19-a:

EPSCoR.

SUBJECT: Approval of allocation of matching funds for NASA.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$50,000 to the University of Oklahoma for a NASA EPSCoR project.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy and actions.

ANALYSIS:

In March 2016, the State Regents committed \$150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*High Efficiency Flexible Dilute Nitride solar Cells for Space Application.*" In September 2016, the proposal submitted by the University of Oklahoma was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the first year of this award.

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AGENDA ITEM #19-b:

EPSCoR.

SUBJECT: Ratification of payment for EPSCoR/IDeA Coalition Dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$32,500 for the calendar year 2017.

BACKGROUND:

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Five federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states.

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AGENDA ITEM #19-c:

EPSCoR.

SUBJECT: Approval of the appointment of members to the Oklahoma EPSCoR Advisory Committee

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of individuals to the EPSCoR Advisory Committee.

BACKGROUND:

The State Regents have currently eight standing advisory committees to the Chancellor, of which two are created by statute and the others established by State Regents' action. 70 O.S. 2001, §3230.1 et seq. establishes the EPSCoR Committee as an advisory committee to the State Regents. The Student Advisory Board is the other statutory committee.

The purpose of the EPSCoR committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state's universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The Committee is chaired by the Chancellor.

Five federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had limited federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 30 jurisdictions that participate in a program at one or more federal agencies.

POLICY ISSUES:

None

ANALYSIS:

Committee membership includes the Vice Presidents for Research of The University of Oklahoma Norman, Oklahoma State University, and the University of Oklahoma Health Sciences Center, members of the private sector, the President of the Oklahoma Medical Research Foundation, the President of Cameron University, the Executive Director of OCAST, the Vice Provost for Research and Dean of the Graduate School from The University of Tulsa, the Oklahoma Science and Technology Secretary, and the Vice President for Institutional Diversity from Oklahoma State University.

Chancellor Johnson recommends that the following members be approved for appointment to the EPSCoR Advisory Committee for the term indicated below:

<u>Name</u>	<u>Affiliation</u>	<u>Term Expiration</u>
James Sorem	The University of Tulsa	December 2019
Sheryl Tucker	Oklahoma State University	December 2019
Michael Udvardi	Samuel Roberts Nobel Foundation	December 2019

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AGENDA ITEM #19-d:

EPSCoR.

SUBJECT: Approval of allocation of funds for Research Day.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of \$30,000 to Northwestern Oklahoma State University for the annual Regional University Research Day.

BACKGROUND:

Northwestern Oklahoma State University is hosting the 2017 Regional University Research Day in Enid. The State Regents' support enables students to attend the day-long poster display and symposium without cost. An estimated 800 students from regional universities will participate.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy and actions.

ANALYSIS:

Northwestern Oklahoma State University requests \$30,000 in support for the annual research exposition and symposium. This support provides display boards, flyers, program, expenses for speakers and judges and other meeting expenses. The State Regents along with several additional sponsors have agreed to host this annual event.

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AGENDA ITEM #20:

Contracts and Purchases.

SUBJECT: Approval of FY 2017 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY 2017 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of \$100,000.

ANALYSIS:

The items below are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

OneNet

- 1) Copper River Technology in the amount of \$103,000.00 for Optics to provide the necessary bandwidth required to provide increased capacity of content delivery network services at the Rack 59 hub site located at 7725 W. Reno in Oklahoma City. This purchase includes spare hardware. The cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Dill Electric in the amount of \$130,000 for a standby generator to include installation and an electrical upgrade at the Gordon Cooper Technical Center in Shawnee, Oklahoma, which is an OCAN Community Anchor Institution. The cost will be recovered through OneNet user fees. (718-OneNet).

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AGENDA ITEM #21:

Investments.

SUBJECT:

Approval of investment managers.

RECOMMENDATION:

It is recommended that the State Regents approve new investment managers and allocation of funds for the endowment trust fund.

BACKGROUND:

Mercer Hammond, investment consultants for the fund, has suggested new manager recommendations for consideration. These managers will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. The funding will be provided by re-allocation of current assets within the portfolio and cash assets on hand.

POLICY ISSUES: This action is consistent with Regents' asset allocation policy.

ANALYSIS:

Mercer is recommending the following managers for the portfolio contingent upon final due diligence:

Great Hill Partners VI. \$7 million. Great Hill focuses on making investments in tech-enabled and consumer services businesses. The strategy has flexibility to invest via buyouts, recapitalizations and expansion financings, with a focus on providing liquidity for early investors in these high-growth businesses, primarily in the U.S. The fund will focus on companies ranging in enterprise value from \$50 million to \$200 million, but may invest above and below this range. The firm takes a thematic approach to investing, developing market themes/initiatives to prioritize industry sub-segments which it views as growing and with potentially attractive investment opportunities.

DFJ Growth 2016. \$7 million. The firm's investment philosophy is an expansion and growth stage investment franchise focused on backing emerging category leading companies across a range of technology sectors. The strategy is designed to build a portfolio with attractive risk/reward characteristics, seeking to provide exposure to the substantial upside of high-growth businesses balanced with less capital risk than is commonly associated with early stage venture investing. The fund will focus on investing in companies that have achieved market validation with rapid and sustainable growth.

Clayton, Dubilier & Rice Fund X. \$7 million. Clayton, Dubilier and Rice (CD&R) Fund X will seek to make 12-15 control-oriented investments in market-leading and larger sized companies in North America and Europe with a buyout strategy focus. Within Europe, CD&R will primarily focus on key markets whose local languages are spoken by the team, including the UK, France and Germany and will consider opportunities basis upon the team's expertise in a given industry. The firm pursues a generalist

approach in terms of sectors with a broad focus on consumer/retail, healthcare, services and industrial businesses.

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AGENDA ITEM #22:

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:

- **Rachell Bowers**, payroll and benefits manager, earned the prestigious Certified Payroll Professional (CPP) designation from the American Payroll Association. The Certified Payroll Professional designation is the most respected distinction in the payroll profession.

- **Chancellor Glen D. Johnson** served as a presenter at Senator Gary Stanisklawski's interim study on concurrent enrollment at the State Capitol in Oklahoma City; attended and provided remarks at honorary degree ceremony for Jacqueline McEntire at Southeastern Oklahoma State University (SEOSU) in Durant; served as a presenter for Southeastern Oklahoma State University (SEOSU) President Sean Burrage's class at SEOSU in Durant; served as a presenter for the Council of Retired Presidents luncheon at the University of Central Oklahoma CHK | Central Boathouse in Oklahoma City; presented Higher Education Distinguished Service Award to Representative Todd Thomsen at East Central University in Ada; presented Higher Education Distinguished Service Award to Senator Kay Floyd at the State Regents' offices in Oklahoma City; provided remarks and was inducted into the Oklahoma Higher Education Hall of Fame at the National Cowboy and Western Heritage Museum in Oklahoma City; provided remarks and introduced Chickasaw Nation Governor Bill Anoatubby at the inaugural Oka' Institute Sustainability Conference at East Central University (ECU) in Ada; attended and provided remarks at an event for the restoration of the Crystal Theatre in Okemah at the invitation of Senator Roger Thompson; served as a presenter for Leadership Oklahoma City Community College (OCCC) Class IX; provided welcoming remarks and served as emcee for Governor Fallin's Fourth Annual STEM Summit at the Cox Convention Center in Oklahoma City; served as a presenter for the annual Faculty Assembly meeting at the State Regents' offices in Oklahoma City; provided welcoming remarks at the State Regents' Campus Safety and Security Summit at the Reed Conference Center in Midwest City; served as a presenter for Weatherford Rotary meeting in Weatherford at the invitation of Representative Harold Wright, Chair of the House Higher Education Committee; taped public service announcement for i2E's Love's Entrepreneurs Cup Competition; attended and provided remarks at University Center of Southern Oklahoma's Donor Appreciation Dinner in Ardmore; participated in Oklahoma College Savings Plan scholarship award presentations at Oklahoma State University in Stillwater on October 29, 2016, and the University of Oklahoma in

Norman on November 12, 2016; provided welcoming remarks for Complete College America (CCA) Co-Requisite at Scale Academy at Rose State College Professional Training Center in Midwest City; provided remarks at retirement reception honoring Deputy Assistant Attorney General Doug Allen at the State Capitol in Oklahoma City; and served as a presenter and emcee for the State Regents' annual Legislative Forum at the Jim Thorpe Museum in Oklahoma City.

- **Lisa Nelson**, assistant director for Student Preparation, held five counselor retreats at Guymon, the Fin and Feather Resort near Gore, Tatanka Ranch near Stroud, Long Lake Resort near Poteau and at Roman Nose Lodge near Watonga, during the months of October and November. Counselors from the following schools were in attendance: Turpin, Hooker, Guymon, Fort Supply, Boise City, Texhoma, Keyes and Balko, Pawhuska High School, Bridge Creek High School, Hilldale High School, Gore Public Schools, Central High School-Sallisaw, Morrison, Stilwell High School, Wilson, Okla. School for the Blind, and Chouteau High School, ECU Upward Bound, Ripley High School, Barnsdall High School, Wetumka Public School, Copan Public School, Sperry High School, Bristow High School, Ardmore Middle School, McLain 7th Grade-Tulsa, Verdigris Jr High, Southmoore High School, and Rush Springs Public School, Rock Creek Public Schools, Jefferson Middle School-OKC, John Marshall Mid-High, Tishomingo High School, Boswell Public Schools, Webster Middle School-OKC, Haileyville Public Schools, Ada High School, Ada Early Childhood Center, Hugo High School, Augustine Christian Academy, Calvin Schools, Howe Public School, Caney Public School, Poteau High School, and Hanna Public School, Duncan High School, Alva High School, Alva Middle School, Burlington Public School, Covington-Douglas Schools, Bixby High School, Central Oak Elementary-Crooked Oak, Crooked Oak Middle School, Lincoln Elementary and Longfellow Elementary-Alva, Fairview Public Schools, and Blackwell High School.
- **Debbie Terlip**, executive director of Oklahoma Campus Compact, served as a panelist on Voter Participation Activities and Information panel to discuss the OkCC 2016 Campus Vote and Voter Registration Contest Initiative at the University of Central Oklahoma; served as a presenter on Service-Learning in Community Colleges at the Oklahoma Association of Community Colleges 2016 Annual Conference in Oklahoma City; presented an overview on Oklahoma Campus Compact Service Learning and Resources at the Oklahoma Service Learning Conference at Redlands Community College.

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AGENDA ITEM #23:

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.

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AGENDA ITEM #24-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

- Oklahoma State University (OSU)
 - 1 degree program requirement change
 - 2 degree program option additions

- Northeastern State University (NSU)
 - 1 degree program requirement change

- Oklahoma Panhandle State University (OPSU)
 - 1 degree program requirement change

- Rogers State University (RSU)
 - 6 degree program requirement changes
 - 1 degree program name change
 - 3 degree program option deletions

- Southeastern Oklahoma State College (SEOSU)
 - 5 degree program requirement changes
 - 1 degree program option addition
 - 1 degree program option deletion

- Southwestern Oklahoma State University
 - 1 degree program name change
 - 1 degree program option deletion
 - 2 degree program option additions

POLICY ISSUES:

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

ANALYSIS:

OSU – Master of Science in Fire and Emergency Management Administration (414)

Degree program requirement changes

- Remove POLS 5313 and 3 credit hours of “Policy Analysis.”
- Add POLS 5353 and POLS 5333 to “Fire Administration Core.”
- Change credit hours required for “Electives” to 6.
- The proposed changes align the credit hours required for the degree with other social science master’s programs to ensure timely graduation without sacrificing educational quality.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 39 to 33.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Education (455)

Degree program option additions

- Add options “Science Education” and “Mathematics Education.”
- The proposed options will eliminate the vagueness of the degree for students concentrating on science or mathematics and will provide employers with a better understanding of the content of the credential.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Education in Special Education Mild/Moderate Disorders (084)

Degree program requirement changes

- Remove LIBM 4023 and add ELED 4232 and READ 4013.
- The proposed changes update the curriculum and better prepares students to pass the elementary subject area test, which is one avenue to become highly qualified in a subject area.
- 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.

OPSU – Bachelor of Technology in Technology (028)

Degree program requirement changes

- For the “Computer Graphics” option:
 - Remove CIS 2633 from “Core Courses” and add CIS 2113.
 - Change credit hours required for ART or CIS electives from 6 to 9.
 - Remove CIS 2113 from “Major Courses.”
- The proposed changes are based on graduate feedback and industry trends.
- 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 Social Science (110)

Degree program option deletions

- Delete options “History” and “Political Science.”
- The proposed deletions are due to the development and approval of the Bachelor of Arts in History (127) and the Bachelor of Arts in Public Affairs (123).
- 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 Organizational Leadership (775)

Degree program option deletion

- Delete option “Communication Strategies.”
- For the “Liberal Studies” option:
 - Remove ART 3013.
 - Add ENGL 3123, ENGL 3423, ENGL 4223, ENGL 4453, and any approved upper-division ENGL, PHIL, or HUM course.
- For the “Social Studies” option:
 - Remove SBS 3033, SBS 3053, POLS 3053, and SOC 3053.
 - Add SOC 3213, SOC 3950, PSY 3033, PSY 3043, PSY 3023, PSY 3053, and any approved upper-division PSY, SOC, HIST, POLS, or SBS course.
- The proposed curricular changes update the course selection to provide students with courses that are regularly offered.
- The proposed deletion is the result of low enrollment in the option.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – Master of Business Administration in Business Administration (213)

Degree program requirement changes

- Remove SP 3950 and add BADM 4803.
- The proposed changes update the foundation course required by non-business degree students being admitted into the program.
- 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 Science in Social Science (110)

Degree program requirement changes

- Add SBS 3063.
- Remove 3 credit hours of “World Languages.”
- The proposed changes better prepare students for research.
- 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 Justice Administration (115)

Degree program requirement changes and degree program option additions

- Add options “Collegiate Officer Program” and “Law/Justice.”
- Remove CJ 3023, CJ/POLS 2343, CJ 3313, CJ 4613, CJ/POLS 4993, ORGL 3333, POLS 3023, and SOC 3073.
- Add CJ/NAMS 3263, CJ 3413, CJ 3613, CJ 4213, CJ 4313, and CJ 4953.
- The proposed changes will better prepare students for employment in their chosen law enforcement specialties.
- Five new courses will be added and five 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

- Add MATH 2843 as an alternative course to PHYS 1114.
- Change credit hours required for “Selective Electives” from 13 to 13-14.
- Require 6 credit hours of 3000-4000 level electives to be Biology courses.
- Allow a higher level math as an alternative course to MATH 1513.
- The proposed changes better prepare students and allow for a seamless transfer from other institutions.
- 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 – Associate in Arts in Elementary Education (011)

Degree program requirement changes

- Allow GEOG courses to satisfy 3 credit hours of “Electives.”
- Specify 4 credit hours of Biological or Physical Sciences and 9 credit hours of Mathematics to apply toward the 20 credit hours of “Program Core Requirements.”
- The proposed changes clarify program requirements that will provide a seamless transfer into a four-year education 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.

RSU – Bachelor of Science in Nursing (118)

Degree program name change and degree program requirement changes

- Change program name to “RN to BSN.”
- Remove NURS 4224, NURS 4234 and 3 credit hours of “Elective.”
- Add NURS 3243 and NURS 4114.
- The proposed changes better clarifies the intent of the degree.
- The proposed changes also align with recommendations from the Accrediting Commission for Education in Nursing to reduce credit hours required for the degree.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

SWOSU – Associate in Applied Science in Radiologic Technician (122)

Degree program name change

- Change program name to “Radiologic Technologies.”
- The proposed name change will better conform to industry and accreditation norms.
- 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 – Master of Education in School Counseling (079)

Degree program option deletion

- Delete option “Community Counseling.”
- The proposed deletion is due to the development and approval of the Master of Science in Community Counseling (155).
- 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 Nursing (087)

Degree program option additions

- Add options “LPN to BSN” and “RN to BSN”
- The proposed options will clearly define the career pathways for Licensed Practical Nurses and Registered Nurses to obtain a bachelor’s 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.

SEOSU – Bachelor of Science in Aviation Management (002)

Degree program option addition

- Add option “Production and Operations.”
- The proposed option is in collaboration with Tinker Air Force Base to assist students with at least 60 credit hours to earn a bachelor’s 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.

SEOSU – Bachelor of Business Administration in Management (027)

Bachelor of Business Administration in Marketing (095)

Bachelor of Business Administration in General Business (105)

Bachelor of Business Administration in Accounting (001)

Bachelor of Business Administration in Finance (096)

Degree program requirement changes

- Add MGMT 4443 and remove BUS 1133.
- The proposed change will better prepare students for the International Business section of the major field test in business.
- 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 Music Education in Music Education (037)

Degree program option deletion

- Delete option “Guitar.”
- The proposed deletion is due to the lack of interest in the option.
- No students are currently enrolled in the option.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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AGENDA ITEM #24-b:

Reconciliation.

SUBJECT: Approval of institutional requests for program reconciliations.

RECOMMENDATION:

It is recommended that the State Regents approve the request for a degree program inventory reconciliation as described below.

BACKGROUND:

The University of Oklahoma (OU) requested a degree program modification change for the Bachelor of Arts in Spanish (215) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested curricular changes to the Bachelor of Arts in Spanish (215), which were approved at the January 28, 2016 State Regents' meeting. The modification erroneously requested to remove SPAN 4183, which should be a required course. This action will correct this error and reconcile institutional practice with official degree program inventory.

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AGENDA ITEM #24-c:

Program Reinstatement.

SUBJECT: Ratification of an institutional request for program reinstatement.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to reinstate a deleted academic program, as described below.

BACKGROUND:

East Central University (ECU) requested authorization to reinstate the Master of Education in Grad-Secondary (083) which was deleted June 30, 2016.

POLICY ISSUES:

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

ANALYSIS:

ECU is in the process of restructuring several academic programs and submitted a program deletion request for the Master of Education in Grad-Secondary (083) which was approved at the June 30, 2016 State Regents' meeting. Upon receipt of the confirmation letter, ECU notified State Regents' staff that the incorrect request form had been completed and submitted and that their intent was to delete Secondary Education option within the Master of Education in Grad-Secondary (083) and not the program.

It is understood that with this action, ECU is authorized to advertise, recruit, and admit students to the program. Consistent with its classification and status, this program will be placed on the regular program review cycle.

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

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AGENDA ITEM #24-d (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in Fire and Emergency Management Administration and the Master of Science in Fire and Emergency Management Administration through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the existing Doctor of Philosophy in Fire and Emergency Management Administration and the Master of Science in Fire and Emergency Management Administration through online delivery.

BACKGROUND:

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

- Certificate in Public Health (499);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Nursing in Nursing (515);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Electrical Engineering Technology (077);
- Bachelor of Science in Business Administration in Management (449);
- Bachelor of Science in Business Administration in General Business (447);
- 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);
- Graduate Certificate in Infant Mental Health (516);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Developmental Disabilities (518);
- 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 via online delivery the existing Doctor of Philosophy in Fire and Emergency Management Administration (470) and the Master of Science in Fire and Emergency Management Administration (414) programs at their September 9, 2016 meeting. OSU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

These actions are 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.

Doctor of Philosophy in Fire and Emergency Management Administration (470) Master of Science in Fire and Emergency Management Administration (414)

Demand. The mission of the Doctor of Philosophy (Ph.D.) in Fire and Emergency Management Administration (470) and the Master of Science (M.S.) in Fire and Emergency Management Administration (414) is to prepare individuals for management positions in the critical service professions of fire and rescue, emergency management, emergency medical services, law enforcement, homeland security, and related fields in both the public and private sectors. These professions are concerned with the mitigation of, preparedness for, response to, and recovery from the adverse effects of acute exposures to natural, technological, and social hazards. These programs continue to have consistent inquires and applications from students across the United States, as well as from other countries. OSU reports that enrollment in Spring 2016 included 29 students in the Ph.D. program and 33 students pursuing the M.S. degree.

The field of emergency management and fire administration continues to increase at a rapid rate. A growing number of Emergency Management Directors will be needed to develop response plans to protect people and property and to limit the damage from emergencies and disasters. According to the Oklahoma Employment Security Commission, career opportunities for Emergency Management Directors are expected to increase over 12 percent through 2024. Nationally, employment for Emergency Management Directors is projected to grow 6 percent from 2014 to 2024.

Delivery method. The delivery of the courses will be conducted via live lecture using Adobe Connect Software. Students will be required to have a camera and microphone to interact with the professor and classmates. A technology support person will be available to maintain connections and provide support. Students will also access class materials through Desire2Learn (D2L). 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. The library, facilities, and equipment are adequate for this degree program.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure, and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on June 21, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OSU's requests to offer the existing degree programs through online delivery, as described above.

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AGENDA ITEM #24-d (2):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval of request to offer the Bachelor of Science in Cyber Security through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the existing Bachelor of Science in Cyber Security through online delivery.

BACKGROUND:

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

- Bachelor of Science in Nursing (014);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education-Autism Spectrum Disorders (154);
- Bachelor of Science in Organizational Leadership (775)
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085); and
- Master of Education in Instructional Leadership (124)

NSU's governing board approved offering online the existing Bachelor of Science in Cyber Security (160) program at their September 9, 2016 meeting. NSU requests authorization to offer the existing program via 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.

Bachelor of Science in Cyber Security (160)

Demand. Since there are no other cyber security bachelor degree programs offered in the State System, providing the Bachelor of Science in Cyber Security (160) in an online format will allow more students in the state and region to have access. It will also better meet the needs of businesses and industries to train and retrain existing employees to address cyber security issues.

The employment outlook for individuals with expertise in cyber security is strong. Graduates of the proposed program will be able to find employment as Information Security Analysts in a variety of public and private industries, such as retail, health care, information and finance, and government. According to a recent market analysis conducted by Burning Glass, 84 percent of these jobs require a bachelor's degree. Additionally, Oklahoma is home to many companies, such as American Airlines, The Boeing Company, General Electric, Halliburton Energy Services, and Oklahoma Natural Gas, that need employees trained in cyber security. The Oklahoma Employment Security Commission (OESC) projects that careers for Information Security Analysts are expected to increase statewide by 12 percent through 2024. However, the Tulsa metro area is home to many of types of companies that are in need of employees trained to prevent, detect, and investigate cyber-crimes. OESC data indicate the need for Information Security Analysts in the Tulsa region is higher, with opportunities increasing by 20 percent through 2024. Nationally, the Occupational Outlook Handbook reports job growth in the field to be 18 percent.

Delivery method. NSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the existing degree programs. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

Funding. The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on March 17, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve NSU's request to offer the existing degree program through online delivery, as described above.

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AGENDA ITEM #24-e:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests for annual renewal of participation 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 institutional participation in SARA is approved or renewed. 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:

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 December 1, 2016, State Regents' staff received a SARA renewal application from the institutions listed below:

- Redlands Community College;
- Murray State College; and
- Southern Nazarene University.

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor for annual renewal of their participation in SARA. State Regents' ratification is requested.

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AGENDA ITEM #24-f:

Post Audit.

SUBJECT: Approval of institutional requests for final approval and review schedule extensions for existing programs.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for final approval and extension of the review schedule of existing degree programs, as described below.

BACKGROUND:

The State Regents approve new programs provisionally with institutionally established and State Regents' approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTE's); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profile; and/or minimum ranking or pass rates on standardized tests or licensure examinations.

A summary of the recommendations is provided below. The accompanying table outlines the criteria, productivity and recommendation for each degree program.

University of Oklahoma (OU)
5 final approvals
4 review schedule extensions

Oklahoma State University (OSU)
5 review schedule extensions

Cameron University (CU)
1 final approval
1 review schedule extension

East Central University (ECU)
3 final approvals
1 review schedule extension

Northeastern State University (NSU)
1 final approval
1 review schedule extension

Northwestern Oklahoma State University (NWOSU)

1 final approval
1 review schedule extension

Oklahoma Panhandle State University (OPSU)
2 review schedule extensions

Southeastern Oklahoma State University (SEOSU)
1 final approval
1 review schedule extension

Southwestern Oklahoma State University (SWOSU)
1 review schedule extension

University of Central Oklahoma (UCO)
2 final approvals
3 review schedule extensions

Northeastern Oklahoma A&M College (NEOAMC)
2 review schedule extensions

Oklahoma State University – Oklahoma City (OSU-OKC)
3 final approvals
4 review schedule extensions

Oklahoma State University Institute of Technology (OSUIT)
1 review schedule extension

Rose State College (RSC)
1 review schedule extension

Tulsa Community College (TCC)
2 final approvals
2 review schedule extensions

POLICY ISSUES:

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

ANALYSIS:

As noted above, the following recommendations are included in the table (Attachment A), that lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, and recommendation for the program.

Recommendation: Final Approval

OU – Master of Science in Criminal Justice (391)

This program exceeded the productivity criteria for enrollment (achieved 114 of the 10 required) and for graduates (achieved 19 of the 8 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Bachelor of Science in Environmental Sustainability (382)

This program exceeded the productivity criteria for enrollment (achieved 39 of the 12 required) and for graduates (achieved 11 of the 5 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Bachelor of Science in Geographic Information Science (368)

This program exceeded the productivity criteria for enrollment (achieved 20 of the 15 required) and for graduates (achieved 9 of the 6 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Certificate in Helping Skills in Human Relations (388)

This program exceeded the productivity criteria for enrollment (achieved 47 of the 18 required) and for graduates (achieved 42 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Certificate in Human Resource Diversity and Development (389)

This program exceeded the productivity criteria for enrollment (achieved 41 of the 18 required) and for graduates (achieved 32 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

CU - Associate in Science in Allied Health Sciences (565)

This program exceeded the productivity criteria for enrollment (achieved 422 of the 100 required) and for graduates (achieved 53 of the 20 required). CU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

ECU –Certificate in Business-Banking and Finance (500)

This program exceeded the productivity criteria for enrollment (achieved 22 of the 20 required) and for graduates (achieved 11 of the 5 required). ECU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

ECU – Certificate in Business-Human Resource Management (502)

This program exceeded the productivity criteria for enrollment (achieved 26 of the 20 required) and for graduates (achieved 9 of the 5 required). ECU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

ECU – Bachelor of Science in Athletic Training (060)

This program exceeded the productivity criteria for enrollment (achieved 60 of the 50 required) and for graduates (achieved 16 of the 8 required). ECU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU –Bachelor of Science in Computer Science (100)

This program exceeded the productivity criteria for enrollment (achieved 33 of the 23 required) and for graduates (achieved 7 of the 5 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NWOSU – Master of Arts in American Studies (067)

This program exceeded the productivity criteria for enrollment (achieved 11 of the 7 required) and for graduates (achieved 6 of the 3 required). NWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SEOSU – Master of Science in Native American Leadership (112)

This program exceeded the productivity criteria for enrollment (achieved 81 of the 15 required) and for graduates (achieved 19 of the 8 required). SEOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Master of Arts in Gerontology (201)

This program exceeded the productivity criteria for enrollment (achieved 31 of the 15 required) and for graduates (achieved 11 of the 7 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Master of Science in Nursing (204)

This program met the productivity criterion for enrollment (achieved 40 of the 40 required) and exceeded the productivity criterion for graduates (achieved 20 of the 5 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU-OKC –Associate in Applied Science in Nutritional Sciences (105)

This program exceeded the productivity criteria for enrollment (achieved 46 of the 18 required) and for graduates (achieved 6 of the 13 required). OSU-OKC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU-OKC – Certificate in Emergency Medical Technician Basic (113)

This program exceeded the productivity criteria for enrollment (achieved 67 of the 20 required) and for graduates (achieved 54 of the 5 required). OSU-OKC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU-OKC – Certificate in Early Care Education Infant/Toddler (112)

This program exceeded the productivity criteria for enrollment (achieved 72 of the 15 required) and for graduates (achieved 34 of the 6 required). OSU-OKC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

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

This program exceeded the productivity criteria for enrollment (achieved 16 of the 15 required) and for graduates (achieved 7 of the 5 required). TCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

TCC – Associate in Applied Science in Diagnostic Medical Sonography (281)

This program exceeded the productivity criteria for enrollment (achieved 26 of the 17 required) and for graduates (achieved 8 of the 6 required). TCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Recommendation: Review Schedule Extension

OU – Doctor of Philosophy in Biomedical Engineering (354)

This program did not meet the productivity criteria for enrollment (achieved 8 of the 13 required) or for graduates (achieved 0 of the 3 required). This program was provisionally approved at the June 30, 2003 State Regents' meeting with continuation of the program beyond Fall 2008 dependent upon enrolling 13 students in Fall 2007 and graduating 5 students in 2007-2008. The program met the productivity criterion for enrollment (achieved 20 of the 13 required) but not for graduates (achieved 2 of the 5 required). At the December 4, 2008 meeting the State Regents' granted an initial extension of the review schedule with revised criteria, with continuation of the program beyond Fall 2013 dependent upon enrolling 13 students in Fall 2012 and graduating 3 students in 2012-2013. The program did not meet the productivity criterion for enrollment (achieved 12 of the 13 required) but exceeded the productivity criterion for graduates (achieved 5 of the 3 required). At the December 5, 2013 meeting, the State Regents approved another extension of the review schedule. OU reports several changes that will help to increase the productivity for the program. A recent large donation has enabled the building of Gallogly Hall, the formation of the Stephenson School of Biomedical Engineering, and the creation of several endowed professor positions and graduate fellowships. These changes have already shown impact on enrollment in the program with 14 students enrolled in Fall 2016. Based upon current enrollment, expected graduates, and faculty commitment to student success, an extension of the review schedule is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 13 in Fall 2018; and
- Graduates: 3 in 2018-2019.

OU – Professional Masters of Science (386)

Professional Master of Arts (387)

These programs did not meet the productivity criteria for enrollment (achieved 0 of the 8 required) or for graduates (achieved 0 of the 3 required). These programs were provisionally approved at the September 8, 2011 State Regents' meeting. OU reports that the programs are housed within OU's Graduate College and were designed as a transitional/incubator degree for new programs with a professional component. The purpose of the programs is to allow students to pursue a graduate degree and tailor the curriculum to meet their specific career goals. If successful and with enough student interest, the incubator degree would then be channeled through the program approval process and submitted to the State Regents for approval. Therefore, while students may enroll in the Professional Masters of Science (386) or Professional Masters of Arts (387), it is likely they would transition into and graduate with another degree. For example, in Summer 2016, a cohort of 8 students enrolled in the Professional Masters of Arts (387) with a curricular focus of Teaching English as a Second Language. Once the curriculum is deemed successful OU will initiate a new Master of Arts in Teaching English as a Second Language. When these programs have no enrollment, no costs are incurred. Based upon the unique nature of the program, an extension of the review schedule is recommended, with continuation beyond Fall 2021 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2020; and
- Graduates: 3 in 2020-2021.

OU – Bachelor of Arts in History of Science, Technology, and Medicine (385)

This program did not meet the productivity criterion for enrollment (achieved 11 of the 12 required) but met the productivity criterion for graduates (achieved 5 of the 5 required). This program received provisional approval at the June 23, 2011 State Regents' meeting. OU reports that significant changes to the introductory course have resulted in marked increases in enrollments within the last year. Additionally, the faculty hope to grow the program through consistent outreach to University College advisors and by expanding the range of lower division course offerings to introduce students to the discipline earlier in their college career. Based upon current enrollment and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2018; and
- Graduates: 5 in 2018-2019.

OSU - Master of Arts in Art History (485)

This program exceeded the productivity criterion for enrollment (achieved 7 of the 6 required) but did not meet the productivity criterion for graduates (achieved 2 of the 3 required). This program received provisional approval at the June 23, 2011 State Regents' meeting. OSU reports that the program was not implemented until Fall 2012. Since implementation enrollment has steadily grown and 3 students are on target to complete the degree in Spring or Summer 2017. In order to increase interest in the program OSU is developing a Museum and Curatorial Studies certificate and a 4+1 option in Art History. Based upon current enrollment, efforts to increase interest in the program, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2018; and
- Graduates: 3 in 2018-2019.

OSU – Certificate in Aerospace Security (472)

This program did not meet the productivity criteria for enrollment (achieved 1 of the 7 required) or for graduates (achieved 1 of the 4 required). This program received provisional approval at the February 12, 2009 State Regents' meeting. The program did not meet the productivity criterion for enrollment (achieved 2 of the 7 required) and did not meet the productivity criterion for graduates (achieved 1 of the 4 required). At the December 6, 2012 meeting the State Regent' granted an initial extension of the review schedule, with continuation of the program beyond Fall 2014 dependent upon enrolling 7 students in Fall 2013 and graduating 4 students in 2013-2014. The program did not meet the productivity criteria for enrollment or for graduates (enrolled 1; graduated) and at the December 4, 2014 meeting, the State Regents approved another extension of the review schedule. OSU reports continued low enrollment in the program and the desire to delete the program. Based upon OSU's intention and time needed for the deletion process, a final extension of the review schedule is recommended, with continuation of the program beyond Fall 2017 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2016; and
- Graduates: 4 in 2016-2017.

OSU – Graduate Certificate in Bioinformatics (481)

This program did not meet the productivity criterion for enrollment (achieved 3 of the 6 required) but met the productivity criterion for graduates (achieved 3 of the 3 required). This program received provisional approval at the June 24, 2010 State Regents' meeting. The program exceeded the productivity criterion for enrollment (achieved 7 of the 6 required) but did not meet the productivity criterion for graduates (achieved 2 of the 3 required). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule. OSU reports there were significant challenges with offering an interdisciplinary program. Changes in waivers for tuition have had a large impact on master's students in departments where bioinformatics courses are not part of the standard curriculum. Additionally, students often enroll in and complete the required course work but postpone application to the program until shortly before graduation from their master's program. New faculty and new course offerings are expected to mitigate the aforementioned issues. Furthermore, the program has obtained new instrumentation, which will not only attract more students but new faculty as well. Based upon current enrollment, significance of the program on the OSU research community, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2018; and
- Graduates: 3 in 2018-2019.

OSU – Graduate Certificate in Grassland Management (488)

This program did not meet the productivity criteria for enrollment (achieved 1 of the 20 required) or for graduates (achieved 0 of the 10 required). This program received provisional approval at the June 21, 2012 State Regents' meeting. OSU reports that this program is part of the Great Plains Interactive Distance Education Alliance (IDEA) which provides specialized, online courses that are otherwise unavailable for place-bound graduate students. The course within the program offered by OSU is consistently one of the highest enrollment in the program. Although OSU alone has not attained the number of students and graduates required for final approval, overall productivity for the consortium is high, with 3 graduates at OSU, 3 graduates at Kansas State University, 2 graduates from the University of Nebraska-Lincoln, and 1 graduate from South Dakota State University. Currently there are 35 students enrolled through the consortium, several of which are non-degree seeking. OSU indicates they will address the issue of targeted promotion of the program within the next year and hopes to increase the number of students enrolled and graduating from OSU. Based upon current enrollment, expected graduates, and uniqueness of the program, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2018; and
- Graduates: 10 in 2018-2019.

OSU - Doctor of Philosophy in Fire and Emergency Management Administration (470)

This program exceeded the productivity criterion for enrollment (achieved 25 of the 14 required) but did not meet the productivity criterion for graduates (achieved 4 of the 5 required). This program received provisional approval at the May 23, 2008 State Regents' meeting. The program exceeded the productivity criterion for enrollment (achieved 30 of the 14 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required) and at the December 5, 2013 meeting the State Regents approved an extension of the review schedule. OSU has graduated a total of 9 students since implementation of the program. The department notes that admission standards remain high and they will continue to limit acceptance to the highest caliber of student. The department also reports that the students are unique in that they are full-time professionals working in fire and emergency management departments across the country and take only one or two courses per semester. As of Fall 2016, 8 students successfully passed

their qualifying exams and achieved doctoral candidate status. These students are expected to complete their dissertation by Summer 2017. As many as 4 students are expected to qualify for doctoral candidacy by Spring 2017. The department is actively engaged in assessment and using data to make incremental changes in the program to ensure student success. Based upon current enrollment, unique student population and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 14 in Fall 2018; and
- Graduates: 5 in 2018-2019.

CU – Bachelor of Music Education in Music Education (681)

This program did not meet the productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). This program received provisional approval at the March 11, 2010 State Regents' meeting. The program did not meet the productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule. CU reports they are experiencing a slight increase in freshman enrollment in music, which is a result of aggressive recruiting efforts in local schools. With a statewide increase in the demand for qualified music teachers, CU indicates they will intensify recruiting efforts to attract more students. Furthermore, students will be encouraged to closely follow the suggested enrollment plan for a timely graduation. Based upon current enrollment, recruitment efforts and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2016; and
- Graduates: 8 in 2016-2017.

ECU – Certificate in Business Entrepreneurship (501)

This program did not meet the productivity criterion for enrollment (achieved 12 of the 20 required) but exceeded the productivity criterion for graduates (achieved 12 of the 5 required). This program received provisional approval at the January 31, 2013 State Regents' meeting. ECU reports that enrollment in the courses required for the program is steady and believes that students are pursuing the certificate but not officially declaring it. Faculty have been asked to encourage students to complete the necessary paperwork to declare their intent to earn the certificate and are confident this will increase the number of students officially enrolled. Based upon current enrollment and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2018 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2017; and
- Graduates: 5 in 2017-2018.

NSU – Bachelor of Business Administration in Supply Chain Management (145)

This program exceeded the productivity criterion for enrollment (achieved 34 of the 30 required) but did not meet the productivity criterion for graduates (achieved 6 of the 12 required). The program received provisional approval at the February 8, 2007 State Regents' meeting. The program met the productivity criterion for enrollment (enrolled 30) but did not meet the productivity criterion for graduates (graduated 2). At the December 1, 2011 meeting the State Regents granted an initial extension of the review schedule, with continuation of the program beyond Fall 2013 dependent upon enrolling 30 students in Fall 2010 and graduating 12 students in 2010-2011. This program did not meet the productivity criteria for enrollment (enrolled 26) or for graduates (graduated 5). At the December 5, 2013 meeting, the State Regents approved another extension of the review schedule. NSU reports that the program is no being

supervised by the department chair. Additionally, NSU notes that many of the students enrolled in the program are non-traditional and may take longer to complete degree requirements. However, the program is fulfilling a critical employment demand in the area and has a 100 percent placement rate for those students who graduate. Enrollment is growing steadily and NSU is confident that given time the program will meet productivity criteria. Based upon current enrollment, employment needs, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2018; and
- Graduates: 12 in 2018-2019.

NWOSU – Bachelor of Science in Agriculture Education (065)

This program exceeded the productivity criterion for enrollment (achieved 23 of the 15 required) but did not meet the productivity criterion for graduates (achieved 1 of the 7 required). This program received provisional approval at the September 11, 2008 State Regents' meeting. The program exceeded the productivity criterion for enrollment (achieved 29 of the 15 required) but did not meet the productivity criterion for graduates (achieved 4 of the 7 required). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule. NWOSU reports enrollment is increasing and in Fall 2016 had 14 incoming freshman declare the Bachelor of Science in Agriculture Education (065) as their major. NWOSU also reports that a contributing factor to the lower than expected number of graduates is related to the difficulties in passing the Oklahoma General Education Test (OGET) in preparation for admission to the teacher education program. Faculty have taken several steps to remedy the issue, including exam preparation sessions and advisement of students regarding courses integral to success on the OGET. Based upon current enrollment, strategies implemented, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2018; and
- Graduates: 7 in 2018-2019.

OPSU – Bachelor of Music in Music (057)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 15 required) or for graduates (achieved 0 of the 6 required). This program received provisional approval at the July 1, 2005 State Regents' meeting. The program did not meet the productivity criteria (enrolled 14; graduated 2) and at the February 7, 2008 meeting the State Regents approved an extension of the review schedule. The program again did not meet the productivity criteria (enrolled 14; graduated 2) and the State Regents approved another extension of the review schedule at their December 1, 2011 meeting. The program did not meet the productivity criteria for enrollment or graduates (enrolled 11; graduated 1). At the December 4, 2014 meeting the State Regents approved another extension of the review schedule. OPSU reports that low enrollment in the program is indicative of the rural location. Additionally, the academic rigor of the program tends to weed out students who originally expressed interest. Many students who began in the program are having to retake classes to meet academic standards and are currently in University College which helps students remediate their education. Furthermore, since Spring 2012 there has been a push to encourage students to explore the program because of the benefit to the local community. Based upon institutional efforts, current enrollment, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2018; and
- Graduates: 6 in 2018-2019.

OPSU – Associate in Science in Criminal Justice (062)

This program did not meeting the productivity criteria for enrollment (achieved 11 of the 20 required) or for graduates (achieved 4 of the 6 required). This program received provisional approval at the January 28, 2010 State Regents’ meeting. The program did not meet the productivity criteria for enrollment or for graduates (enrolled 19; graduated 3) and at the December 4, 2014 meeting the State Regents approved an extension of the review schedule. The Associate in Science in Criminal Justice (062) was initially approved as an Associate in Applied Science degree. OPSU requested a degree designation change, which was approved at the May 31, 2013 State Regents’ meeting to better ease the transition into a baccalaureate program. OPSU reports that the program is a stepping stone into the Bachelor of Science in Criminal Justice (063) at OPSU. OPSU reports interest in the program is steadily increasing and is meeting area needs. Based upon current enrollment and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2018; and
- Graduates: 6 in 2018-2019.

SEOSU – Master of Arts in Teaching (110)

This program did not meeting the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 10 required). This program received provisional approval at the October 20, 2011 State Regents’ meeting. SEOSU reports that shortly after the program was developed and approved the lead faculty member left for a position at a different institution. Without the program’s primary leader students were not actively recruited. However, two current faculty in the Department of Educational Instruction and Leadership have indicated intent to submit an application for a grant under the Teacher Quality Partnership program during the next funding cycle with the goal of redesigning the curriculum to align with the objectives of the grant. Based upon future plans for the program an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2018; and
- Graduates: 10 in 2018-2019.

SWOSU – Associate in Science in Wildland Firefighting (156)

This program exceeded the productivity criterion for enrollment (achieved 45 of the 30 required) but did not meet the productivity criterion for graduates (achieved 9 of the 15 required). This program received provisional approval at the May 22, 2009 State Regents’ meeting. The program did not meet the productivity criteria for enrollment or for graduates (enrolled 16; graduated 8) and at the December 5, 2013 meeting the State Regents approved an extension of the review schedule. From the program’s inception the core courses were taught exclusively by adjunct faculty and lacked an on-campus faculty leader. This situation continued through Fall 2014 at which time a full-time wildland fire faculty member was hired. Since then recruitment has increased, a Wildland Fire Majors club was created, and modifications were made to increase program flexibility. These efforts have dramatically increased enrollment and students are on track to graduate. Based upon the changes made to the program, current enrollment, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2018; and
- Graduates: 15 in 2018-2019.

UCO – Master of Education in Secondary Education (200)

This program did not meet the productivity criteria for enrollment (achieved 70 of the 150 required) or for graduates (achieved 14 of the 30 required). This program received provisional approval at the April 19, 2012 State Regents' meeting. UCO reports that the Secondary Education option was moved from the Master of Education in Education (165) to a stand-alone program and students were transferred from the option into the new degree. However, when the proposal was created, incorrect data were used and as a result predictions for future enrollment and degrees conferred were inaccurate. Regardless of this error, enrollment in the program is strong and UCO reports promising growth in the program. Based upon current enrollment and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 150 in Fall 2018 and
- Graduates: 30 in 2018-2019.

UCO – Associate in Applied Science in Contemporary Music Business (198)

This program exceeded the productivity criterion for enrollment (achieved 52 of the 35 required) but did not meet the productivity criterion for graduates (achieved 2 of the 20 required). This program received provisional approval at the May 27, 2011 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 70 students in Fall 2012 and graduating 40 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 51 of the 70 required) or for graduates (achieved 18 of the 40 required). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule with revised criteria. UCO reports that since Fall 2014 the Academy of Contemporary Music has drastically changed its recruitment strategies with great success. With this increased enrollment, UCO anticipates many of these students graduating within the next 3 years. Based upon current enrollment, increase recruitment efforts, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 35 in Fall 2018 and
- Graduates: 20 in 2018-2019.

UCO – Function change

As stated in the May 27, 2011 agenda item, UCO's request for a function change is required to be reviewed in conjunction with the final review of the Associate in Applied Science in Contemporary Music Business (198). The function change was approved based on the specialized nature of the program and with the understanding that no additional two-year programs for any discipline would be proposed by UCO. This review for continuation of the function change will consider productivity, academic quality, student outcomes, and fiscal viability of the associate degree programs, and will be tied to the review of the Associate in Applied Science in Contemporary Music Business (198).

UCO – Bachelor of Arts in Humanities (193)

This program did not meet the productivity criteria for enrollment (achieved 25 of the 50 required) or for graduates (achieved 4 of the 12 required). This program received provisional approval at the May 23, 2008 State Regents' meeting. The program did not meet the productivity criteria for enrollment or for graduates (enrolled 35; graduated 6) and at the December 5, 2013 meeting the State Regents approved an extension of the review schedule. UCO reports the program was created in response to student interest and although productivity has not been met, enrollment in the courses and program remains strong and steady. The initial goal of 50 students enrolled was based upon an assessment and survey conducted in the 2006-2007 academic year. In retrospect, UCO believes the survey data likely inflated the number of students interested in pursuing a major in humanities. This, coupled with an overall reduction in

enrollment across the university, has made it difficult to meet the originally proposed targets. The department has identified several avenues for increasing enrollment, including a marketing campaign to increase the profile of the program throughout the campus. Additionally, a recent change in current policy on double majors, effective Fall 2017, will allow students to pursue multiple programs in similar disciplines. UCO believes these efforts will eventually lead to both increased enrollment and graduates. Based on current enrollment, departmental marketing efforts, and expected graduates, an extension of the review schedule with revised criteria is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 35 in Fall 2018; and
- Graduates: 7 in 2018-2019.

NEOAMC – Associate in Applied Science in Process Technology (123)

This program exceeded the productivity criterion for enrollment (achieved 32 of the 17 required) but did not meet the productivity criterion for graduates (achieved 4 of the 5 required). This program received provisional approval at the September 8, 2011 State Regents' meeting. NEOAMC reports this program was developed in response to a request by 3M Ceradyn, which is one of two boron manufacturers in the world and located within 10 miles of NEOAMC. Since implementation of the program, the company has provided internships and hired graduates. Additionally NEOAMC has developed relationships with additional employers in the region to market the program. NEOAMC has also purchased equipment to be used in the program through a U.S. Department of Labor grant. Partnering with the Shawnee Tribe of Oklahoma for grant funding has allowed NEOAMC to provide summer camps to introduce high school students to the field of process technology. These efforts have allowed the program to grow and NEOAMC anticipates meeting productivity criteria within 3 years. Based on current enrollment, employer needs, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 17 in Fall 2018; and
- Graduates: 5 in 2018-2019.

NEOAMC – Associate in Science in Sports Management (122)

This program did not meet the productivity criteria for enrollment (achieved 19 of the 25 required) or for graduates (achieved 4 of the 5 required). This program received provisional approval at the September 8, 2011 State Regents' meeting. NEOAMC reports that the program was implemented in Fall 2012 and enrollment has steadily grown. Currently, there are 35 students enrolled in Fall 2016. NEOAMC indicates that additional recruitment strategies include distributing a recruitment video to area high schools, displaying a poster at the annual high school basketball tournament, and providing high school counselors with fliers during the annual luncheon. NEOAMC has noted that many students enrolled in the program have transferred before completing degree requirements. Many of these students are athletes and transfer when their NCAA eligibility is complete. Faculty intend to be more diligent in tracking students and encouraging them to participate in the reverse transfer process to earn their associates degree. Based on current enrollment, student demand, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2018; and
- Graduates: 5 in 2018-2019.

OSU-OKC – Certificate in Renewable/Sustainable Energy (109)

This program did not meet the productivity criteria for enrollment (achieved 0 of the 14 required) or for graduates (achieved 2 of the 6 required). This program received provisional approval at the April 22, 2010 State Regents’ meeting. The program did not meet the productivity criteria for enrollment (achieved 2 of the 14 required) or for graduates (achieved 0 of the 6 required). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule. This program was developed in conjunction with the Associate of Applied Science (AAS) in Renewable/Sustainable Energy (109) and the curriculum is embedded within the AAS degree. OSU-OKC reports that strategies to meet productivity criteria include: a marketing plan to be launched and targeted to high schools in Spring 2017, having an academic advisor monitor and track students and conduct degree audits to ensure students maintain progress toward degree completion, and a program redesign to be implemented in Fall 2017. Based on current enrollment, institutional strategies to improve productivity, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2018 dependent upon meeting the following criteria:

- Majors enrolled: 14 in Fall 2017 and
- Graduates: 6 in 2017-2018.

OSU-OKC – Certificate in Non-Profit Management (117)

This program did not meet the productivity criteria for enrollment (achieved 4 of the 15 required) or for graduates (achieved 1 of the 5 required). This program received provisional approval at the May 30, 2014 State Regents’ meeting. The curriculum for this certificate also meets the criteria for elective courses within the General Business option of the Associate in Applied Science (AAS) in Management (053). Therefore, faculty have found that the majority of the students enrolled in the courses select the AAS as their major. OSU-OKC intends to work closely with the Registrar to better monitor students enrolled in the non-profit courses and assist with advising students of their ability to earn the certificate. These efforts should increase both enrollment and graduates. Based on enrollment in the AAS program, faculty intentions for advising students, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2018 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2017; and
- Graduates: 5 in 2017-2018.

OSU-OKC – Associate in Applied Science in Restaurant Management (107)

This program exceeded the productivity criterion for enrollment (achieved 20 of the 18 required) but did not meet the productivity criterion for graduates (achieved 0 of the 8 required). This program received provisional approval at the December 4, 2008 State Regents’ meeting. The program exceeded the productivity criterion for enrollment (achieved 48 of the 18 required) but did not meet the productivity criterion for graduates (achieved 1 of the 8 required). At the December 6, 2012 meeting, the State Regents granted an initial extension of the review schedule. The program again exceeded the productivity criterion for enrollment (achieved 54 of the 18 required) but did not meet the productivity criterion for graduates (achieved 1 of the 8 required). At the December 3, 2015 meeting, the State Regents approved an extension of the review schedule. OSU-OKC reports plans to delete this program due to a persistent lack of graduates. Based on OSU-OKC intentions and time needed for the deletion process, a final extension of the review schedule is recommended, with continuation of the program beyond Fall 2017 dependent upon meeting the following criteria:

- Majors enrolled: 18 in Fall 2016; and
- Graduates: 8 in 2016-2017.

OSU-OKC – Associate in Applied Science in Renewable/Sustainable Energy (110)

This program exceeded the productivity criterion for enrollment (achieved 24 of the 18 required) but did not meet the productivity criterion for graduates (achieved 2 of the 8 required). This program received provisional approval at the April 22, 2010 State Regents' meeting. This program exceeded the productivity criterion for enrollment (achieved 28 of the 18 required) but did not meet the productivity criterion for graduates (achieved 4 of the 8 required). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule. OSU-OKC reports that strategies to meet productivity criteria include: a marketing plan to be launched and targeted to high schools in Spring 2017, having an academic advisor monitor and track students and conduct degree audits to ensure students maintain progress toward degree completion, and a program redesign to be implemented in Fall 2017. Based on current enrollment, institutional strategies to improve productivity, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2018 dependent upon meeting the following criteria:

- Majors enrolled: 18 in Fall 2017 and
- Graduates: 8 in 2017-2018.

OSUIT – Associate in Applied Science in Power Plant Technology (100)

This program did not meet the productivity criteria for enrollment (achieved 21 of the 24 required) or for graduates (achieved 9 of the 14 required). This program received provisional approval at the April 17, 2008 State Regents' meeting. The program exceeded the productivity criterion for enrollment (enrolled 38) but did not meet the productivity criterion for graduates (graduated 4). At the December 5, 2013 meeting the State Regents approved an extension of the review schedule. OSUIT has been working with industry partners to address initial challenges and concerns regarding the program's quality. A second instructor was hired, which provided opportunities for stronger curriculum development and flexible course offerings. Faculty have also worked with the program's advisory board to review and revise degree requirements with a new plan of study approved and effective Fall 2016. Based on current enrollment, faculty efforts to develop a quality program, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2018; and
- Graduates: 14 in 2018-2019.

RSC – Associate in Applied Science in Technology (132)

This program did not meet the productivity criteria for enrollment (achieved 8 of the 20 required) or for graduates (achieved 0 of the 7 required). This program received provisional approval at the May 25, 2012 State Regents' meeting. RSC reports that the program has been revised to include four options to address recommendations from the advisory board and to align with the needs of business and industry. Additionally, RSC created marketing material and began targeted recruiting to reach potential students. Based on current enrollment, changes within the program, recruitment efforts, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2018 and
- Graduates: 7 in 2018-2019.

TCC – Associate in Science in Environmental Science and Natural Resources (279)

This program exceeded the productivity criterion for enrollment (achieved 58 of the 25 required) but did not meet the productivity criterion for graduates (achieved 7 of the 10 required). This program received provisional approval at the October 23, 2008 State Regents' meeting. The program exceeded the productivity criterion for enrollment (enrolled 53) but did not meet the productivity criterion for graduates (graduated 5). At the December 1, 2011 meeting the State Regents granted an initial extension of the review schedule. The program again exceeded the productivity criterion for enrollment (enrolled 46) but did not meet the productivity criterion for graduates (graduated 3) and at the December 5, 2013 meeting, the State Regents approved another extension of the review schedule. TCC reports that although student demand for the program is high, maintaining high graduation rates continues to be a challenge because students often transfer before completing degree requirements. To overcome this problem TCC intends to contact students nearing completing to explain the value of an associate's degree and filing for graduation and will designate a faculty advisor for the program. Based on current enrollment, strategies implemented by TCC, and expected graduates, and extension of the review schedule is recommended, with continuation of the program beyond Fall 2018 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2017; and
- Graduates: 10 in 2017-2018.

TCC – Certificate in Biotechnology (261)

This program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 1 of the 5 required). This program received provisional approval at the June 29, 2006 State Regents' meeting. The program did not meet the productivity criterion for enrollment (enrolled 2) and did not meet the productivity criterion for graduates (graduated 1) and at the December 1, 2011 meeting the State Regents granted an initial extension of the review schedule. The program again did not meet the productivity criteria for enrollment (enrolled 2; graduated 1). At the December 5, 2013 meeting, the State Regents approved another extension of the review schedule. Biotechnology is still a relatively new field nationwide. The biotechnology program at TCC creates unique opportunities for students that are not available elsewhere in the region. TCC also offers an Associate in Science in Biotechnology (263), which has strong enrollment, but has found that many students have declared this degree as their major and do not apply for the certificate. TCC indicates plans to encourage eligible students to complete the paperwork to earn the certificate. Additionally, TCC intends to increase recruitment and build stronger connections with business in the area where biotechnology is applicable. Based on enrollment in the Associate in Science in Biotechnology (263) program, employment need, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2018; and
- Graduates: 5 in 2018-2019.

Attachment

ATTACHMENT A
Productivity Criteria

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU – Master of Science in Criminal Justice (391)	October 25, 2012	10 F2015	114	8 2015-2016	19	2016	2021	Final Approval
OU – Bachelor of Science in Environmental Sustainability (382)	October 21, 2010	12 F2015	39	5 2015-2016	11	2016	2021	Final Approval
OU – Bachelor of Science in Geographic Information Science (368)	October 28, 2008	15 F2015	20	6 2015-2016	9	2016	2021	Final Approval
OU – Certificate in Helping Skills in Human Relations (388)	September 8, 2011	18 F2015	47	3 2015-2016	42	2016	2021	Final Approval
OU – Graduate Certificate in Human Relations in Diversity and Development (389)	September 8, 2011	18 F2015	41	3 2015-2016	32	2016	2021	Final Approval
OU – Doctor of Philosophy in Biomedical Engineering (354)	June 30, 2003	13 F2015	8	3 2015-2016	0	2016	2019	Review Schedule Extension
OU – Professional Master of Science (386)	September 8, 2011	8 F2015	0	3 2015-2016	0	2016	2021	Review Schedule Extension
OU – Professional Master of Arts (387)	September 8, 2012	8 F2015	0	3 2015-2016	0	2016	2021	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU – Bachelor of Arts in History of Science, Technology, and Medicine (385)	June 23, 2011	12 F2015	11	5 2015-2016	5	2016	2019	Review Schedule Extension
OSU – Master of Arts in Art History (485)	June 23, 2011	6 F2015	7	3 2015-2016	2	2016	2019	Review Schedule Extension
OSU – Certificate in Aerospace Security (472)	February 12, 2009	7 F2015	1	4 2015-2016	1	2016	2017	Review Schedule Extension
OSU – Graduate Certificate in Bioinformatics (481)	June 24, 2010	6 F2015	3	3 2015-2016	3	2016	2019	Review Schedule Extension
OSU – Graduate Certificate in Grassland Management (488)	June 21, 2012	20 F2015	1	10 2015-2016	0	2016	2019	Review Schedule Extension
OSU – Doctor of Philosophy in Fire and Emergency Management Administration (470)	May 23, 2008	14 F2015	25	5 2015-2016	4	2016	2019	Review Schedule Extension
CU – Associate in Science in Allied Health Sciences (565)	September 3, 2013	100 F2015	422	20 2015-2016	53	2016	2021	Final Approval
CU – Bachelor of Music Education in Music Education (681)	March 11, 2010	25 F2015	21	8 2015-2016	1	2016	2017	Review Schedule Extension
ECU – Certificate in Business-Banking and Finance (500)	January 31, 2013	20 F2015	22	5 2015-2016	11	2016	2021	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
ECU – Certificate in Business-Human Resource Management (502)	January 31, 2013	20 F2015	26	5 2015-2016	9	2016	2021	Final Approval
ECU – Bachelor of Science in Athletic Training (060)	May 27, 2011	50 F2015	60	8 2015-2016	16	2016	2021	Final Approval
ECU – Certificate in Business-Entrepreneurship (501)	January 31, 2013	20 F2015	12	5 2015-2106	12	2016	2018	Review Schedule Extension
NSU – Bachelor of Science in Computer Science (100)	June 23, 2011	23 F2015	33	5 2015-2016	7	2016	2021	Final Approval
NSU – Bachelor of Business Administration in Supply Chain Management (145)	February 8, 2007	30 F2015	34	12 2015-2016	6	2016	2019	Review Schedule Extension
NWOSU – Master of Arts in American Studies (067)	May 25, 2012	7 F2015	11	6 2015-2016	3	2016	2021	Final Approval
NWOSU – Bachelor of Science in Agriculture Education (065)	September 11, 2008	15 F2015	23	7 2015-2016	1	2016	2019	Review Schedule Extension
OPSU – Bachelor of Music in Music (057)	January 28, 2010	15 F2015	5	6 2015-2016	0	2016	2019	Review Schedule Extension
OPSU – Associate in Science in Criminal Justice (062)	July 1, 2005	20 F2015	11	6 2015-2016	4	2016	2019	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
SEOSU – Master of Science in Native American Leadership (112)	October 13, 2014	15 F2015	81	8 2015-2016	19	2016	2021	Final Approval
SEOSU – Master of Arts in Teaching (110)	October 20, 2011	10 F2015	0	10 2015-2016	0	2016	2019	Review Schedule Extension
SWOSU – Associate in Science in Wildland Firefighting (156)	May 22, 2009	30 F2015	45	15 2015-2016	9	2016	2019	Review Schedule Extension
UCO – Master of Arts in Gerontology (201)	April 19, 2012	15 F2015	31	7 2015-2016	11	2016	2021	Final Approval
UCO – Master of Science in Nursing (204)	May 25, 2012	40 F2015	40	5 2015-2016	20	2016	2021	Final Approval
UCO – Master of Education in Secondary Education (200)	April 19, 2012	150 F2015	70	30 2015-2016	14	2016	2019	Review Schedule Extension
UCO – Associate in Applied Science in Contemporary Music Business (198)	May 27, 2011	35 F2015	52	20 2015-2016	2	2016	2019	Review Schedule Extension
UCO – Bachelor of Arts in Humanities (193)	May 23, 2008	50 F2015	25	12 2015-2016	4	2016	2019	Review Schedule Extension
NEOAMC – Associate in Applied Science in Process Technology (123)	September 8, 2011	17 F2015	32	5 2015-2016	4	2016	2019	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
NEOAMC – Associate in Science in Sports Management (122)	September 8, 2011	25 F2015	19	5 2015-2016	4	2016	2019	Review Schedule Extension
OSU-OKC – Associate in Applied Science in Nutritional Sciences (105)	June 26, 2008	18 F2015	46	6 2015-2016	13	2016	2021	Final Approval
OSU-OKC – Certificate in Emergency Medical Technician Basic (113)	October 25, 2012	20 F2015	67	5 2015-2016	54	2016	2021	Final Approval
OSU-OKC – Certificate in Early Care Education Infant/Toddler (112)	September 8, 2011	15 F2015	72	6 2015-2016	34	2016	2021	Final Approval
OSU-OKC – Certificate in Renewable/Sustainable Energy (109)	April 22, 2010	14 F2015	0	6 2015-2016	2	2016	2018	Review Schedule Extension
OSU-OKC – Certificate in Non-Profit Management (117)	May 30, 2014	15 F2015	4	5 2015-2016	1	2016	2018	Review Schedule Extension
OSU-OKC – Associate in Applied Science in Restaurant Management (107)	June 6, 2008	18 F2015	20	8 2015-2016	0	2016	2018	Review Schedule Extension
OSU-OKC – Associate in Applied Science in Renewable/Sustainable Energy (110)	April 22, 2010	18 F2015	24	8 2015-2016	2	2016	2018	Review Schedule Extension
OSUIT – Associate in Applied Science in Power Plant Technology (100)	April 17, 2008	24 F2015	21	14 2015-2016	9	2016	2019	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
RSC – Associate in Applied Science in Technology (132)	May 25, 2012	20 F2015	8	7 2015- 2016	0	2016	2019	Review Schedule Extension
TCC – Associate in Applied Science in Cardiovascular Technology (264)	November 30, 2006	15 F2015	16	5 2015- 2016	7	2016	2021	Final Approval
TCC – Associate in Applied Science in Diagnostic Medical Sonography (281)	April 19, 2012	17 F2015	26	6 2015- 2016	8	2016	2021	Final Approval
TCC – Associate in Science in Environmental Science and Natural Resources (279)	October 23, 2008	25 F2015	58	10 2015- 2016	7	2016	2018	Review Schedule Extension
TCC – Certificate in Biotechnology (261)	June 29, 2006	7 F2015	0	5 2015- 2016	1	2016	2019	Review Schedule Extension

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AGENDA ITEM #24-g (1):

Agency Operations.

SUBJECT: Ratification of purchases in excess of \$25,000.

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 September 24, 2016 and November 1, 2016.

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 September 24, 2016 and November 1, 2016, there are 6 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Staplegun Design Inc. in the amount of \$55,000.00 for the Oklahoma's Promise media campaign aimed at increasing the awareness of and affinity for the Oklahoma's Promise scholarship program. (Funded from 210-Core).
- 2) Renaissance Cox Convention Center in the amount of \$78,324.47 for Governor Fallin's Science, Technology, Engineering and Mathematics (STEM) Summit. This conference focused on the importance of STEM education in the development of a well-educated and well trained workforce to meet the employment needs for businesses in the state of Oklahoma. Sponsorships and registration fees covered the costs of this conference. (Funded from 210-Core).

OneNet

- 3) Redlands Community College in the amount of \$27,495.00 for fiber optic cable and power upgrade for deployment of the Oklahoma State Regents for Higher Education mobile disaster recovery office trailer connection. Redlands Community College is one of three locations selected to serve as a recovery site in the event of a disaster. (Funded from 718-OneNet).
- 4) Copper River Information Technology in the amount of \$33,417.31 for OneNet to build fiber and provide service to all locations of the Shawnee Consortium project, which include Oklahoma

Baptist University, Gordon Cooper Aviation Center, the City of Shawnee, Pottawatomie County, Shawnee Public Schools, St. Anthony Hospital and the Shawnee Public Library. The cost of this project will be recovered through customer user fees. (718-OneNet).

- 5) Dell Marketing in the amount of \$81,158.21 for installation of a Symmetra Uninterruptable Power Supply system at the Oklahoma State University at Tulsa hub site. (Funded from 718-OneNet).
- 6) Dobson Technology Transport & Telecom Solutions in the amount of \$28,227.95 for fiber repair of Oklahoma Community Anchor Network fiber damaged by the Oklahoma Department of Transportation construction crew near Mutual, Oklahoma. The Oklahoma State Regents for Higher Education is seeking reimbursement from the contractor. (Funded from OneNet).

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AGENDA ITEM #24-g (2):

Agency Operations.

SUBJECT: Ratification of the FY2016 Annual Audit Reports.

RECOMMENDATION:

It is recommended that the State Regents ratify of the annual FY2016 Audit Reports.

BACKGROUND:

The State Regents' are required by statute to conduct an annual financial audit by an outside independent auditor. This is the final year of five years that Stanfield & Odell has served our agency as independent auditor.

POLICY ISSUES:

This item is consistent with State Regents' policy.

ANALYSIS:

The State Regents' independent auditor, Stanfield & Odell, has completed the annual audit of operations and programs for the year ending June 30, 2016. The following reports are included with this item:

- Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports required under OMB Circular A-133 and a Schedule of Findings and Questioned Costs, if any.

The Independent Auditor's Report on Financial Statements for the State Regents Operations consolidates all operations for which the State Regents have responsibility. Operations fall into two categories: (1) Core administrative operations that involve those activities directly related to carrying out the State Regents' constitutional responsibilities, and (2) Special Programs that involve several programs assigned to the State Regents including the Oklahoma College Assistance Program (OCAP), the Oklahoma Tuition Aid Grant Program, and OneNet. In addition, the fiduciary audit includes the OSRHE Supplemental Retirement Plan, the OSRHE Medical Plan trust, and the OSRHE's share of the OTRS pension plan. The audit for the Oklahoma College Access Program has been consolidated into the Regents' report to more concisely present the OSRHE's audit as one agency, with a federal schedule included in order to meet OCAP federal reporting requirements and other needs.

The Compliance Reports required by the Federal Office of Management and Budget under OMB Circular A-133 relate only to programs funded by the federal government. These reports focus on internal control and compliance with the requirements of laws, regulations, grants, and contracts applicable to the federal programs. There were no findings or questioned costs.

Professional standards also require the auditors to communicate certain matters concerning the financial reporting process. To facilitate this communication, the auditors have also prepared a letter providing this information.

It is recommended that the State Regents ratify the FY2016 Audit Reports.

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AGENDA ITEM #24-h (1):

Non-Academic Degrees.

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

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from Oklahoma State University (OSU) to award a Bachelor of Science in Industrial Engineering and Management degree posthumously to Jeffrey Michael Moravec. At the time of his death in March 2015, Mr. Moravec had completed all but one semester of his 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 posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Jeffrey Michael Morauer

to the degree of

Bachelor of Science in Industrial Engineering

Awarded Posthumously

*and all the honor, privileges and obligations belonging thereto,
and in witness hereof 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 December, two thousand sixteen*

For the Regents

John M. Macey
Chairman

John D. [Signature]
Secretary

Robert J. [Signature]
Chairman

For the University

Lee [Signature]
Chairman, Board of Regents

V. Bruce [Signature]
President of the University

P. [Signature]
Chairman of Division



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AGENDA ITEM #24-h (2):

Non-Academic Degrees.

SUBJECT: Ratification of a request from the University of Oklahoma to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's requests to award posthumous degrees.

STAFF ANALYSIS:

Requests have been made from the University of Oklahoma (OU) to award posthumously the degrees listed below.

- Bachelor of Arts in Arts and Sciences degree posthumously to Daniel Joseph Engel. At the time of his death in March 2016, Mr. Engel was in the last semester of his degree program with a GPA of 2.59.
- Bachelor of Arts in Arts and Sciences degree posthumously to Samantha Foster Greer. At the time of her death in December 2016, Ms. Greer had completed 91 hours of coursework with a GPA of 2.58.
- Bachelor of Arts in Arts and Sciences degree posthumously to Michael Blake Lewis. At the time of his death in December 2015, Mr. Lewis had complete 98 hours of his degree program with a GPA of 3.38.
- Bachelor of Science in Chemical Engineering degree posthumously to Garrison Lee Taylor. At the time of his death, Mr. Taylor had completed 92 hours of coursework with a GPA of 3.36.

POLICY ISSUES:

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

The proposed diplomas for the posthumous degrees are attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education
acting through*

The University of Oklahoma

make known that

Daniel Joseph Engel

*having completed the requirements for the posthumous award of
the degree of*

Bachelor of Arts

*has accordingly been admitted posthumously to that degree
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 University of Oklahoma at Norman, Oklahoma on the
sixteenth day of December two thousand and sixteen.*

For the State Regents

John W. Wacey
Chairman

Geo. S. D.
President

Blair Johnson
Chancellor

For the University

Wm. W. W. W.
Chairman, Board of Regents

Daniel J. B.
President of the University

Wm. D. D.
Secretary



The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Samantha Foster Greer

having completed the requirements for the posthumous award of
the degree of

Bachelor of Arts

has accordingly been admitted posthumously to that degree
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 University of Oklahoma at Norman, Oklahoma on the
sixteenth day of December two thousand and sixteen.

For the State Regents

For the University


Chairman


Chairman, Board of Regents


Secretary


President of the University


Clerk


Academic Dean



The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Michael Blake Lewis

having completed the requirements for the posthumous award of
the degree of

Bachelor of Arts

has accordingly been admitted posthumously to that degree
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 University of Oklahoma at Norman, Oklahoma on the
sixteenth day of December two thousand and sixteen.

For the State Regents



Chairman


Secretary


Treasurer

For the University


Chairman, Board of Regents


President of the University


Academic Dean



The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Garrison Lee Taylor

having completed the requirements for the posthumous award of
the degree of

Bachelor of Science in Chemical Engineering

has accordingly been admitted posthumously to that degree
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 University of Oklahoma at Norman, Oklahoma on the
sixteenth day of December two thousand and sixteen.

For the State Regents

For the University

John M. Mearns
Chairman

Wm. W. Keightley
Chairman, Board of Regents

James S. D.
Secretary

David W. Brown
President of the University

Henry J. Turner
Counselor

Harold D. Clark
Academic Dean



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AGENDA ITEM #24-i:

Resolutions.

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AGENDA ITEM #25-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, 2016 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 (2016-2017).

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. Approved Electronic Media Requests
5. Requested Degree Program Deletions
6. Approved Degree Program Deletions
7. Requested Degree Program Name Changes
8. Approved Degree Program Name Changes
9. Requested Degree Designation Changes
10. Approved Degree Designation Changes
11. Cooperative Agreements
12. Suspended Programs
13. Reinstated Programs
14. Inventory Reconciliations
15. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #25-b (1):

Annual Report.

SUBJECT: 2015-2016 Academic Scholars Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For 2015-16, the State Regents initially allocated \$8,037,835, for the Academic Scholars Program, a reduction of \$291,528 or 3.5 percent from 2014-15. Due to the mid-year revenue shortfall in FY2016, the allocation was further reduced to \$7,680,888. Funding from the Academic Scholars Trust Fund was used to cover the 2015-16 deficit. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents and nonresidents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for all automatic qualifiers in the 2015-16 academic year were \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were \$2,800 for students attending a research university, \$2,000 for students attending a regional university, and \$1,800 for students attending a two-year college.

POLICY ISSUES:

This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants that remain in Oklahoma within five years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

- ◆ In fall 2015, 350 freshmen were designated National Merit Scholars by the National Merit Corporation, a decrease of 34 or 9 percent from 384 in fall 2014.
- ◆ A total of 2,335 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in fall 2015, a decrease of 4 students from 2,339 students enrolled for fall 2014.

- ◆ In 2015-16, total program expenditures were \$10,323,075, an increase of \$89,675 compared to 2014-15. The total was offset by over \$2.2 million in refunds to comply with the 20 percent non-resident participation limit. Total net expenditures were about \$8.1 million.
- ◆ The 2015 freshman class totaled 710 students (463 “automatic qualifiers” and 247 Institutional Nominees) compared to 782 students (537 “automatic qualifiers” and 245 Institutional Nominees) in the 2014 freshmen class.
- ◆ Since 2001, an average of 13.5 percent of program participants has lost the scholarship after one year in the program. On average, about 76 percent of participants retain the scholarship through their fourth year of eligibility.
- ◆ For the 2,060 participants entering into the program between 2008-2010, 78 percent (1,601) received at least an associate degree from an Oklahoma institution within 6 years.
- ◆ About 72 percent of all the program’s graduates remain in Oklahoma one year after graduation. The retention rate for Oklahoma residents in the program (77 percent) is significantly higher than for non-residents (55 percent).
- ◆ About 86 percent of the program participants attend three universities—University of Oklahoma (57 percent), Oklahoma State University (20 percent) and the University of Tulsa (9 percent). The remaining participants attend public regional universities (7 percent), public two-year colleges (3 percent) and other private universities (3 percent). The three largest participating institutions also account for 92 percent of the total program expenditures.
- ◆ Available data indicates that program participants generally come from higher income families. About 47 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 53 percent of participants that reported parental income on the 2015-16 federal application, 84 percent reported a family income of \$50,000 or higher; 55 percent reported a family income of \$100,000 or more.
- ◆ Participation rates for ethnic minority students have remained small over the past five years; the rate for ethnic minority students in the program in 2015-16 was 0.6 percent for Black students, 3.1 percent for Hispanic students, and 2.8 percent for American Indian students.

The full Academic Scholars Program 2015-16 Year End Report is available upon request as a supplement.

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AGENDA ITEM #25-b (2):

Annual Report.

SUBJECT: 2015-2016 Oklahoma Higher Education Tuition Aid Grant Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. The program awards grants up to \$1,000 per academic year for attendance at public institutions and \$1,300 per year at private non-profit institutions. The maximum award for students attending public institutions has been \$1,000 since 1982.

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2015-2016 end of year report reflects information regarding the disbursement of OTAG awards to 21,048 individual students totaling \$18,677,062.

All funds expended for the 2015-2016 Oklahoma Tuition Aid Grant Program came from state appropriations.

Following are a few highlights for the 2015-2016 report year:

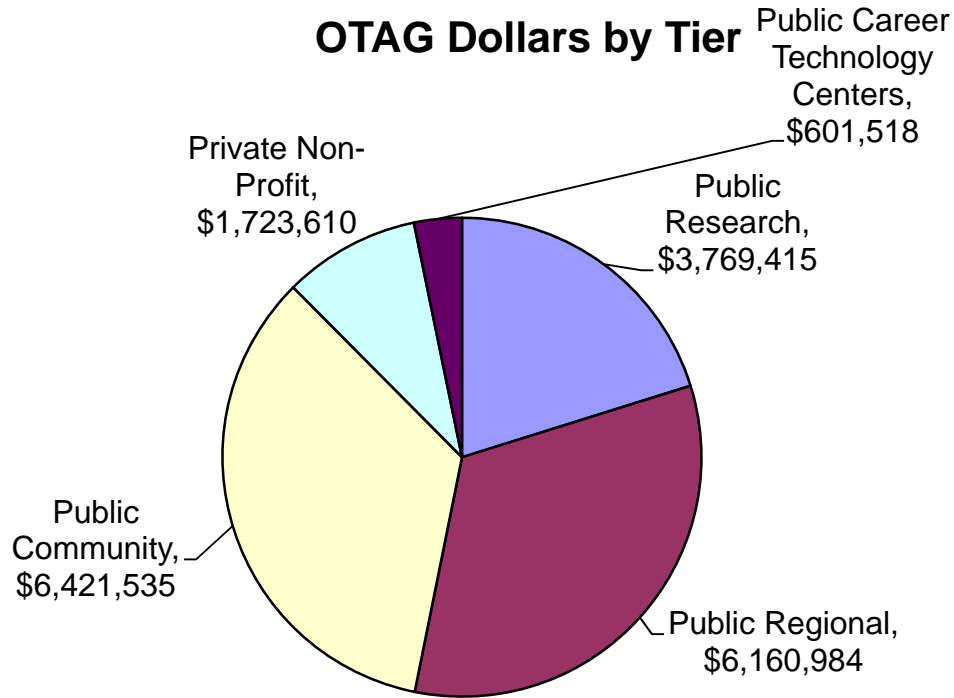
- Funds expended for the 2015-2016 Oklahoma Tuition Aid Grant Program came from the following sources:

\$18,325,090	State Appropriated Funds
<u>351,972</u>	Carryover and interest earned
\$18,677,062	Total

- Distribution of funds by type of institution:

Institution Type	Dollars Awarded	Percent of Total	Number of Awards	Percent of Total
Public Colleges and Universities	\$16,351,934	87.55%	18,685	88.47%
Private Colleges and Universities	\$1,723,610	9.23%	1,509	7.14%
Career-Technology Centers	\$601,518	3.22%	927	4.39%
Total	\$18,677,062	100.00%	21,121*	100.00%

*Number of Recipients is a duplicated number due to 73 students attending more than one type of institution during the year.



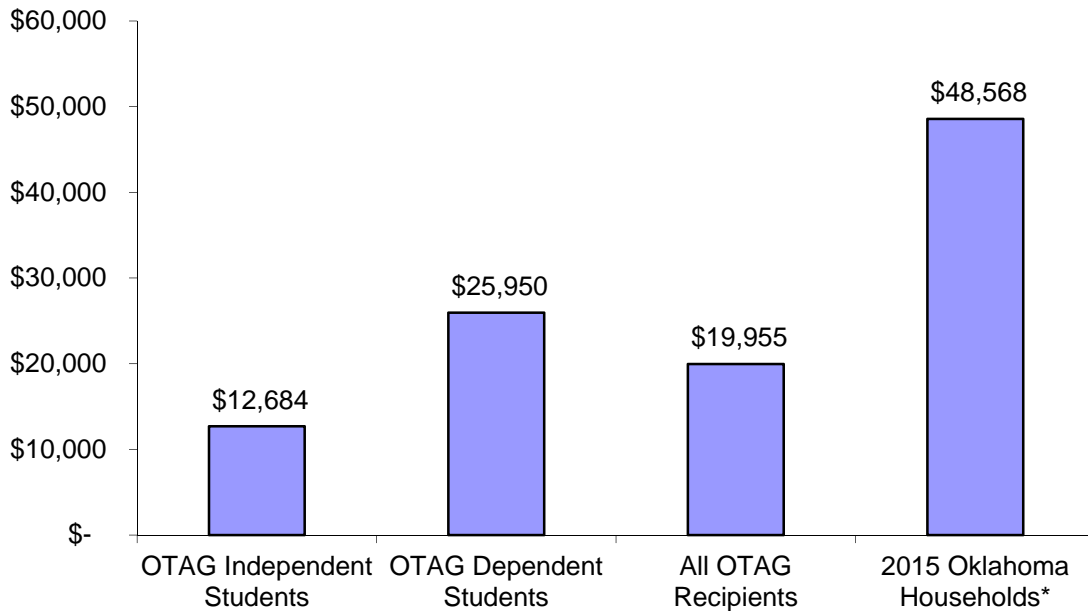
- The average household income of OTAG recipients was:

Independent Students	\$16,850
Dependent Students	\$24,388
All Students	\$20,580

Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

- The following chart shows the median household income of OTAG recipients in 2015-2016.

Median Income of 2015-2016 OTAG Recipients

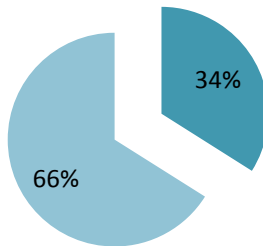


*Data for Oklahoma Households from U.S. Census Bureau, 2015 American Community Survey.

- Of students receiving an award, 66 percent were “traditional” students under age 24 and 34 percent were “non-traditional” students age 24 and older.

Distribution of OTAG Awards Traditional vs. Non-Traditional

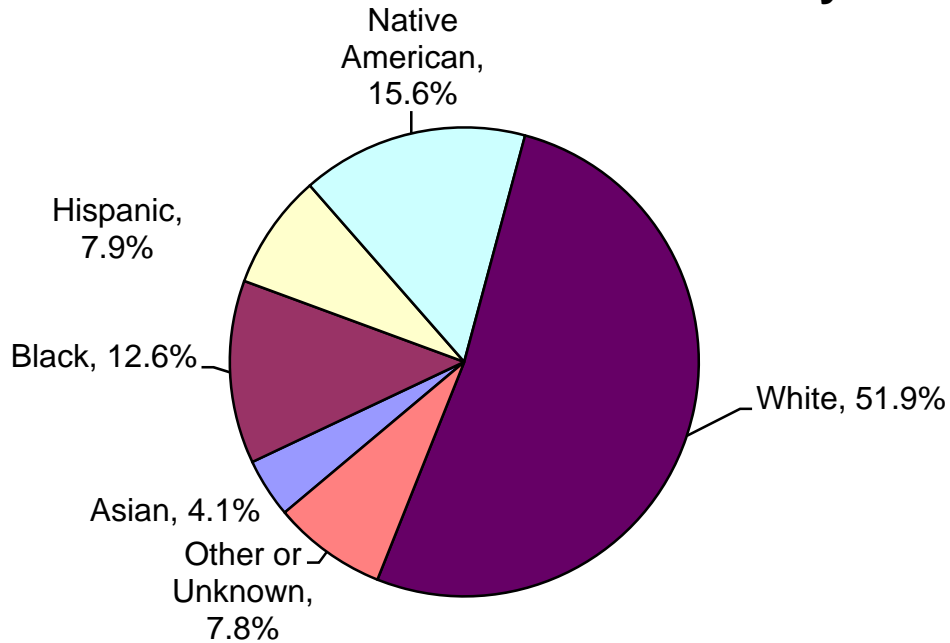
■ Adult Students (24 and Over) ■ Traditional Students (Under Age 24)



Of the 2015-2016 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

- Approximately 72 percent of award recipients were lower classmen (freshmen and sophomores), and approximately 28 percent were upper classmen (juniors and seniors).
- Female students received 67 percent of the awards and male students received 33 percent.
- The distribution of awards by race was:

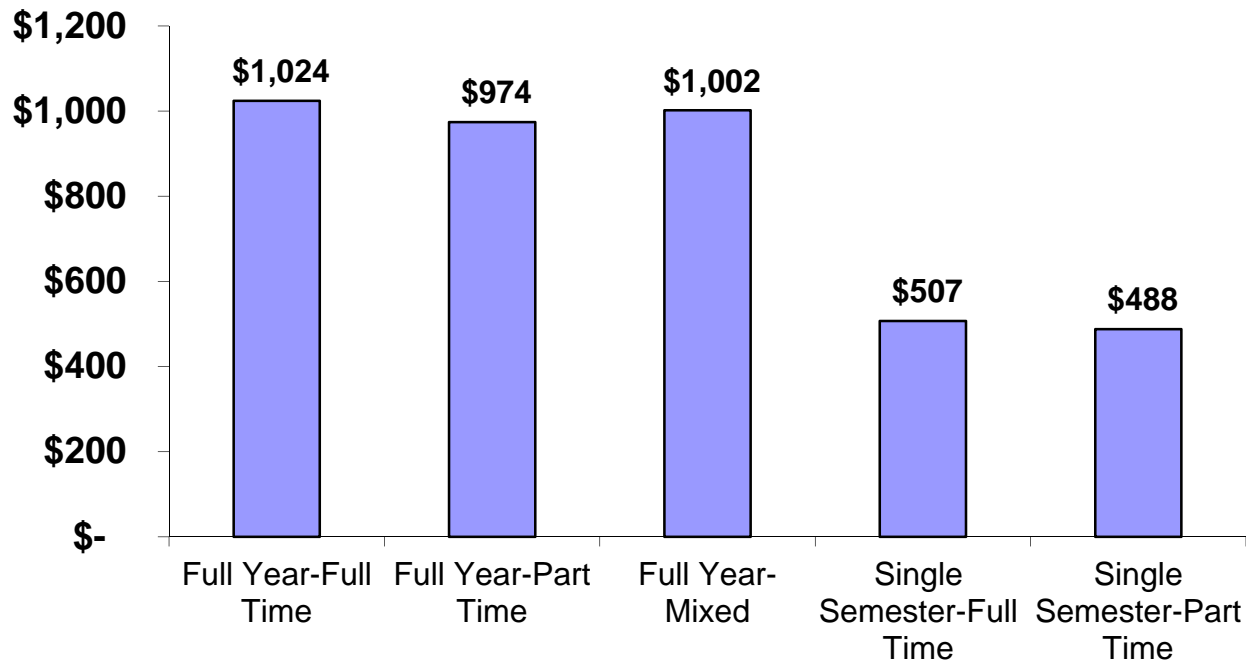
Distribution of OTAG Awards by Race



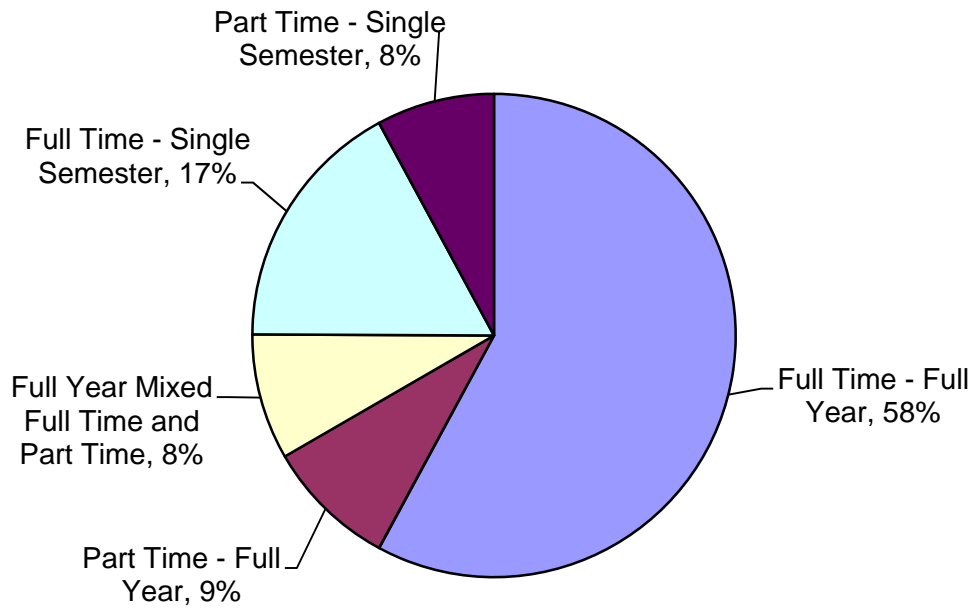
- Undocumented Immigrant Students

2015-2016 was the eleventh year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. One thousand four hundred eighty-six dollars were disbursed to two undocumented students in 2015-2016. This amount is included in the total disbursed. This compares with \$2,300 dollars disbursed to two undocumented students in 2014-2015. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.

Average OTAG Awards by Enrollment Status



Enrollment Status Distribution of OTAG Awardees 2015-2016



Oklahoma State Regents for Higher Education				
Oklahoma Tuition Aid Grant Program				
Two-Year Comparison of Awards				
2014-2015 and 2015-2016				
Institution	2014-2015	2014-2015	2015-2016	2015-2016
	Final	Final	Final	Final
	# of Awards	\$ Paid	# of Awards	\$ Paid
Research Universities				
Oklahoma State University	2272	\$ 2,046,884	2,260	\$ 2,084,415
University of Oklahoma	1878	\$ 1,701,000	1,763	\$ 1,596,500
University of Oklahoma Health Sciences Center	83	\$ 78,500	93	\$ 88,500
Total Research Universities	4233	\$ 3,826,384	4,116	\$ 3,769,415
Regional Universities				
Cameron University	842	\$ 737,000	735	\$ 647,500
East Central University	640	\$ 528,633	622	\$ 543,546
Langston University	294	\$ 263,000	334	\$ 299,000
Northeastern State University	1441	\$ 1,226,816	1,404	\$ 1,233,553
Northwestern Oklahoma State University	193	\$ 161,830	180	\$ 153,186
Oklahoma Panhandle State University	62	\$ 51,000	55	\$ 46,500
Rogers State University	740	\$ 616,036	671	\$ 578,000
Southeastern Oklahoma State University	616	\$ 512,500	459	\$ 388,500
Southwestern Oklahoma State University	572	\$ 500,195	552	\$ 488,199
University of Central Oklahoma	1775	\$ 1,543,000	1,837	\$ 1,643,500
University of Science & Arts of Oklahoma	166	\$ 141,257	161	\$ 139,500
	0	\$ -		
Total Regional Universities	7341	\$ 6,281,267	7,010	\$ 6,160,984
Community Colleges				
Carl Albert State College	416	\$ 327,153	375	\$ 305,159
Connors State College	452	\$ 354,425	391	\$ 319,500
Eastern Oklahoma State College	300	\$ 239,000	260	\$ 206,500
Murray State College	433	\$ 350,104	366	\$ 310,000
Northeastern Oklahoma A&M College	391	\$ 329,803	377	\$ 318,000
Northern Oklahoma College	534	\$ 409,840	504	\$ 415,154
Oklahoma City Community College	1318	\$ 999,391	1,286	\$ 1,039,222
Oklahoma State University, Oklahoma City	723	\$ 548,749	652	\$ 530,780
OSU Institute of Technology, Okmulgee	566	\$ 485,000	434	\$ 366,000
Redlands Community College	164	\$ 131,824	144	\$ 115,500
Rose State College	747	\$ 580,725	610	\$ 498,722
Seminole State College	289	\$ 251,318	301	\$ 252,000
Tulsa Community College	2355	\$ 1,868,952	2,074	\$ 1,644,500
Western Oklahoma State College	120	\$ 89,800	122	\$ 100,498
		\$ -		
Total Community Colleges	8808	\$ 6,966,084	7,896	\$ 6,421,535

	2014-2015	2014-2015	2015-2016	2015-2016
	Final	Final	Final	Final
	# of Awards	\$ Paid	# of Awards	\$ Paid
Independent Institutions				
Bacone College	109	\$ 120,900	93	\$ 105,300
Family of Faith College	2	\$ 2,600	1	\$ 1,300
Hillsdale Freewill Baptist College (Randall Univ)	21	\$ 22,100	24	\$ 29,250
Mid-America Christian University	207	\$ 204,750	206	\$ 211,900
Oklahoma Baptist University	249	\$ 289,900	266	\$ 310,700
Oklahoma Christian University	107	\$ 119,600	64	\$ 78,000
Oklahoma City University	77	\$ 89,050	84	\$ 97,500
Oklahoma Wesleyan University	124	\$ 148,850	146	\$ 173,550
Oral Roberts University	157	\$ 183,950	120	\$ 145,600
St. Gregory's University	59	\$ 65,000	65	\$ 78,000
Southern Nazarene University	161	\$ 161,850	186	\$ 202,800
Southwestern Christian University	94	\$ 99,450	81	\$ 87,100
The University of Tulsa	169	\$ 199,550	153	\$ 185,110
College of Muscogee Nation	-	-	22	\$ 17,500
Comanche Nation College	-	-		
		\$ -		
Total Independent Institutions	1536	\$ 1,707,550	1,511	\$ 1,723,610
Career Technology Centers				
Autry Technology Center	22	\$ 14,400	15	\$ 11,021
Caddo Kiowa Technology Center	43	\$ 28,000	25	\$ 17,152
Canadian Valley Technology Center	31	\$ 23,032	26	\$ 17,955
Central Oklahoma Technology Center	17	\$ 11,273	34	\$ 23,501
Chisholm Trail Technology Center	11	\$ 7,812	10	\$ 5,805
Eastern Oklahoma County Technology Center	0	\$ -	2	\$ 984
Francis Tuttle Technology Center	91	\$ 55,035	84	\$ 50,372
Gordon Cooper Technology Center	47	\$ 34,572	47	\$ 35,685
Great Plains Technology Center	29	\$ 22,885	22	\$ 15,956
Green Country Technology Center	8	\$ 4,000	16	\$ 10,374
High Plains Technology Center	3	\$ 2,095	8	\$ 5,552
Indian Capital Technology Center	102	\$ 76,465	76	\$ 58,600
Kiamichi Technology Center	137	\$ 77,001	105	\$ 43,303
Meridian Technology Center	31	\$ 22,055	20	\$ 13,114
Metro Technology Center	61	\$ 41,368	81	\$ 57,468
Mid-America Technology Center	8	\$ 3,222	8	\$ 6,734
Mid-Del Technology Center	9	\$ 6,545	10	\$ 7,333
Moore Norman Technology Center	47	\$ 35,000	38	\$ 28,087
Northeast Technology Center	49	\$ 34,764	42	\$ 33,100
Northwest Technology Center	6	\$ 3,516	1	\$ 312
Pioneer Technology Center	15	\$ 10,500	18	\$ 12,849
Pontotoc Technology Center	10	\$ 8,476	19	\$ 13,727
Red River Technology Center	18	\$ 13,965	9	\$ 6,940
Southern Oklahoma Technology Center	26	\$ 16,994	17	\$ 9,770
Southwest Technology Center	11	\$ 7,500	9	\$ 6,500
Tulsa Technology Center	122	\$ 91,000	133	\$ 75,275
Wes Watkins Technology Center	19	\$ 14,865	21	\$ 15,082
Western Oklahoma Technology Center	22	\$ 16,841	27	\$ 18,967
Total Career Technology Centers	995	\$ 683,181	923	\$ 601,518
Grand Total of All Institutions	22,913	\$ 19,464,466	21,456	\$ 18,677,062

Notes:

In 2014-2015 the award cutoff was FAFSA receipt dates through 3/31/2014 and 1700 EFC.

Spring awards are allowed through 4/5/2014.

In 2015-2016 the award cutoff was FAFSA receipt dates through 3/31/2015 and 1700 EFC.

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December 1, 2016

AGENDA ITEM #25-b (3):

Annual Report.

SUBJECT: 2015-2016 Oklahoma Tuition Equalization Grant Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

POLICY ISSUES:

This report reflects 2015-2016 end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

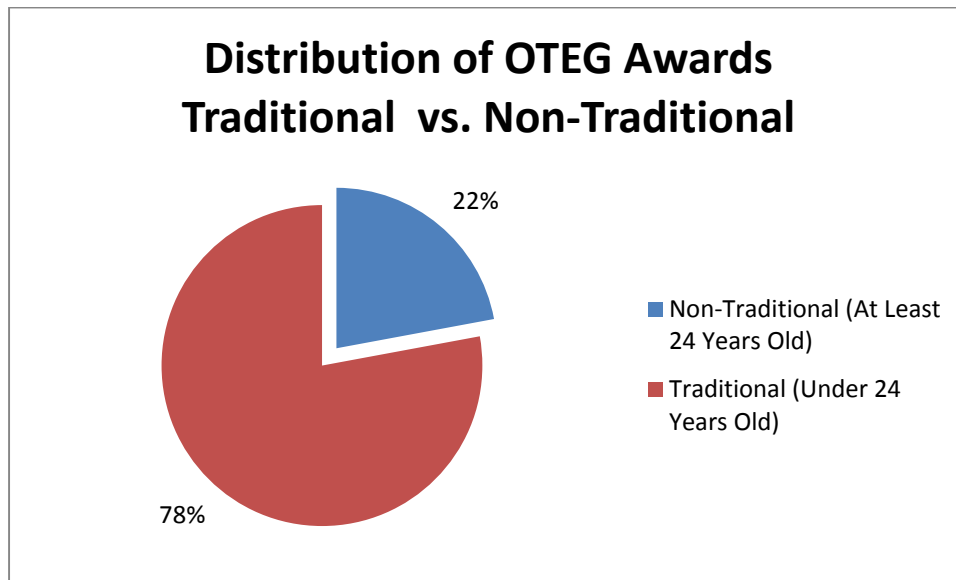
The 2015-2016 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of \$3,560,000 was allocated to the institutions, and \$3,524,000 was disbursed to 2,112 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

Following is a summary of the disposition of 2015-2016 OTEG funds:

FY14 State Appropriation	\$3,444,333
Carryover and Interest Income	<u>79,667</u>
Total Funds Disbursed	\$3,524,000
Funds Allocated to Institutions	\$3,560,000
Funds Expended by Institutions	<u>-\$3,524,000</u>
Unexpended funds	\$36,000

Highlights for the 2015-2016 report year include:

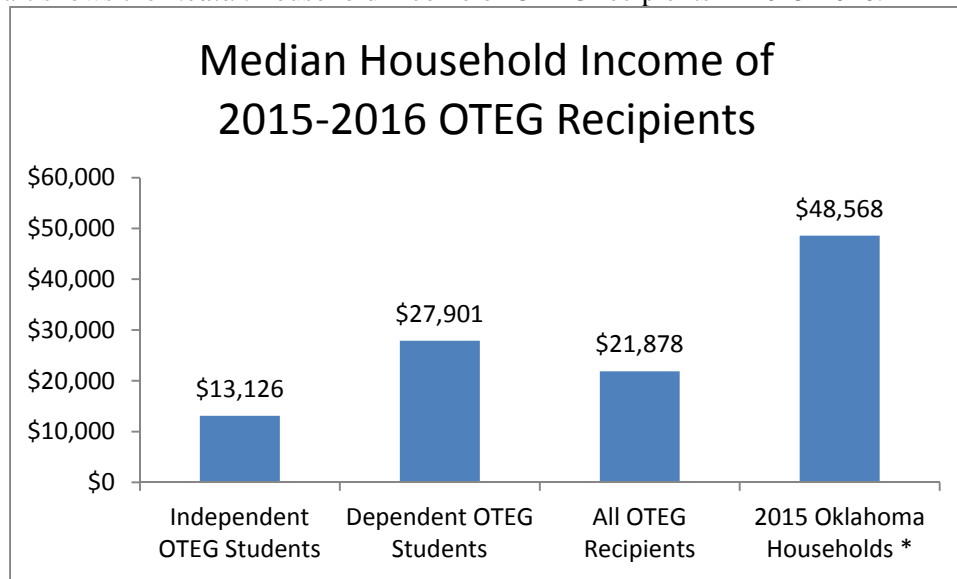
- Independent students (generally adult students over age 24 and those under 24 that are defined by federal standards as financially independent) received 40 percent of the awards; dependent students (generally students under 24 that are defined by federal standards as financially dependent on parents) received 60 percent.
- Non-traditional students (age 24 and older) received 22 percent of the awards. Traditional Students (under age 24) received 78 percent of the awards. This is based strictly on age without reference to dependent/independent status.



- The *average* household income of OTEG recipients was:

Independent Students	\$15,892
Dependent Students	\$25,802
All Students	\$21,861

- This chart shows the *median* household income of OTEG recipients in 2015-2016.



*Data for Oklahoma Households from U.S. Census Bureau, 2015 American Community Survey.

- Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2015-2016 was:

Independent Students	\$13,987
Dependent Students	\$15,037
All Students	\$14,619

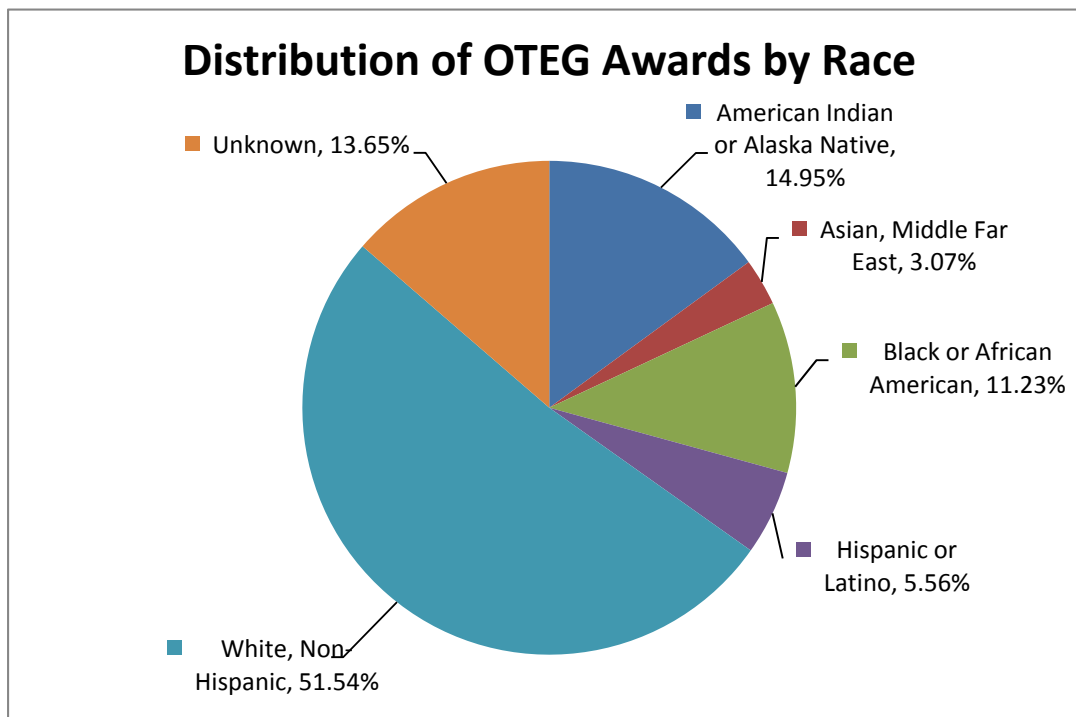
- Approximately 56 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 44 percent were upper classmen (juniors and seniors).
- Female students received 55 percent of the awards, and male students received 45 percent.
- The average cumulative GPA for all 2015-2016 recipients was 2.88.

- The State Regents' Unitized Data System contains records on the status of 12,126 individual students that have received the OTEG award since the program's inception in 2004-2005.* These students showed the following statuses.

Bachelors degree (or above) received by 2015-2016		4,008	33%
Enrolled 2015-2016	Associates degree received	254	2%
	No degree	1,638	13%
Not enrolled 2015-2016	Associates degree received	811	7%
	No degree	5,415	45%
		12,126	100%

*As of the date of the creation of this report (October 28, 2016), degree submission records for the 2015-2016 academic year are incomplete for eight schools (St. Gregory's University, Southwestern Christian University, Mid-America Christian University, The University of Tulsa, Oklahoma Wesleyan University, Southern Nazarene University, Oral Roberts University and Family of Faith College). Three hundred eight total students did not appear in the State Regents' Unitized Data System.

- Fifty-one percent of the 2015-2016 recipients received the award during a previous academic year. Because initial recipients of the award are not required to be entering freshmen and recipients must meet eligibility criteria each year to receive the award, persistence rates are difficult to determine; however approximately 81 percent of the first time recipients prior to 2015-2016 have returned to an OSRHE reporting institution during a later academic year.
- The distribution of awards by race was:



2015-2016 End of Year Report

Institution	Initial Allocation to Institutions ¹	Reallocated Funds Received	Total Funds Disbursed	Number of Recipients	Total Disbursed Over/(Under) Initial Allocation ²
Bacone College	\$314,000	\$0	\$296,000	193	(\$18,000)
Family of Faith College	\$10,000	\$0	\$ 6,000	4	(\$4,000)
Hillsdale Free Will Baptist College	\$78,000	\$0	78,000	45	\$0
Mid America Christian University	\$148,000	\$0	\$147,000	102	(\$1,000)
Oklahoma Baptist University	\$618,000	\$0	\$618,000	361	\$0
Oklahoma Christian University	\$224,000	\$0	\$224,000	127	\$0
Oklahoma City University	\$284,000	\$0	\$277,000	164	(\$7,000)
Oklahoma Wesleyan University	\$130,000	\$0	\$ 130,000	77	\$0
Oral Roberts University	\$456,000	\$0	\$450,000	261	(\$6,000)
St. Gregory's University	\$164,000	\$0	\$164,000	100	\$0
Southern Nazarene University	\$526,000	\$0	\$526,000	333	\$0
Southwestern Christian University	\$100,000	\$0	\$100,000	58	\$0
The University of Tulsa	<u>\$ 508,000</u>	\$0	<u>\$508,000</u>	<u>288</u>	\$0
Totals	\$3,560,000	\$0	\$3,524,000	2,113³	(\$36,000)

Notes:

¹\$3,444,333 was provided for the OTEG program in 2015-2016. \$3,560,000 was allocated to institutions for awards to students.

²Five institutions did not award all of its allocated funds to eligible students. \$36,000 remained unexpended at the end of the year.

³One student was disbursed at different institutions during the academic year. The unduplicated count of students is 2,112.

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AGENDA ITEM #25-b (4):

Annual Report.

SUBJECT: 2015-16 Regional University Baccalaureate Scholarship Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The scholarship provides academically promising students awards of \$3,000 per year to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

For 2015-16, the State Regents initially allocated \$951,556 for the Regional University Baccalaureate Scholarship, a reduction of \$34,512 or 3.5 percent from 2014-15. Due to the mid-year revenue shortfall in FY2016, the allocation was further reduced to \$912,164. Program expenditures for 2015-16 were \$987,750. Prior year carryover funds were used to cover the 2015-16 deficit.

POLICY ISSUES:

The program is intended to enhance the academic quality of the state's public regional universities by attracting high performing students. To be eligible, students must achieve either a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Historically, each regional university has been authorized to award a maximum of 15 freshmen awards each year (this number has been reduced for the 2017-18 year due to budget cuts). To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

ANALYSIS:

Program Participation Levels

As shown in the table below, in 2015-16 a total of 338 recipients received awards with a total cost of \$987,750. This compares to 318 total recipients and a cost of \$918,750 in 2014-15.

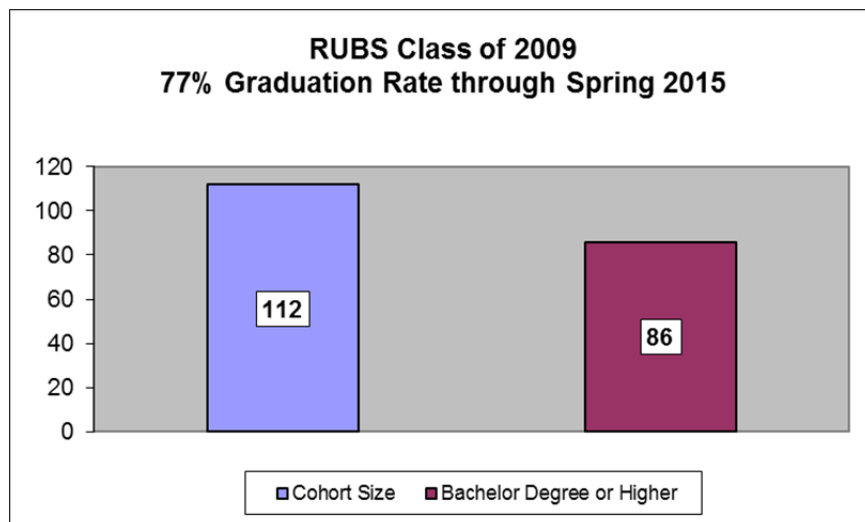
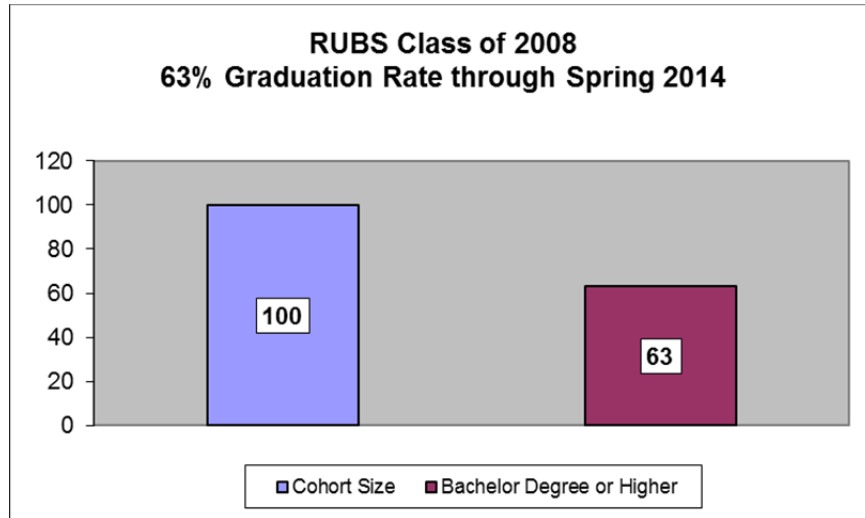
Over 80 percent of the program's participants attended one of six institutions— Southwestern Oklahoma State University (16 percent), East Central University (15 percent), University of Central Oklahoma (15 percent), Northeastern State University (14 percent), Rogers State University (11 percent) or University of Science & Arts of Oklahoma (9 percent).

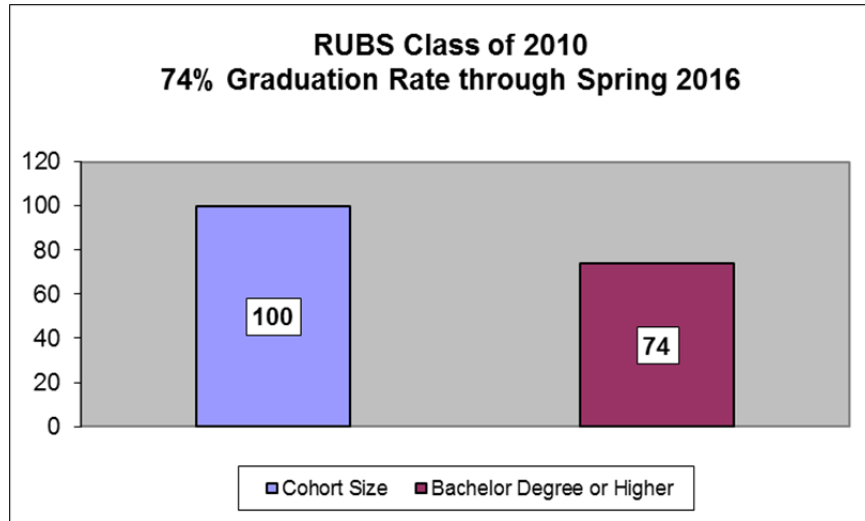
**Oklahoma State Regents for Higher Education
Regional University Baccalaureate Scholarship
2015-16 Year End Report**

	Students	2015-16 Awards
Cameron University	28	\$81,750
East Central University	51	\$147,750
Langston University	1	\$3,000
Northeastern State University	48	\$141,000
Northwestern Oklahoma State University	11	\$31,500
Oklahoma Panhandle State University	3	\$9,000
Rogers State University	38	\$114,000
Southeastern Oklahoma State University	22	\$62,250
Southwestern Oklahoma State University	55	\$162,000
University of Central Oklahoma	50	\$148,500
University of Science and Arts of Oklahoma	31	\$87,000
TOTAL	338	\$987,750

Completion Rates

For the 312 participants entering into the program between 2008-2010, 71 percent (223) earned at least a baccalaureate degree within 6 years.





Funding and Expenditure History

The following table shows a history of appropriations and expenditures for the program in recent years. Deficits in FY2007 to FY2010 were funded from program carryover funds and internal agency transfers from other programs. The deficit in FY2016 was funded from previous year program carryover.

Regional University Baccalaureate Scholarship
History of Appropriations & Expenditures

	Appropriation	Expenditures	Difference
2005-06	\$800,229	\$780,000	\$20,229
2006-07	\$800,229	\$828,000	(\$27,771)
2007-08	\$800,229	\$844,500	(\$44,271)
2008-09	\$800,229	\$900,000	(\$99,771)
2009-10	\$800,229	\$919,500	(\$119,271)
2010-11	\$1,035,823	\$947,250	\$88,573
2011-12	\$986,068	\$938,250	\$47,818
2012-13	\$986,068	\$977,250	\$8,818
2013-14	\$986,068	\$920,250	\$65,818
2014-15	\$986,068	\$918,750	\$67,318
2015-16	\$912,164	\$987,750	(\$75,586)

Total Regional University Baccalaureate Scholars, 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Cameron University	20	22	21	21	31	30	27	33	22	26	28
East Central University	32	33	38	38	41	40	39	43	40	47	51
Langston University	0	0	0	0	0	0	0	1	1	1	1
Northeastern State University	44	48	47	47	46	52	49	52	47	50	48
Northwestern Oklahoma State University	10	9	7	8	13	15	13	14	18	13	11
Oklahoma Panhandle State University	2	2	2	2	1	1	1	1	3	2	3
Rogers State University	12	15	15	21	18	20	21	32	35	34	38
Southeastern Oklahoma State University	21	20	17	20	16	21	22	23	20	19	22
Southwestern Oklahoma State University	52	55	58	58	52	47	49	51	50	50	55
University of Central Oklahoma	47	51	48	52	54	53	44	47	44	48	50
University of Science and Arts of Oklahoma	24	27	32	36	40	44	46	38	34	28	31
Total	264	282	285	303	312	323	311	335	314	318	338

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December 1, 2016

AGENDA ITEM #25-b (5):

Annual Report.

SUBJECT: Academic Policy Exception Quarterly Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 64th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Three exceptions to OSRHE academic policies were granted by the Chancellor since the September 1, 2016 report.

ANALYSIS:

Southwestern Oklahoma State University

An exception to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, was granted to Southwestern Oklahoma State University. The exception was based on the student's renewed commitment to successfully complete a college education and the recommendation of the president.

Rose State College

An exception to the OSRHE Institutional Admission and Retention policy, which states that a high school senior must achieve a score of 19 in English to be eligible for concurrent enrollment, was granted to Rose State College. The exception was based on the student's exceptional performance in her high school core curricular courses, her score of 28 on the reading component of the ACT, and the recommendation of the president.

University of Oklahoma

An exception to the OSRHE Granting of Degrees policy, which states that institutions shall not confer honorary degrees upon any faculty member, administrator, or other official associated with the institution until such individuals have been separated from the institution for two or more academic semesters, was granted to the University of Oklahoma. The exception was based on the two honorary degree recipients' outstanding leadership, significant contributions to OU, and the recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #25-b (6):

Annual Report.

SUBJECT: FY17 Tuition and Analysis Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Oklahoma Statutes (Title 70, Section 3218.2) recognize the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

The *FY17 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY17 of 7.0 percent at Research Universities, 8.6 percent at Regional Universities and 8.6 percent at the two-year Community Colleges.
- The average national published rate for FY17 tuition and mandatory fees is \$9,650 for undergraduate resident students attending a four-year institution and \$3,520 for those attending a two-year institution. Oklahoma's average rates are \$6,743 and \$3,930 respectively.

- Enrollments have shown slight decreases for the fall 2016 term with preliminary figures showing enrollment of 203,876 headcount, a decrease of 0.3 percent from the fall 2015 semester. Research universities have shown an enrollment increase of 440 headcount, an increase of 0.8 percent from 2015-16.
- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.
- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.
- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.
- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY17 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #25-b (7):

Annual Report.

SUBJECT: Acceptance of the preparing for College Mass Mailing report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 1997, the Citizens' Commission on the Future of Oklahoma Higher Education recommended that the State Regents expand efforts to explain the services Oklahoma higher education offers to Oklahoma and Oklahomans and the benefits the state and its citizens receive from those services.

Additionally, in January 1999 the Oklahoma State Regents for Higher Education announced an aggressive plan to increase the proportion of Oklahomans holding a bachelor's degree from 20 to 28 percent by 2010 and the proportion of associate degree holders from 5 to 10 percent. Called Brain Gain, the plan was designed to move Oklahoma from the bottom to the top one-third of all states for its educational and economic performance. The State Regents are seeking to add more college degree holders to the state's population by focusing on three areas – increasing the proportion of Oklahomans who earn a college degree, keeping more Oklahoma graduates in the state and attracting college degree holders from outside the state.

Most recently, the State Regents identified degree and certificate completion as their top priority with the September 2011 launch of Complete College America (CCA). Oklahoma has been named the national model for CCA, with a plan focused on promoting college readiness, transforming remediation, strengthening pathways to certificates and degrees, expanding adult degree completion efforts, and rewarding performance and completion. Oklahoma's CCA goal is to increase the number of degrees and certificates earned each year in our state by 67 percent by 2023.

For the 24th consecutive year, the State Regents, in a joint effort with the Oklahoma College Assistance Program (OCAP), undertook a mass mailing of publications designed to help 8th-12th grade students better prepare for college. The materials include information that has been specifically requested by 8th-12th grade counselors.

POLICY ISSUES:

This initiative is consistent with recommendations made by the Citizens' Commission on the Future of Oklahoma Higher Education in October 1997 to better publicize higher education services and benefits, and supports the strategic goals set forth in the State Regents' CCA degree and certificate completion initiative.

ANALYSIS:

The 2016 mailing was outsourced to Mpower, a sheltered workshop located in Stillwater.

The following publications were distributed to head counselors at Oklahoma junior high and high schools in late September/early October 2016.

- **8th- Through 10th-Grade Students... What's Your Plan for College? Oklahoma's Official Guide to Preparing for College**
- **High School Juniors and Seniors... What's Your Plan for College? Oklahoma's Official Guide to Preparing for College**

Approximately 241,000 brochures about preparing for college were distributed to head counselors at Oklahoma public schools for distribution to each 8th-12th grade student in their schools. In addition, brochures were sent to counselors at private schools accredited by the State Department of Education or Oklahoma Private School Accreditation Commission-recognized accrediting associations. This is the 14th year that separate, grade-specific brochures were produced. Nearly 147,000 brochures focusing on early academic and financial planning for college were distributed to 8th-10th grades, and more than 94,000 brochures focusing on academic requirements and financial aid were sent to 11th-12th grades. The brochures were also sent statewide to home school organizations, libraries, educational organizations such as TRiO, Job Corps locations, and tribal and faith-based organizations. Online versions of both brochures are also available on the State Regents' and OCAP websites.

The brochures are designed to inform students about the courses they must take in high school to be admitted to an Oklahoma state college or university. They also detail admission standards, placement scores and financial aid information. In addition, they encourage students to call the State Regents' toll-free Student Information hotline or visit the OKcollegestart.org website for more information. The brochures also feature a map of Oklahoma public colleges and universities with phone numbers and website addresses, as well as estimated college costs, salary expectation comparisons for various jobs, financial planning information and tips for selecting the institution that best fits their needs.

- **Counselors' Resource Book: Oklahoma's Colleges and Universities**

Counselors were also provided a link to a digital version of the Counselors' Resource Book, which offers extensive information about planning and paying for college. Available exclusively on the State Regents' website, the publication is formatted so that counselors can print and three-hole punch the document for placement in a binder, so the information can be easily duplicated. Students, parents and others are also able to access the publication on the State Regents' website.

The resource book provides a profile of each college and university in Oklahoma and includes information about preparing for college, concurrent enrollment, course transfer, college costs and financial aid. In addition, it publicizes the State Regents' toll-free Student Information hotline and the OKcollegestart.org website. The resource book is produced in coordination with the Communicators Council. This is the 21st year the resource book has been produced.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 1, 2016

AGENDA ITEM #25-b (8):

Annual Report.

SUBJECT: Financial Operations Report.

RECOMMENDATION:

This item is for information only.

ANALYSIS:

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2015 through June 30, 2016. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements include year-to-date state appropriation reductions due to revenue failures in general revenue and oil gross production and are presented on a modified accrual basis.

There are currently 73 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2016, was \$739,815,494. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2016, 84.4%, \$624.4 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total \$624.4 million in investments, \$29,149,157 is invested with the Common Fund, \$321,372,453 is invested in Equities and Fixed Income, \$9,423,498 is invested in Real Assets, \$5,785,130 in Private Equities, and \$258,637,793 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core administrative operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including the Oklahoma College Assistance Program, the Oklahoma Tuition Aid Grant Program, the Oklahoma Teacher Connection Program, the Oklahoma Higher Learning Access Program and the State's telecommunications network, OneNet. These programs contain personnel related expenses, while all other special program operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8.1 billion of which approximately \$1.5

billion remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Seventy-Seventh Meeting



October 20, 2016

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

Minutes of the Seven Hundred Seventy-Seventh Meeting
October 20, 2016

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Seventy-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
October 20, 2016**

1. **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 9:15 a.m. on Thursday, October 20, 2016, 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 November 20, 2015 and amended on October 13, 2016. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman John Massey called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Andy Lester and Jimmy Harrel.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Lester made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' regular meeting on September 1, 2016. Voting for the motion were Regent White, Parker, Holloway, Lester, Harrel, Massey, and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Massey congratulated Chancellor Glen D. Johnson and Regent Ron White on their induction to the Oklahoma Higher Education Hall of Fame.
5. **REPORT OF THE CHANCELLOR.** Chancellor Johnson distributed an article from *The Oklahoman* detailing Senator Mike Schulz's comments at the October Committee of the Whole

meeting and an article from the *Journal Record* detailing OneNet's partnership with GE Global Research Oil & Gas Technology Center. He also reviewed the fall schedule:

- a. Governor Mary Fallins' STEM Summit – November 1, 2016;
- b. Campus Safety and Security Summit – November 7, 2016; and
- c. Legislative Forum – November 15, 2016.

6. DELETED ITEM.

7. STUDENTS. Ms. Crystal Tate, a student at Southeastern Oklahoma State University, spoke about her higher education experience. Ms. Tate stated that she is an Oklahoma's Promise participant and came from a low income family, but that never lowered her expectations. She worked on campus, learned to be a productive Oklahoma and learned that higher education expanded her opportunities. She hopes to return to rural Oklahoma after graduation and care for Oklahomans.

8. NEW PROGRAMS.

- a. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma to offer the Certificate in Global Engagement. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Lester, to approve the request from the University of Oklahoma – Law to offer the Master of Legal Studies in Indigenous Peoples Law. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White and Parker. Voting against the motion were none.
- c. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Graduate Certificate in Human Resource Management and the Graduate Certificate in Developmental Disabilities. Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Parker and Holloway. Voting against the motion were none.

- d. Regent Holloway made a motion, seconded by Regent Stricklin, to approve the request from Rogers State University to offer the Bachelor of Arts in History. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Parker, Holloway and Lester. Voting against the motion were none.
- e. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Connors State College to offer the Associate in Applied Science in Physical Therapist Assistant through a contractual arrangement. Voting for the motion were Regent Massey, Stricklin, White, Parker, Holloway Lester, and Harrel. Voting against the motion were none.
- f. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University – Oklahoma City to offer the Certificate in Web Page Design, the Certificate in Spanish, and the Certificate in Digital Communication. Voting for the motion were Regent Stricklin, White, Parker, Holloway, Lester, Harrel, and Massey. Voting against the motion were none.
- g. Regent Holloway made a motion, seconded by Regent White, to approve the request from Oklahoma State University Institute of Technology to offer the Associate in Science in Pre-Professional Studies. Voting for the motion were Regent White, Parker, Holloway, Lester, Harrel, Massey, and Stricklin. Voting against the motion were none.

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

- a. Eastern Oklahoma State College requested to delete the Associate in Applied Science in Ammunition Management and Safety.

Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.

10. POLICY.

- a. Regents reviewed proposed policy revisions to the Privacy, Data Access and management policy. This item was for posting only and did not require State Regents' action.
- b. Regents reviewed proposed policy revisions to the State Regents' *Professional Programs* policy. This item was for posting only and did not require State Regents' action.
- c. Regent Holloway made a motion, seconded by Regent Lester, to approve policy revisions to the State Regents' *Institutional Accreditation* policy. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White and Parker. Voting against the motion were none.
- d. Regent Holloway made a motion, seconded by Regent Parker, to approve policy revisions to the State Regents' *Intensive English Program Approval and Review* policy. Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Parker and Holloway. Voting against the motion were none.

11. OKLAHOMA'S PROMISE. Regent Holloway made a motion, seconded by Regent Lester, to approve Oklahoma's Promise's official funding estimate for FY2018. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Parker, Holloway and Lester. Voting against the motion were none.

12. E&G BUDGET. Regent White made a motion, seconded by Regent Parker, to ratify allocations for residual FY2016 appropriations received from the State. Voting for the motion were Regent Massey, Stricklin, White, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

13. REVENUE BONDS. Regent White made a motion, seconded by Regent Parker, to approve for transmittal of Statement of Essential Facts for General Revenue and Refunding Bonds. Voting for the motion were Regent Stricklin, White, Parker, Holloway, Lester, Harrel, and Massey. Voting against the motion were none.

14. ENDOWMENT.

- a. Regent White made a motion, seconded by Regent Lester, to approve June 30, 2016 market values, distribution schedules and reports. Voting for the motion were Regent White, Parker, Holloway, Lester, Harrel, Massey, and Stricklin. Voting against the motion were none.
- b. Regent White made a motion, seconded by Regent Lester, to ratify account transfers requested for the University of Oklahoma. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.

15. CONTRACTS AND PURCHASES. Regent White made a motion, seconded by Regent Massey, to accept the CareerTech Carl Perkins Contract. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White and Parker. Voting against the motion were none.

16. DELETED ITEM.

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

18. EXECUTIVE SESSION. Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

19. CONSENT DOCKET. Regent Harrel made a motion, seconded by Regent White, to approve the following consent docket items:

- a. Programs.
 - (1) Program Modifications. Approval of institutional requests.
 - (2) Program Suspension. Approval of institutional requests.
- b. Reconciliation. Approval of institutional request for program reconciliation.

- c. Academic Nomenclature. Ratification of institutional requests.
- d. Program Reinstatement. Ratification of an institutional request for program reinstatement.
- e. Electronic Delivery. Approval to offer the Bachelor of Science in Business Administration in Management and the Bachelor of Science in Business Administration in General Business via online delivery.
- f. Prior Learning Assessment. Approval of the prior learning assessment matrix for technical education.
- g. State Authorization Reciprocity Agreement.
 - (1) Ratification of institutional requests to participate in the SARA.
 - (2) Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
- h. Agency Operations. Purchasing. Ratification of purchases over \$25,000 to \$100,000.
- i. Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award honorary degrees.
- j. Resolution. Approval of resolutions honoring higher education officials.

Voting for the motion were Regent Harrel, Massey, Stricklin, White, Parker, Holloway and Lester. Voting against the motion were none.

20. REPORTS. Regent Lester made a motion, seconded by Regent Parker, to accept the following reports:

- a. Programs. Current status report on program requests.

Voting for the motion were Regent Massey, Stricklin, White, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

21. 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.

22. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Massey announced that the next regular meetings are scheduled to be held on Wednesday, November 30, 2016 at 10:30 a.m. and Thursday, December 1, 2016 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

John Massey, Chairman

Jay Helm, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, October 19, 2016

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, October 19, 2016, 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 November 20, 2015 and amended on October 13, 2016. 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, Jody Parker, Ann Holloway, Andy Lester, Jimmy Harrel and John Massey. Ron White joined at 10:45 a.m. Regent Massey called the meeting to order and presided.
3. **LEGISLATIVE WELCOME.** Senate President Pro Tempore Designate Mike Schulz was present to provide an update on the upcoming legislative session. Senator Schulz stated that there may be some good financial news with the first quarter revenue estimates coming in and at best it will be another flat budget this year. Additionally, he stated that there are several new legislative members this year, all from diverse backgrounds and differing levels of experience, and the session will be very interesting. He stated that a priority for the upcoming session will be to obtain compliance with the REAL ID Act.
4. **EXECUTIVE SESSION.** Regent Parker made a motion, seconded by Regent Stricklin, to go into executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

5. **UPDATE ON NATIONAL HIGHER EDUCATION TRENDS.** Mr. George Pernsteiner, President of the State Higher Education Executive Officers Association (SHEEO), joined the meeting via videoconference and gave a brief presentation on national higher education trends. President Pernsteiner began by stating that Oklahoma has done an outstanding job at retaining students, being affordable, and maintaining low student debt even in a year when state support has declined by \$153 million.

President Pernsteiner reviewed nine current topics in higher education:

1. PreK-20.

President Pernsteiner stated that the Every Student Succeeds Act (ESSA) was signed into law last year to replace the No Child Left Behind Act. Even though this legislation primarily affects PreK-12 students, it is imperative that they include higher education in preparing for the changes of ESSA.

2. Affordability.

President Pernsteiner stated that Oklahoma has become a national leader in college affordability with several initiatives in place to keep costs down including, Reach Higher and the 15 to Finish initiative funded by the new Lumina grant.

3. Credential Completion.

With new education delivery models and institutions looking for ways to lower their costs, credential completion is changing. Most institutions are shifting to a student learning model and the answer to “how to get a credential and what does it mean” will be different in the future.

4. Student Learning.

President Pernsteiner stated that it is very important to assess whether students have achieved what the institution expected them to achieve and learn what they were expected to learn.

5. Employability.

President Pernsteiner stated that policy makers and others around the country are looking for assurances that higher education is doing a good job and, because of that, credentials are going to change. Right now, they are linked to accreditation and learning, and in the future, they may be linked to other benchmarks and entities and higher education will need to know how to navigate the changes. There will be new delivery models, lower unit costs, and the focus will shift to a student learning model.

6. Quality Assurance.

Policymakers are also looking for an assurance that the education received is sufficient to warrant a degree and the financial aid awarded for that degree. He gave ITT Technical Institute (ITT) as an example. The current accreditation structure did not work for ITT and several states are enacting legislation to provide an oversight framework to protect students. The accreditor of ITT is now being decertified and those institutions looking for new accreditors may not be able to meet stricter standards.

7. Reauthorization of the Higher Education Act.

President Pernsteiner stated that last higher education legislation enacted was the Higher Education Act of 1965. It has not been updated since then and he is hopeful that in the next legislative session it will be reauthorized. This legislation would hopefully address updated financial aid regulations, making financial aid available year round, making Pell grants more flexible, providing incentives for students to complete and more closely tying financial aid to income.

8. Strategic Finance.

He stated that the topic of the upcoming SHEEO conference is how can states gather all of the money available to them to achieve their outcomes? Most institutions have three revenue streams: state appropriations, federal financial aid, and tuition. How can

institutions align those three streams of revenue and manage their funds to meet their goals to advance degree completion.

9. Budget Pressures.

President Pernsteiner finished by stating that Oklahoma has been through what amounts to a recession for higher education. States need to review their tax structure and consider if it is set up to handle an aging population, rising health care costs, pension fund obligations, etc. Most states are not prepared for that kind of financial stress and that's why their focus now should be strategic finance.

6. **COMPLETE COLLEGE AMERICA.** Chancellor Glen D. Johnson stated that all institutions have been asked to give a brief presentation on their Institutional Degree Completion plans at the upcoming Committee-of-the-Whole meetings. The institutions presenting at the October meeting were: Northeastern Oklahoma A&M College, Western Oklahoma State College, the University of Science and Arts of Oklahoma and Redlands Community College.

- Northeastern Oklahoma A&M College (NEO). President Jeff Hale gave a brief presentation on NEO's CCA initiatives. President Hale began by stating that NEO is focused on reverse transfer, an early warning system, freshman orientation, and new student housing. NEO recently received a \$2.5 million grant from the United States Department of Education. Additionally, President Hale stated that 83 percent of NEO students receive Pell grants and since 2008 NEO's staff has reduced by 32 percent due to budget cuts.
- Western Oklahoma State College (WOSC). President Phil Birdine gave a brief presentation on WOSC's CCA initiatives. President Birdine began by stating that WOSC met their CCA goal this year and also had their largest graduating class. WOSC is focused on success measures, K-12 relationships, concurrent enrollment and focusing on fiscal challenges. WOSC has also reduced staff from 125-95 in two years.
- University of Science and Arts of Oklahoma (USAO). President John Feaver gave a brief presentation on USAO's CCA initiatives. President Feaver began by stating USAO has received over \$3 million in federal grants that will be used for the new Student Success Center, an early warning system, intervention strategies, and upgrading classroom electronic systems. He also stated that 60 percent of their students are first time freshman, 30 percent are Oklahoma's Promise recipients and 75 percent requires some financial aid.
- Redlands Community College (RCC). President Jack Bryant gave a brief presentation on RCC's CCA initiatives. President Bryant began by stating that RCC received a Native American-Serving Nontribal Institutions Program grant and is focusing on remediation completion and their federal grants and partnerships. President Bryant stated that several programs were cut due to financial reasons including juvenile justice, EMT, women's volleyball and equestrian. Women's Soccer was also cut but is being reinstated.

7. **OETA/ONENET PARTNERSHIP.** Mr. Von Royal, Executive Director of OneNet, and Mr. Mark Norman, interim Executive Director of OETA, gave a brief presentation on OneNet's collaboration with OETA. Mr. Royal reviewed the history of OneNet and their current projects, including a recent project with OETA. The Federal Communications Commission recently required OETA to move to a digital format which is very expensive. OneNet was able to use their fiber network, tower infrastructure and partner with private local providers to help OETA

digitize their services. Mr. Royal finished by stating that OneNet was able to help OETA reduce their operational cost by \$250,000 and improve their services.

8. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor Amanda Paliotta stated that the Oklahoma State Regents for Higher Education received their \$20.7 million in reconciliation funds for FY16.

Additionally, for the first quarter of FY17, the collections are meeting their estimates and are actually 1.4 percent above estimate.

9. **LEGISLATIVE UPDATE.** Vice Chancellor Hollye Hunt stated that there was a Senate Interim Study on Concurrent Enrollment on October 6, 2016. Additionally, she stated that Representative Todd Thomsen, Senator Kay Floyd and Senator David Holt will be receiving Distinguished Service Awards in the next few months.

10. **TASK FORCE REPORTS.**

- **Online Education Task Force.** Interim Vice Chancellor Debbie Blanke stated that the next meeting of the Online Education Task Force will be October 20, 2016 and they will be focusing on the upcoming Quality Summit.
- **State Regents Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the Task Force is working on the 2016 Campus Safety and Security Summit on Monday, November 7 at the Reed Center in Midwest City. She stated that there will be concurrent sessions and both Regent Toney Stricklin and Regent Andy Lester are speaking at the concurrent sessions.

11. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the October 2016 update on institutional activities.

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

- Monday, October 24, 2016 – 2016 Higher Education Hall of Fame – 6 p.m. at the National Cowboy & Western Heritage Museum in Oklahoma City.
- Friday, October 28, 2016 – “Staff Picnic” 11:30 a.m. in the basement of the parking garage.
- Tuesday, November 1, 2016 – Governor’s STEM Summit – 8:30 a.m. at the Cox Convention Center in Oklahoma City.
- Monday, November 7, 2016 – Campus Safety and Security Summit – 8:30 a.m. at the Reed Center in Midwest City.
- Tuesday, November 15, 2016 - Fall Legislative Forum – 8:30 a.m. at the Jim Thorpe Museum in Oklahoma City.
- Wednesday, November 30, 2016 – State Regents Meeting– 10:30 a.m. at the State Regents office in Oklahoma City.

- Wednesday, November 30, 2016 – State Regents Holiday Dinner – 6 p.m. at the Oklahoma City Golf and Country Club.
- Thursday, December 1, 2015 – Higher Education Distinguished Service Award Reception and Ceremony for Senator David Holt – 8:15 a.m. starting in the Library Conference Room followed by the ceremony at 9:00 a.m. in the Regents Conference Room.
- Thursday, December 1, 2016 – State Regents Meeting – 9:15 a.m. at the State Regents office in Oklahoma City.
- Friday, December 16, 2016 – Staff Holiday Party – 11:30 a.m. in the PHF Conference Center.
- Wednesday, February 1, 2017 – State Regents Meeting– 10:30 a.m. at the State Regents office in Oklahoma City.
- Wednesday, February 1, 2017 – State Regents Dinner – 6 p.m. – location TBA.
- Thursday, February 2, 2017 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.

13. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

John Massey, Chairman

Jay Helm, Secretary