OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

March 3, 2016

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 3, 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 March 3, 2016.

A G E N D A

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

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

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

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

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

AWARDS

6. **Special Presentation.** Special recognition of a faculty member from Redlands Community College. Page 3.

ACADEMIC

7. **New Programs.**

   a. University of Oklahoma. Approval to offer the Certificate in the Business of Healthcare. Page 5.

   b. University of Oklahoma-Law. Approval to offer the Graduate Certificate in Energy and Natural Resources Law-LLM and the Graduate Certificate in Indigenous Peoples Law-LLM. Page 11.

   c. Eastern Oklahoma State College. Approval to offer the Associate in Applied Science in Ranch Operations-Stocker Management. Page 17.

   d. Tulsa Community College. Approval to offer the Certificate in Aircraft Dispatch. Page 23.

   e. Western Oklahoma State College. Approval to offer the Certificate in Farm and Ranch Management. Page 29.

f.   Murray State College. Approval to offer the Associate in Applied Science in Custom Gunmaking Technology. Page 35.

8.   **Policy**.

a.   Approval of revisions to the Institutional Admission and Retention policy. Page 41.

b.   Administrative Operations. Approval of revisions to the State Regents' Administrative Operations policy regarding delegation of authority to the Chancellor. Page 67.

9.   **Policy Exception.** Request from Rose State College for approval of exception to concurrent enrollment policy. Page 75.

10.   **Online Education Task Force.** Acceptance of final report and approval of recommendations from NextThought. Page 77. (Supplement)

11.   **Teacher Education.** Funding Recommendations for the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act, Improving Teacher Quality State Grants Program Awards. Page 81.

12.   **Financial Aid Programs.** Approval of participation in the Oklahoma Tuition Equalization Grant Program (OTEG) and Oklahoma Tuition Aid Grant (OTAG). Page 85.

13.   **Course Equivalency Project.** Approval of the Course Equivalency Project for the 2016-2017 academic year. Page 89. (Supplement)

FISCAL

14.   **E&G Allocation.**

a.   Approval of reduced FY2016 allocations and authorization to submit revised budgets as required. Page 93.

b.   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 99.

15.   **Tuition and Fees.**

a.   Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2017 and posting of institutional requests for changes to academic services fees for Fiscal Year 2017. Page 101.

b.   Announcement of public hearing on fees and tuition. Page 107.

16.   **Revenue Bonds.** Review and approval for transmittal to Attorney General the Oklahoma State University's Statement of Essential Facts for a 2016A General Revenue Bond Issuance. Page 109.

17. **GEAR UP.** Approval of partnership contribution to Connors State College, Northern Oklahoma College and Rogers State University in support of summer expanded learning opportunities for students in designated GEAR UP schools. Page 111.

18. **Contracts and Purchases.** Approval of purchases in excess of $100,000. Page 113.

19. **Deleted Item**. Page 115.

EXECUTIVE

20. **Degrees Conferred.** Presentation of the Annual Report on Degrees Conferred in Oklahoma Higher Education. Page 117.

21. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 127.

22. **Executive Session.** Page 129.

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

    b. Enter into executive session.

    c. Open session resumes.

    d. Vote to exit executive session.

CONSENT DOCKET

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

    a. Programs.

        (1) Program Modifications. Approval of institutional requests. Page 131.

        (2) Program Suspension. Ratification of approved institutional requests to suspend degree programs. Page 145.

    b. Reconciliation. Approval of an institutional request for a degree program inventory reconciliation. Page 147.

    c. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 149.

d.   State Authorization Reciprocity Agreement (SARA). Ratification of institutional requests to participate in the SARA. Page 151.

e.   Cooperative Agreement Program. Ratification of institutional requests regarding cooperative agreement programs. Page 153.

f.   Agency Operations. Ratification of purchases over $25,000. Page 155.

g.   Regents' Officers. Approval of Regent Glass and Regent Harrel to serve as chairmen for the purpose of signing a diploma. Page 157.

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

a.   Programs.

(1)   Status Report on Program Requests. Page 159. (Supplement)

(2)   Report on the University of Oklahoma holistic admission process. Page 161.

b.   Annual Reports.

(1)   Low-Productivity Programs Report. Page 165.

(2)   Oklahoma College Savings Plan. Annual Program Update for 2015. Page 169.

(3)   FY2015 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions. Page 173. (Supplement)

(4)   Spring 2016 Preliminary Enrollment Survey. Page 177. (Supplement)

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

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

b.   Budget and Audit Committee.

c.   Strategic Planning and Personnel Committee and Technology Committee.

d.   Investment Committee.

26.   **Announcement of Next Regular Meeting** — The next regular meeting is scheduled to be held on Wednesday, April 20, 2016 at 10:30 a.m., a Tuition Hearing is scheduled for Thursday, April 21, 2016 at 9 a.m. and the State Regents' meeting is scheduled for Thursday, April 21, 2016 at 10 p.m., at the State Regents Office in Oklahoma City.

27.   **Adjournment.**

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of January 16, 2016 through February 18, 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 January 16, 2016 through February 18, 2016:

- Presented the Higher Education Distinguished Service Award to Senator Gary Stanislawski at a reception at Tulsa Community College's (TCC) Southeast Campus.
- Attended the Greater Oklahoma City Chamber's 2016 Legislative Breakfast featuring Senate President Pro Tempore Brian Bingman, Speaker Jeff Hickman, Representative Scott Inman, and Senator John Sparks at the Cox Convention Center in Oklahoma City.
- Met with Secretary of State Chris Benge in Oklahoma City to discuss higher education issues.
- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Met with Francis Tuttle Superintendent Tom Friedemann in Oklahoma City to discuss higher education and CareerTech issues.
- Attended Oklahoma Academy's Bellmon Legacy Gala at the Gaylord-Pickens Oklahoma Heritage Museum in Oklahoma City.
- Participated in conference call with Superintendent Joy Hofmeister to discuss higher education and K-12 issues;
- Attended the University of Oklahoma College of Medicine's Evening of Excellence at the National Cowboy & Western Heritage Museum in Oklahoma City;
- Participated in a conference call with House Appropriations and Budget Committee Chair Earl Sears to discuss higher education issues;
- Met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues;
- Attended and provided remarks at retirement reception for Dr. Linda Mason, the Oklahoma State Regents for Higher Education's Coordinator of Grant Writing.
- Met with Regional University System of Oklahoma (RUSO) Chair Jeff Dunn in Oklahoma City to discuss higher education issues.
- Attended Governor Fallin's State-of-the-State Address at the State Capitol in Oklahoma City.
- Met with Senator Ron Sharp at the State Capitol in Oklahoma City to discuss higher education issues.

- Met with Representative Charles Ortega at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Secretary of Commerce and Tourism Deby Snodgrass and Cameron University (CU) President John McArthur in Oklahoma City to discuss higher education issues.
- Chaired State Regents' Campus Safety and Security Task Force meeting in Oklahoma City.
- Met with Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss OETA.
- Attended and provided remarks at the Senate Subcommittee on Education confirmation hearing for Regent Andy Lester's appointment to the Oklahoma State Regents for Higher Education.
- Met with Senator John Ford at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Steve Vaughan at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Hall of Fame Board of Directors meeting in Oklahoma City.
- Attended State Chamber Legislative Reception at the Oklahoma History Center in Oklahoma City.
- Attended CareerTech and Oklahoma Business Roundtable luncheon featuring Governor Fallin and TechShop CEO Mark Hatch at Francis Tuttle's Rockwell Campus in Oklahoma City.
- Attended the Tulsa Regional Chamber's 2016 Legislative Breakfast featuring Senate President Pro Tempore Brian Bingman, Representative Lee Denney, Representative Scott Inman, and Senator Mike Mazzei at the DoubleTree Warren Place in Tulsa.
- Met with Seminole State College (SSC) President Jim Utterback in Oklahoma City to discuss higher education issues.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Met with Senator Marty Quinn in Oklahoma City to discuss higher education issues.
- Met with former Oklahoma City University President Tom McDaniel in Oklahoma City to discuss higher education issues.
- Attended Northeastern Oklahoma A&M College's (NEO) Higher Education Day dinner in Oklahoma City.
- Attended the Greater Oklahoma City Chamber Chairman's Breakfast featuring Governor Fallin at the Cox Convention Center in Oklahoma City.
- Attended Northern Oklahoma College's (NOC) Higher Education Day luncheon in Oklahoma City.
- Met with Representative Charles Ortega, Representative Dennis Casey, Representative Randy McDaniel, and Representative John Michael Montgomery in Oklahoma City to discuss higher education issues.
- Met with Representative Justin Wood in Oklahoma City to discuss higher education issues.
- Attended the Senate Appropriations Subcommittee on Education's Master Lease hearing at the State Capitol in Oklahoma City.
- Met with Representative Jason Dunnington in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss OETA issues.

AGENDA ITEM #6:

Special Presentation.

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Certificate in the Business of Healthcare.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Certificate in the Business of Healthcare, 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 the Business of Healthcare.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 24 students in Fall 2020; and
  Graduates: a minimum of 6 students in 2020-2021.

BACKGROUND:

Academic Plan

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

- In June 2015, the offices of Admissions and Recruitment were combined, which will streamline services and better allow us to assist prospective and admitted students.
- This spring and summer there was substantial outreach to students to encourage them to enroll in classes earlier. We had many fewer late enrollees this year as compared to previous years.
- We have instituted new deadlines for the Fall 16 academic year. The deadlines of December 15 for scholarships, and the February 1 freshman application deadline will allow students to be informed of their admission decision sooner. They will also be able to begin the enrollment process earlier which will allow the advisors to identify needed resources.
- Efforts continue to track the needs of all populations, including Oklahoma residents, non-residents, and international students and applicants.
- Continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our third year of using the Common Application for undergraduates and in the third year of using the College-Net software for processing applications for graduate students.
- Continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2)increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during

summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office. In addition, Dr. Glenn Hansen, IT data scientist, is assisting individual schools and colleges with retention analyses of their majors.
- Continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.
- At the request of the College of Arts and Sciences, the university is transitioning to the ALEKS-PPL math assessment tool. This versatile assessment will be required of all incoming students to provide the Department of Mathematics with at least a year's worth of baseline data to be used to possibly adjust course content based upon what students struggle with or already know. This data can also be used to inform the design of new or revision of existing resources to assist with difficult sequences.

APRA Implementation

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

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

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

Program Review

OU offers 279 degree and/or certificate programs as follows:

21	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
116	Baccalaureate Degrees
88	Master's Degrees
54	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process
OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Certificate in The Business of Healthcare at the September 11, 2015 meeting. OU requests authorization to offer this certificate as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in The Business of Healthcare

Program purpose. The proposed certificate will prepare students for administrative or management roles within the healthcare industry.

Program rationale and background. The proposed certificate is designed to support students majoring in a variety of healthcare disciplines whose career paths include administrative, management, and leadership roles. Healthcare practitioners establishing their own practice will need skills in general management, supervision, marketing, budgeting, and technology. OU anticipates students majoring in pharmacy, physical therapy, nursing, medicine, and dentistry will be interested in pursuing the proposed certificate. The curriculum is designed so that the course work can be completed within the first three years on the Norman campus. OU believes the proposed certificate will provide these students the business knowledge needed to successfully manage their practice and increase their employment opportunities.

Employment opportunities. The proposed certificate is intended to be a complementary credential for students pursuing careers in the healthcare industry. According to the Digest of Educational Statistics, the Healthcare and Social Assistance category is the second largest group of college graduates in the United States, with nearly 300,000 new hires in 2014. The Oklahoma Employment Security Commission (OESC) data indicate that through 2022 career opportunities in various medical professions are expected to increase up to 30 percent, depending on the specialty. Additionally, OESC reports that careers in the Education and Health Services Industry and for Medical and Health Services Managers are expected to increase 20 percent. Although the proposed certificate is not intended to lead to immediate employment, OU is confident that students earning the credential will have better employment opportunities upon graduation.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	24	Fall 2020
Minimum Graduates from the program	6	2020-2021

Duplication and impact on existing programs. There are no Certificate in The Business of Healthcare programs offered in Oklahoma. A system wide letter of intent was communicated via email on October 26, 2015. Northeastern State University (NSU) requested a copy of the proposal, which was sent November 19, 2015. Neither NSU nor other State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 16 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	4
Electives	12
Total	**16**

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

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

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 Certificate in The Business of Healthcare are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$9,907	$16,512	$19,814	$19,814	$19,814
Narrative/Explanation: The tuition amounts were calculated based on OU's current tuition rate and an enrollment of 8, 16, 24, 24, and 24 students in years 1 through 5.					
TOTAL	**$9,907**	**$16,512**	**$19,814**	**$19,814**	**$19,814**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: The amounts above reflect a portion of the salary for the director and staff in the department to support the program.					
Faculty	$4,462	$9,056	$12,994	$12,994	$12,994
Narrative/Explanation: The amounts above reflect a portion of faculty salaries to teach the courses required for the program. All courses are currently offered at OU.					

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Graduate Assistants	$	$	$	$	$
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$	$	$	$	$
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	$200	$200	$200	$200	$200
Narrative/Explanation: The amounts above will be used to print various materials needed to support the program.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$5,662**	**$10,256**	**$14,194**	**$14,194**	**$14,194**

Attachment

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN THE BUSINESS OF HEALTHCARE

Certificate Requirements		Credit Hours
Required Courses		**4**
Bad 1001	Personal Computing Productivity Tools	1
MKT/HCB 3613	Healthcare Marketing and Administration	3
Electives		**12**
	Lower Division Guided Electives (select 2 courses)	
MIS 2113	Computer Based Information Systems	3
MGT 2013	Introduction to Management	3
MKT 2013	Introduction to Marketing	3
ACCT 2113	Financial Accounting	3
ACCT 2123	Managerial Accounting	3
	Upper Division Guided Electives (select 2 courses)	
MIS 3213	Business Data Analysis	3
MIS/BAD 4363	Business Infrastructure and Cyber Security	3
MKT 3013	Principles of Marketing	3
MGT 3013	Principles of Organization and Management	3
MGT 3513	Human Resource Management	3
MKT/HCB 3623	Competitive and Economic Environment of Healthcare	3
Total		**16**

AGENDA ITEM #7-b:

      New Programs.

SUBJECT: University of Oklahoma College of Law. Approval to offer the Graduate Certificate in Energy and Natural Resources Law-LLM and the Graduate Certificate in Indigenous Peoples Law-LLM.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma College of Law's requests to offer the Graduate Certificate in Energy and Natural Resources Law-LLM and the Graduate Certificate in Indigenous Peoples Law-LLM with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Graduate Certificate in Energy and Natural Resources Law-LLM.** This certificate is embedded within the Master of Laws in Law (384) and will be included in the regular 5-year program review.
>
> - **Graduate Certificate in Indigenous Peoples Law-LLM.** This certificate is embedded within the Master of Laws in Law (384) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

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

- In June 2015, the offices of Admissions and Recruitment were combined, which will streamline services and better allow us to assist prospective and admitted students.
- This spring and summer there was substantial outreach to students to encourage them to enroll in classes earlier. We had many fewer late enrollees this year as compared to previous years.
- We have instituted new deadlines for the Fall 16 academic year. The deadlines of December 15 for scholarships, and the February 1 freshman application deadline will allow students to be informed of their admission decision sooner. They will also be able to begin the enrollment process earlier which will allow the advisors to identify needed resources.
- Efforts continue to track the needs of all populations, including Oklahoma residents, non-residents, and international students and applicants.

- Continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our third year of using the Common Application for undergraduates and in the third year of using the College-Net software for processing applications for graduate students.
- Continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

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, the University of Oklahoma College of Law (OU-Law) has taken the following program actions in response to APRA:

0	Degree and/or certificate programs deleted
7	Degree and/or certificate programs added

Program Review
OU-Law offers 8 degree and/or certificate programs as follows:

5	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
0	Baccalaureate Degrees
2	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process
OU-Law's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Graduate Certificate in Energy and Natural Resources Law-LLM and the Graduate Certificate in Indigenous Peoples Law-LLM at the December 1, 2015 meeting. OU-Law requests authorization to offer these graduate certificates as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Graduate Certificate in Energy and Natural Resources Law-LLM

Program purpose. The proposed certificate is embedded within the Master of Laws in Law (384) and will provide students with legal expertise related to the energy industry.

Program rationale and employment opportunities. Potential employers for students completing the proposed certificate include local, national, and international energy companies. According to OU-Law, many students pursing the Master of Laws in Law (384) are already employed by oil and other natural resource producing companies but are interested in seeking new or improved employment in the energy industry. These individuals would benefit from a course of study concentrated in this area of law by enhancing their skills and knowledge in American law applicable to the industry.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Laws in Law (384) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Energy and Natural Resources Law-LLM programs offered in Oklahoma. A system wide letter of intent was communicated via email on November 13, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Electives	12
Total	**12**

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

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Master of Laws in Law (384) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Indigenous Peoples Law-LLM

Program purpose. The proposed certificate is embedded within the Master of Laws in Law (384) and will provide students with legal expertise related to native peoples.

Program rationale and employment opportunities. According to OU-Law, potential students for the proposed certificate include lawyers who seek to improve their knowledge and skills in international law relating to native peoples. According to OU-Law, many students pursing the Master of Laws in Law (384) are already employed but are interested in seeking new or improved employment. The proposed certificate will provide students with training and knowledge of tribes, tribal corporations, or other entities working with native peoples. Additionally, many governments and non-governmental agencies work with issues relating to indigenous peoples outside of the United States and need lawyers who understand the American and international laws related to these issues.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Laws in Law (384) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Indigenous Peoples Law-LLM programs offered in Oklahoma. A system wide letter of intent was communicated via email on November 13, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Electives	12
Total	**12**

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

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Master of Laws in Law (384) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
GRADUATE CERTIFICATE IN ENERGY AND NATURAL RESOURCES LAW-LLM

Certificate Requirements		Credit Hours
Electives		**12**
Select 12 credit hours from the courses listed below:		
LAW 6500	Agricultural Law	2-3
LAW 6510	Energy Law	3
LAW 6523	Environmental Law	3
LAW 5663	Federal Indian Water Law Seminar	3
LAW 6100	How to Drill a Well	3
LAW 6700	International Environmental Climate Change Law	2
LAW 6552	International Petroleum Transactions	2
LAW 6100	Midstream Oil and Gas	2
LAW 6100	Mineral Title Examination	3
LAW 5603	Native American Natural Resources	3
LAW 6540	Oil and Gas	3-4
LAW 6550	Oil and Gas Contracts	2-3
LAW 6100	Oil and Gas Environmental Law	3
LAW 6100	Oil and Gas Practice	2
LAW 6570	Real Estate Transactions	3
LAW 6100	Taxation of Business Entities and Oil and Gas Interests	3
LAW 6580	Water Law	2-3
LAW 6100	Wind Law	2
Total		**12**

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
GRADUATE CERTIFICATE IN INDIGENOUS PEOPLES LAW-LLM

Certificate Requirements		Credit Hours
Electives		**12**
	Select 12 credit hours from the courses listed below:	
LAW 5602	Comparative Indigenous Peoples Law Seminar	2
LAW 5610	Federal Indian Law	2-3
LAW 5663	Federal Indian Water Law Seminar	3
LAW 5673	Indian Gaming Law and Regulation Seminar	3
LAW 6050	International Human Rights Law	3
LAW 5603	Native American Natural Resources	3
LAW 6100	Peacemaking: Native American Traditional Justice Practices	2
LAW 5623	Religion, Culture, and Indian Law	3
LAW 6700	Tribal Courses Seminar	2
Total		**12**

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Eastern Oklahoma State College. Approval to offer the Associate in Applied Science in Ranch Operations-Stocker Management.

RECOMMENDATION:

It is recommended that the State Regents approve Eastern Oklahoma State College's request to offer the Associate in Applied Science in Ranch Operations-Stocker Management, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Ranch Operations-Stocker Management.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 24 students in Fall 2019; and
    Graduates: a minimum of 5 students in 2019-2020.

BACKGROUND:

Academic Plan

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

Priority 1. Student Learning Assessment
Increase the percentage of students who progress toward and achieve their educational and career goals.
Target: Develop and implement a new learning outcomes assessment process.

- Eastern is in its fifth year of the HLC's Academy for the Assessment of Student Learning. The project is a revision of the assessment of general education learning goals. Assessment tools have been developed for written and oral communication, information literacy, and technology literacy and critical thinking. Assessment measures of quantitative & scientific reasoning and culture, Global awareness will be developed in 2015-16 and pilot study will be conducted. The remaining general education assessments will be discussed during the Fall assessment forum and a plan for evaluation of those goals will begin with a pilot in spring 2016.

Priority 2. Distance learning
Provide high quality educational programs and services to increase educational opportunities for individuals and organizations.
Target: Develop, obtain approval and implement three new online programs by the end of FY 2014.

- Eastern will explore the development of new allied health programs, and certificate programs for business and industry. Eastern has written a title III grant that will hopefully help launch two new programs, Respiratory Therapy and Ranch Management.

- Eastern will continue to train faculty in best practices for distance learning and in the use of Quality Matters rubric for course evaluation.

- Eastern will continue to develop student services for online students.

- Eastern has been approved by the OSRHE to offer online degrees in Business Administration (AS), Psychology/Sociology (AA), Criminal Justice (AS), Computer Information Systems (AS), and General Studies (AA). HLC has conducted a change visit and the team has submitted a final report to the commission. The report recommended approval of the five online degrees.

- Eastern has completed the application to the OSRHE and has become a State Authorization Reciprocity Agreement institution.

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

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

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

Program Review
EOSC offers 25 degree and/or certificate programs as follows:

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

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

Program Development Process
EOSC's faculty developed the proposal, which was reviewed and approved by institutional officials. EOSC's governing board approved delivery of the Associate in Applied Science in Ranch Operations-

Stocker Management at the December 10, 2015 meeting. EOSC requests authorization to offer this degree program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Ranch Operations-Stocker Management

Program purpose. The proposed degree program will prepare students for careers in ranch management.

Program rationale and background. The proposed program was designed to provide students with the knowledge in the principles of managing soils, water, plants, animals, marketing, and finance as they relate to agricultural resources. In Spring 2015, EOSC conducted a survey and found that 35 percent of students indicated a high interest in the proposed program. Graduates would have the knowledge and skills needed to manage their own ranch or find employment at a large ranch operation.

Employment opportunities. The proposed program addresses an employment need within the workforce ecosystem of agriculture and biosystems. Southeastern Oklahoma supports a thriving cattle industry and managers of these operations are in demand. According to the Oklahoma Employment Security Commission, careers for Farm and Ranch Managers are expected to increase nearly 8 percent through 2022. According to EOSC area businesses that have inquired about students with skills provided by the proposed program or have hired workers who possess similar skills include the Shero Ranch, the Choctaw Nation, Lawless Ranch, and Watts Ranch. EOSC is confident students completing the program will find employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	24	Fall 2019
Minimum Graduates from the program	5	2019-2020

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

Institution	Existing Program
Northeastern Oklahoma A&M College	Associate in Applied Science in Equine and Ranch Management (398)

A system wide letter of intent was communicated via email on November 13, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 62 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	19
Technical Specialty	34
Technical Support	9
Total	**62**

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

Financing and program resource requirements. 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.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$159,999	$94,681	$47,708	$0	$0
Narrative/Explanation: The amounts above reflect funds received from a Title III federal grant.					
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	$39,471	$55,259	$78,942	$94,730	$118,413
Narrative/Explanation: Tuition was calculated based on the current rate of $131.57 per credit hour for 30 credit hours. EOSC anticipates enrollment of 10, 14, 20, 24, and 30 students in years 1 through 5.					
TOTAL	**$199,470**	**$149,940**	**$126,650**	**$94,730**	**$118,413**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$60,000	$60,000	$60,000	$60,000	$60,000
Narrative/Explanation: The amounts above reflect salary and benefits for a Ranch Management Specialist.					
Faculty	$9,000	$9,000	$9,000	$4,000	$4,000
Narrative/Explanation: The program will use existing faculty who will be paid stipends for curriculum development during the first 3 years. The amounts above also include a percentage of faculty salaries to teach the new courses in the program (one per year).					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$63,933	$27,975	$5,000	$5,000	$5,000
Narrative/Explanation: The amounts above reflect costs for equipment.					

Library	$0	$0	$0	$0	$0
Contractual Services	$5,000	$21,000	$21,000	$21,000	$21,000

Narrative/Explanation: The amounts above reflect costs for animal health training, nutritionist and veterinary services.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing and Supplies	$2,000	$1,000	$500	$500	$500

Narrative/Explanation: The amounts above reflect costs for printing marketing materials.

Telecommunications	$0	$0	$0	$0	$0
Travel	$8,017	$2,750	$2,750	$0	$0

Narrative/Explanation: The amounts above are budgeted for training for faculty and staff.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$147,950**	**$121,725**	**$98,250**	**$90,500**	**$90,500**

Attachment

EASTERN OKLAHOMA STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN RANCH OPERATIONS-STOCKER MANAGEMENT

Degree Requirements		Credit Hours
General Education		**19**
AG 1011	Agriculture Orientation	1
ENGL 1113	Freshman Composition I	3
ENGL 1213 or SPCH 1113	Freshman Composition II Fundamentals of Speech	3
AG 2113	Microcomputer Techniques in Ag	3
SPAN 1103	Conversational Spanish	3
POLS 1113	American Federal Government	3
HIST 1483 or HIST 1493	American History to 1877 American History since 1877	3
Technical Specialty		**34**
ANSI 1202	Beef Cattle Management	2
ANSI 1124	Introduction to Animal Sciences	4
ANSI 1223	Ranch Animal Anatomy and Diseases	3
ANSI 1212	Live Animal Evaluation	2
ANSI 2123	Livestock Feeding	3
ANSI 2253	Meat Animal and Carcass Evaluation	3
*ANSI 2223	Internship/Capstone	3
AGRON 2014	Hay, Forage and Pastures	4
AGRON 2124	Fundamentals of Soil Science	4
AGEC 1113	Agriculture Economics	3
*AGEC 2993	Special Topics in Ag Econ	3
Technical Specialty		**9**
Select 9 credit hours from the following		
AGRON 1213	Crop Production	3
BUSAD 1023	Business Math	3
BUSAD 1123	Introduction to Business	3
BIOL 1114	General Biology	4
ZOO 1114	General Zoology	4
Total		**62**

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Certificate in Aircraft Dispatch.

RECOMMENDATION:

> **It is recommended that the State Regents approve Tulsa Community College's request to offer the Certificate in Aircraft Dispatch, 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 Aircraft Dispatch.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
     Majors enrolled: a minimum of 12 students in Fall 2018; and
     Graduates: a minimum of 7 students in 2018-2019.

BACKGROUND:

Academic Plan

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

Academic Pathways
During 2015-2016, we are implementing numerous strategies to support the creation of academic pathways for our students that will result 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:

92	Degree and/or certificate programs deleted
84	Degree and/or certificate programs added

Program Review
TCC offers 100 degree and/or certificate programs as follows:

36	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 Aircraft Dispatch at the November 19, 2015 meeting. TCC requests authorization to offer this certificate, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Aircraft Dispatch

Program purpose. The purpose of the proposed certificate is to provide students with the required Federal Aviation Administration (FAA) training to be eligible to test for the FAA Aircraft Dispatch Certificate.

Program rationale and background. In 2009, TCC was designated as an FAA approved Collegiate Training Initiate program and developed the Associate in Applied Science in Air Traffic Control (280) to prepare students to be eligible to be selected by the FAA's Air Traffic Control Academy Training Center. However, the FAA has strict mandated enrollment requirements for selection to the academy, specifically, applicants must be in the hiring process prior to reaching their 31st birthday. This requirement can place individuals in the position of "aging out" of the process. The proposed certificate provides more career flexibility to the TCC students should they not gain admittance to the FAA's academy.

Employment opportunities. The Aircraft Dispatch Certificate is a licensed Airman Certificate granted and governed by the FAA. Individuals possessing the certificate will be provided employment opportunities within various professional aviation career fields, including major U.S. airlines, large freight carriers, regional air carriers, large corporate charter operations, and international air carriers. In Oklahoma, employment opportunities exist with Omni Air International (OAI), located in Tulsa. OAI is the state's only approved 121 air carrier operator. Additional employment opportunities in close proximity to Tulsa can be found in Dallas and Denver, where large major airlines are headquartered. TCC is confident students earning the proposed certificate will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2018
Minimum Graduates from the program	7	2018-2019

Duplication and impact on existing programs. There are no Certificate in Aircraft Dispatch programs offered in Oklahoma. A system wide letter of intent was communicated via email on November 13, 2015. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 16 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	16
Total	**16**

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

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

Financing. The proposed certificate 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 certificate program.

Program resource requirements. Program resource requirements for the Certificate in Aircraft Dispatch are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$16,859	$20,231	$20,231	$23,602	$23,602

Narrative/Explanation: Tuition and fees for the 2 new courses (7 credit hours) were multiplied by the number of anticipated students for each year. TCC anticipates student enrollment of 10, 12, 12, 14, and 14 students in years 1 through 5 with students completing the certificate within one academic year. TCC's current tuition of $120.42 per credit hour was used in

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
the calculation. The remaining 9 credit hours were not included in the calculation as these courses are required by the Air Traffic Control and Professional Pilot programs.					
TOTAL	**$16,859**	**$20,231**	**$20,231**	**$23,602**	**$23,602**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$13,265	$13,265	$13,265	$13,265	$13,265
Narrative/Explanation: TCC anticipates that only one section of each of the 2 dispatch courses will be offered each term. These courses likely will be taught by current faculty as an overload assignment and compensation will be at the adjunct rate.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$350	$350	$350	$350	$350
Narrative/Explanation: The amounts above reflect costs for the production of class handouts and materials.					
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 and Supplies	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$1,500	$1,500	$1,500	$1,500	$1,500
Narrative/Explanation: The amounts above are budgeted for faculty to attend one professional conference per year.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$15,115**	**$15,115**	**$15,115**	**$15,115**	**$15,115**

Attachment

TULSA COMMUNITY COLLEGE
CERTIFICATE IN AIRCRAFT DISPATCH

Degree Requirements		Credit Hours
Required Courses		**16**
AVST 1113	Private Pilot Ground School	3
AVST 2213	Instrument Pilot Ground School	3
AVST 2253	Aviation Meteorology	3
*AVST 2413	Aircraft Dispatch I	3
*AVST 2454	Aircraft Dispatch II	4
Total		**16**

*Denotes New Courses

AGENDA ITEM #7-e:

      New Programs.

SUBJECT: Western Oklahoma State College. Approval to offer the Certificate in Farm and Ranch Management.

RECOMMENDATION:

      It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Certificate in Farm and Ranch Management, 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 Farm and Ranch Management.** The certificate is embedded within the Associate in Science in Agricultural Sciences (070) program and will be included in the regular 5-year program review due in 2019.

BACKGROUND:

Academic Plan

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

- Western's 2015 extensive strategic planning efforts identified two academic programs to receive additional focus and resources for AY 2015-2016. These two programs are Military Studies and Child Development/Early Childhood.   Western plans to close its AAS degree in Applied Technology but pull out the option of Military Studies as its own degree plan. Western is currently working on a Memorandum of Understanding (MOU) with Fort Sill to provide this degree to Air Defense Warrant Officers. These Warrant Officers train at Fort Sill but then return to their home posts. Therefore, Western will be requesting that the Military Studies program be approved in as both a traditional and electronically delivered program. If this MOA works well, Fort Sill would like to expand with other MOAs for Air Defense Warrant Officers and Electronic Warfare Warrant Officers. The Child Development program would like to develop a new AS degree and Certificate of Mastery in Infant/Toddler and an additional Certificate of Mastery in Foster Care. This new program and these new certificates will be requested for approval to deliver electronically.
- Two faculty and one-full time staff have completed the Quality Matters training for both applying the QM rubric and for becoming an official QM peer reviewer. Two more faculty and Western's two academic deans have also been trained in applying the QM rubric.

- Currently 78 online courses have been approved using the Quality Matters standards. Western's Curriculum Committee, according to Western policy, will begin a re-review of these courses beginning Fall 2016.
- Five of Western's online courses have been reviewed by external Quality Matters' reviewers. Western plans to have an average of five courses a year reviewed by external reviewers. These external reviews add an extra layer of credibility for our online courses.
- The new tankard training mission for the KC46a at Altus Air Force Base should stand up by late 2016. Western continues to partner with Southwest Technology Center to provide college credit to their students using prior learning assessments so that the students can transition to Western's Aviation Mechanic program. This "grow your own mechanic" program will be a critical success factor for this new mission.
- Western continues to prioritize user authentication through the use of ProctorU for students enrolled in Western's online courses.
- Western continues to partner with Southwest Technology Center's Project Lead the Way Bio-Med Program by providing the science and mathematics courses to junior and senior students as concurrent enrollment. These courses are held on Western's campus.
- To improve college access to Western's service area, Western is now waiving up to six hours of tuition for juniors that are eligible for concurrent enrollment. In addition, Western's IT department has developed a very cost effective method of replacing aging or non-existing ITV equipment to provide synchronous instruction to more students in our service area.
- Through Western's strategic planning process, a new focus has been placed on retention. Funds were committed during the budgeting cycle to purchase a software package to assist in our campus' retention efforts. In addition, Western's Enrollment Management Committee has developed several long-reaching initiatives to improve retention. These initiatives will be rolled out during Academic Year 2015-2016.

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

46	Degree and/or certificate programs deleted
8	Degree and/or certificate programs added

Program Review

WOSC offers 20 degree and/or certificate programs as follows:

1	Certificate
11	Associate in Arts or Science Degrees
8	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 WOSC'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
WOSC's faculty developed the certificate, which was reviewed and approved by institutional officials. WOSC's governing board approved delivery of the Certificate in Farm and Ranch Management at the October 27, 2015 meeting. WOSC requests authorization to offer this certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Farm and Ranch Management

Program purpose. The proposed certificate is embedded within the Associate in Science in Agricultural Sciences (070) and will prepare students to work on community for family farms and ranches.

Program rationale and employment opportunities. WOSC's service area is an agricultural community. The advisory board for the Associate in Science in Agricultural Sciences (070) is comprised of some of the major farmers and ranchers in the community. The advisory board recommended the development of an embedded certificate to address the concern that students were stopping out of college after completion of agriculture-related courses. The proposed certificate will provide these students the skills needed to find employment on farms and ranches. Additionally, the certificate would provide students with applicable course work should they return to complete the associate's degree.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Science in Agricultural Sciences (070) program.

Duplication and impact on existing programs. There are no Certificate in Farm and Ranch Management programs offered in Oklahoma. A system wide letter of intent was communicated by email December 4, 2015. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	30
Total	**30**

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Science in Agricultural Sciences (070) 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

WESTERN OKLAHOMA STATE COLLEGE
CERTIFICATE IN FARM AND RANCH MANAGEMENT

Certificate Requirements		Credit Hours
Required Courses		**30**
AGRI 1113	Introduction to Agriculture Economics	3
AGRI 1124	Introduction to Animal Science	4
AGRI 1314	Plant Science	4
AGRI 1243	Agriculture Internship	3
AGRI 2233	Animal Management Techniques	3
AGRI 1223	Range Management	3
AGRI 2573	Livestock Management	3
AGRI 2124	Fundamentals of Soil Science	4
AGRI 1513	Agriculture Practices and Procedures	3
Total		**30**

AGENDA ITEM #7-f:

> **New Programs.**

SUBJECT: Murray State College. Approval to offer the Associate in Applied Science in Custom Gunmaking Technology.

RECOMMENDATION:

> **It is recommended that the State Regents approve Murray State College's request to offer the Associate in Applied Science in Custom Gunmaking Technology, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Associate in Applied Science in Custom Gunmaking Technology.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 24 students in Fall 2018; and
>   Graduates: a minimum of 12 students in 2018-2019.

BACKGROUND:

Academic Plan

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

1. Improve quality and integrity of online courses through training all instructors in the Quality Matters Rubric, implementing institutional "Welcome" Checks on every online course each semester, and conducting institutional online course reviews while providing extra professional development to instructors when needed
2. Retaining students by identifying students who are "At-Risk" from the beginning of the semester, four week grades, and eight week grades and enrolling them into an Academic Success course.
3. Evaluate our General Education goals starting with Health and Wellness by designing a plan of action in the 2015/2016 school year and implementing during the 2016/2017 school year.
4. Building new degrees in Agriculture Communication, Biochemistry-Molecular Biology, Agriculture Leadership, Natural Resources Ecology, International Studies, Physics, Biotechnology, Health Science, Business Management Accounting Clerk, Social Work/Human Resource Counseling, and Environmental Health Sciences.

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

8	Degree and/or certificate programs deleted
7	Degree and/or certificate programs added

Program Review
MSC offers 31 degree and/or certificate programs as follows:

1	Certificates
20	Associate in Arts or Science Degrees
10	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 MSC'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
MSC's faculty developed the proposal, which was reviewed and approved by institutional officials. MSC's governing board approved delivery of the Associate in Applied Science in Custom Gunmaking Technology at the November 30, 2015 meeting. MSC requests authorization to offer the program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

<div align="center">

Associate in Applied Science in Custom Gunmaking Technology

</div>

Program purpose. The proposed program will provide students the knowledge and skills to produce high-grade custom firearms.

Program rationale and background. The proposed program was developed in response to growth in the current Associate in Applied Science in Gunsmithing (042) program and a need to train students on the artisanship of gunsmithing. The current program receives 200 new applications each year for 30 openings. Two years ago MSC hired an additional instructor in preparation of growing the gunsmithing program and conserved their budgets to purchase additional work stations to accommodate the increase in student demand. Courses required in the proposed program are already taught at MSC and currently as many as 12 students have enrolled in these courses. MSC also reports that both the current Associate in Applied Science in Gunsmithing (042) program and the proposed program are attractive to veterans.

Employment opportunities. Each year MSC receives several calls for gunsmithing jobs and according to program faculty, all but three graduates of the current program had job offers before graduation. The three students who did not have offers opened their own business. According to Pete Brownell, Chief Executive Officer of Brownells, Inc., there is a large demand for people with gunsmithing skills. Career opportunities at Equipment Specialist and Firearm Specialist are in demand in the Departments of Defense and Energy, as well as at government entities, contractors, and retail establishments. Additionally, graduates can find civilian employment at Oklahoma's five military installations. MSC is confident graduates of the proposed program will find employment or have the skills necessary to start their own business.

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

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

Duplication and impact on existing programs. There are no Associate in Applied Science in Custom Gunmaking Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email November 13, 2015. None of the State System institutions requested a copy of the program proposal or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate will consist of 68 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	18
Program Requirements	50
Total	**68**

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

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

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

Program resource requirements. Program resource requirements for the Associate in Applied Science in Custom Gunmaking Technology are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0

| | **Year of Program** | | | | |
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
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	$78,880	$90,508	$102,816	$115,804	$129,473
Narrative/Explanation: Tuition was calculated based on MSC's current tuition of $116.00 per credit hour. With each year, an additional $5.00 per credit hour was added to estimate an increase in student tuition. MSC anticipates students completing 34 credit hours per academic year and an enrollment of 20, 22, 24, 26, and 28 students in years 1 through 5.					
TOTAL	**$78,880**	**$90,508**	**$102,816**	**$115,804**	**$129,473**

| | **Year of Program** | | | | |
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$33,200	$33,200	$33,200	$33,200	$33,200
Narrative/Explanation: The amounts above are a percentage of current faculty salaries that will support the proposed program.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$33,200**	**$33,200**	**$33,200**	**$33,200**	**$33,200**

Attachment

MURRAY STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN CUSTOM GUNMAKING TECHNOLOGY

Degree Requirements		Credit Hours
General Education		**18**
ENG 1113	English Composition I	3
ENG 1213 or SPC 1113	English Composition II Fundamentals of Speech	3
HIST 1483 or HIST 1493	US History to 1877 US History Since 1877	3
GVT 1113	American Federal Government	3
MTH 1123 or MTH 1513	Technical Mathematics College Algebra	3
BM 1403	Business Mathematics	3
Program Requirements		**50**
GS 1001	Basic Firearm Maintenance	1
GS 1012	Gun Bluing	2
GS 1113	Gunsmithing Theory I	3
GS 1122	Gunsmithing Theory II	2
GS 1213	Bench Metal Work	3
GS 1223	General Metals	3
GS 1313	Machine Tool Practices	3
GS 1324	Machine Metal Work I	4
GS 1512	Blueprint Reading	2
GS 1521	Gun Store Management	1
GS 1613	Riflesmithing	3
GS 2032	Advanced Metal Finishing	2
GS 2042	Production Bluing	2
GS 2333	Machine Metal Work II	3
GS 2603	Riflesmithing II	3
GS 2683	Revolversmithing	3
GS 2684	Applied Stockmaking	4
GS 2983	Practical Gunsmithing Leadership	3
GS 2993	Practical Gunsmith Experience	3
Total		**68**

AGENDA ITEM #8-a:

Policy.

SUBJECT: Approval of revisions to the Institutional Admission and Retention policy.

RECOMMENDATION:

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

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

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

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

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

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

POLICY ISSUES:

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

POLICY ANALYSIS

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

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

3.9   INSTITUTIONAL ADMISSION AND RETENTION

3.9.1.   Purpose

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

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

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

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

3.9.2   Definitions

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

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

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

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

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

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

"Basic Academic Skills: Minimum required skills for college success in English, mathematics, science and reading."

"Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area."

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

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

"Curricular Requirements: The 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science."

"Elective Courses: Those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission."

"Entry Level Assessment and Placement: An evaluation conducted prior to enrollment which assists institutional facilities and counselors in making decisions that give students the best possible chance of success in attaining academic goals."

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

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

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

"GPA" see Retention/Graduation Grade Point Average.

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

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

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

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

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

3.9.3   Admission of First-Time Freshmen: Curricular Requirements

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

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

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

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

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

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

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

1   additional unit: Lab science (as described above)

1   additional unit: Mathematics (as described above)

4   Recommended Units

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

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

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

B.   Curricular Deficiencies

    1.   Baccalaureate Programs

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

        If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*) and the student must successfully remediate basic academic skills course requirements within 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit.

    2.   Associate in Arts and Associate in Science Programs

        Students lacking curricular requirements are admissible into AA or AS programs in the community colleges but must remediate curricular deficiencies in the basic academic skills at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

    3.   Associate in Applied Science Programs

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

        Students may remove curricular deficiencies as detailed in the

State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. The institution's president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

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

C.   Applied Courses

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

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

3.9.4   Admission of First-Time Freshmen: Performance Requirements

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

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

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

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

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

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

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

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

University of Oklahoma (OU)

Oklahoma State University (OSU)

Any individual who:

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

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

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

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

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

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

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

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

Cameron University (CU)

East Central University (ECU)

Langston University (LU)

Northeastern State University (NSU)

Northwestern Oklahoma State University (NWOSU)

Oklahoma Panhandle State University (OPSU)

Rogers State University (RSU)

Southeastern Oklahoma State University (SEOSU)

Southwestern Oklahoma State University (SWOSU)

University of Central Oklahoma (UCO)

University of Science and Arts of Oklahoma (USAO)

Any individual who:

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

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

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

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

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

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

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

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

Carl Albert State College (CASC)

Connors State College (CSC)

Eastern Oklahoma State College (EOSC)

Murray State College (MSC)

Northeastern Oklahoma A&M College (NEOAMC)

Northern Oklahoma College (NOC)

Oklahoma City Community College (OCCC)

Redlands Community College (RCC)

Rose State College (RSC)

Seminole State College (SSC)

Tulsa Community College (TCC)

Western Oklahoma State College (WOSC)

OSU Oklahoma City (OSU-OKC)

OSU Institute of Technology (OSUIT)

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

   Any individual who:

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

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

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

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

   Any individual who:

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

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

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

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

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

A.   First-Time Undergraduate and Graduate Students

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

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

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

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

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

    5.   Institutional Discretion. In extraordinary and deserving cases,

the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

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

B.   Undergraduate Transfer Students

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

3.9.6.   Special Admission

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

A.   Special Non-Degree Seeking Student

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

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

B.   Alternative Admission

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

1.   have a reasonable chance for academic success;

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

3.   are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at

the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

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

C.   Adult Admission

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

2.   Any student who:

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

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

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

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

An individual who is a graduate of a private, parochial, or other

nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

1. The student must have participated in the ACT or SAT program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite composite score.

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

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

E. Opportunity Admission Category

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

F. Correspondence Study Enrollment

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

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

1. Student Admission Requirements

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

a.   Be a first-time-entering student.

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

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

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

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

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

2.   Program Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Concurrent Enrollment of High School Students

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

1.   Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment

2.   Curricular Requirements

The completion of the high school curricular requirements set forth in section 3.9.3 of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as stated in the State Regents' *Assessment policy.* A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English.) Secondary institutional assessments and remediation are not allowed for concurrent high school students. Concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or basic academic skills deficiencies.

3.   Continuing Enrollment

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

requirements, and subject to the State Regents' retention standards.

4. Permission

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

5. Collegiate Experience

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

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

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

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

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

6. Admission Requirements for Concurrent Enrollment of High School Seniors

A twelfth grade student enrolled in an accredited high school may, if the student meets the requirements set forth in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the minimum standards below, be admitted provisionally to a college or university in the State System as a special student. The ACT

score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile	OR	High School GPA 3.0 and Class Rank - top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	High School GPA 3.0 and Class Rank - top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	High School GPA 3.0

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

7. Admission Requirements for Concurrent Enrollment of High School Juniors

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

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

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

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

without the writing component.

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

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

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

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

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

3.9.7   Admission by Transfer

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

3.9.8   Retention Standards

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

A.   GPA Requirements

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

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

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

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

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

B.   Suspension of Seniors

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

C.   Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events

must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

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

3.9.1 Principles

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

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

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

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

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

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

F. Residents of Oklahoma should be given preference.

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

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

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

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

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

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

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

3.9.10 Non-Academic Criteria for Admission

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

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

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

3. Whether an applicant's conduct has been such that if, at the time

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of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

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

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

1.   Be advised of the ground of the denial.

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

3.   Be afforded an opportunity to be heard.

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

3.9.11   Professional Program Admission Standards

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

OU College of Law

OU College of Medicine

OSU College of Osteopathic Medicine

OU Doctor of Pharmacy

OU School of Dentistry

NSU College of Optometry

OSU College of Veterinary Medicine

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

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

24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; <mark>*revised January 28, 2016.*</mark> *IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003.* **Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012.**

AGENDA ITEM #8-b:

> **Policy.**

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

RECOMMENDATION:

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

BACKGROUND:

In 1994 the State Regents approved an amendment to the Administrative Operations policy delegating authority to the Chancellor to approve specific actions as listed in the policy, with objective guidelines and standards for the delegated authority.

In conjunction with this item, proposed revisions to the Institutional Admission and Retention policy are also recommended for approval within the March 3, 2016 State Regents' meeting agenda. The revisions to the Institutional Admission and Retention policy align with 70 O.S. § 11-103.6 by designating that the State Regents are the responsible entity for approving courses for college admission. As such, under the proposed revision, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.

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

POLICY ISSUES:

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

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

college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval."

ANALYSIS:

It is recommended that the State Regents grant the Chancellor the authority, within the Delegation of Authority to Chancellor policy, to approve high school courses to satisfy college admission requirements. This will ensure a more efficient review process and allow courses to be reviewed, and, if applicable, approved for college admission throughout the entire calendar year. As outlined in the proposed revision, the Chancellor's approval must be consistent with policy and must be ratified by the State Regents on the consent docket at the next meeting.

Attachment

2.8   DELEGATION OF AUTHORITY TO CHANCELLOR

Purpose

> For purposes of achieving greater efficiencies and more timely interactions with institutions and providing more public meeting time for the discussion of broader public policy issues, the State Regents have delegated authority to the Chancellor as detailed in this section. The State Regents have set objective guidelines and standards for the delegated authority as indicated.
>
> With respect to contracts entered into by the State Regents, specific authority is delegated as set out in section 2.8.2. The Chancellor is authorized to establish internal office procedures for sub-delegation of this authority and for insuring that all State Regents' contracts conform to applicable legal requirements.

Authority delegated to Chancellor

Item	Restrictions/Provisions
ACADEMIC CALENDAR - Approval of annual and interim academic calendar requests from institutions	Must be consistent with policy. Must be ratified on consent docket at next State Regents' meeting.
ACADEMIC COMMON MARKET - Approval of institutions requests to offer programs in Common Market	Must be an approved, quality program. Must be ratified on consent docket at next State Regents' meeting.
ADVISORY BODIES - Establishing, structuring, and operating advisory bodies to the State Regents	Establishment of advisory groups should be reported to the State Regents. Annual reports of the work of the advisory body should be reported to the Regents.
CAPITAL IMPROVEMENTS - Approval of requests for campus master plan changes	Changes must be of a routine nature (generally not representing more than the lower of a 25% change or $750,000 in cost). Changes must be consistent with the institution's mission and academic plan. Must be ratified on consent docket at next State Regents' meeting
- Approval of allotments of funds	Allocation and allotment of funds must be consistent with any State Regents' funding designation and approved campus master plan. An annual report on allotment of state funds and Section 13 and New College Funds must be accepted by the State Regents.

- Approval of requests for capital projects to be included for funding through the Master Lease Purchase Program.	The projects to be included must be emergency in nature and must meet the requirements as outlined in Oklahoma Statutes as acceptable for funding through the Master Lease Purchase Program. Must be ratified on consent docket at next State Regents' Meeting.
CONTRACTS - Contracts for an amount less than $100,000; all routine renewal and extension contracts	All contracts for amounts in excess of $25,000 must be reported to the Budget & Audit Committee which may choose to forward them to the full board for action.
COOPERATIVE AGREEMENTS - Approval of cooperative agreements	Must be ratified on consent docket at next State Regents' meeting.
COURSES FOR COLLEGE ADMISSION - Approval of high school courses for college admission.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
DEGREES (Nonacademic—Posthumous and Honorary) - Approval of nonacademic awards	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
ENTRY-YEAR ASSISTANCE PROGRAM - Approve allocations to private institutions	Must be consistent with policy and with State Regents' allocation decisions. Must be ratified by State Regents on consent docket at next meeting.
EISENHOWER PROGRAM - Approval of projects and allocation of federal funds to institutions	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
INTERAGENCY AGREEMENTS - Approve agreements	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
OUTREACH - Approval of existing courses/programs through off-campus, electronic, or other nontraditional media	Must be existing programs/courses and actions must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting. Conflict or unusual situations should be taken to the State Regents.
PERSONNEL/OFFICE BUDGET	

- Approval of any personnel action below the Director's level. Approval of routine expenditures. Approval of routine funding transfers between office functions/programs	Must not expand FTE or enlarge the salary/benefit portion of the budget approved for the fiscal year. A quarterly report must be made to the B&A Committee on the office budget, and an annual report must be presented to the State Regents for acceptance.
POLICY EXCEPTIONS - Approval of minor exceptions/clarifications to State Regents' policy that will not result in a broad-scale circumvention of policy	All policy exceptions/clarifications must be reported quarterly to the State Regents.
PROGRAMS - Approval of all routine program modifications and name changes	Must be ratified on consent docket at next State Regents' meeting
REGENTS EDUCATION PROGRAM - Approval of REP credit events	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting
REMEDIATION - Approval of individual institution's instruments for remediation of curricular deficiencies	Must be consistent with policy. An annual report to the State Regents is required.
RESEARCH MATCHING PROGRAM - Approval of allocation of funds to institutions	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting.
SCHOLARSHIP/MINORITY INCENTIVE **GRANT PROGRAMS** - Approval of awards for all scholarship programs.	Must be consistent with policy or previous board action, otherwise State Regents approval is required. Awards are subject to Regents' ratification on consent docket at next meeting.
STATE AUTHORIZATION RECIPROCITY **AGREEMENT (SARA)** - Approval of eligible institutions to participate in SARA.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
SUMMER ACADEMIES - Approval of summer academies and	Must be consistent with policy. Subject to

allocation of funds to institutions. SUPPLEMENTAL ALLOCATIONS - Approval of supplemental allocations	Regents' ratification on consent docket at next meeting. Subject to Regents' ratification on consent docket at next meeting

2.8.2.3.Authority not delegated to the Chancellor is reserved for the State Regents, including but not limited to:

A. ACCREDITATION. Regents must take all action accrediting/reaccrediting/denying accreditation to an institution.

B. ADMINISTRATIVE PROCEDURES ACT. Regents must take all action relating to APA matters as required by law. Action will generally be taken, however, on the consent docket.

C. AUDITS. Regents will take all action to accept audit reports of State Regents' accounts. Regents will take initial action to employ an audit firm not to exceed the limits provided by law.

D. BUDGET NEEDS/ALLOCATION & PRINCIPLES/BUDGET APPROVALS. Regents will take all action relating to determining budget needs of the System and each institution, determining the allocation for each institution and each special program, and approving the budgets of each institution. (Authority for budget modifications throughout the year has already been delegated to the Chancellor)

E. BYLAWS. State Regents will take all action relating to their Rules of Operation.

F. CAPITAL IMPROVEMENTS. Regents will take action relating to the prioritization of capital improvement projects for institutions and designation of state funds for the projects. (Allocation and allotment of funds has been delegated to the Chancellor as indicated above.)

G. CONTRACTS. All contracts not delegated to the Chancellor.

H. ELECTION OF OFFICERS. Regents will take all action relating to Election of Officers. (However, the Chancellor may act, subject to board ratification, designating a regent to serve as officer for the explicit purpose of signing a degree)

I. ENDOWMENT PROGRAM. Regents must take all action establishing or modifying endowment accounts.

J. EVALUATIONS. Regents must take all action relating to authorizing the operation of English Proficiency Schools and

operation of technical-occupational programs under federal requirements.

K.   GRANTS/ASSIGNMENTS. Regents will take first-time action accepting all grants/assignments. The Chancellor may accept subsequent grants and will notify the board in the event of a substantial grant amount change or cessation.

L.   FEES AND TUITION. Regents will take all action relating to fees and tuition (although charges will not be specified for the "at cost" types of fees.

M.   FUNCTION. Regents will take all action relating to the function/mission of every institution and constituency agency. Academic Plans will also be reviewed and acknowledged by the Regents because of their relationship to the institution's mission and goals of the System.

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

O.   MEETING DATES (ANNUAL ANNOUNCEMENT). State Regents will announce annual meeting dates for the coming year at their October or November meeting for public purposes. The Chancellor is authorized to make modifications in consultation with the board chairman and with appropriate legal notice.

P.   OFFICE BUDGET. Regents must take all action to approve the fiscal year budget for the State Regents' operations and the allocation of funds for each special program operated by the State Regents. Authority for personnel decisions and routine budget modification throughout the year is already been delegated to the Chancellor as indicated above.

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

R.   PROGRAMS. Regents will approve all new programs, deletion of programs, and major program modifications, and academic restructuring. Routine issues relating to programs are delegated to the Chancellor as described above.

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

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

U.   STUDIES/PROJECTS. State Regents will take action to initiate and authorize all substantive studies/projects and approve the use of external consultants for such studies/projects.

2.8.~~3.~~4.Compliance With the ADMINISTRATIVE PROCEDURES Act (610:1- 7-19).

~~2.8.4.~~ State Regents shall follow all applicable portions of the Administrative Procedures Act.

2.8.5. AMENDMENT OF RULES OF OPERATION.

~~2.8.6.~~ These rules of operation may be amended at any regular meeting of the State Regents by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Approved August 28, 1989. Revised May 27, 1994; February 8, 1995; January 26, 1996; September 5, 1997; January 28, 2016.

AGENDA ITEM #9:

        Policy Exception.

SUBJECT: Request from Rose State College for approval of exception to concurrent enrollment policy.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's request to waive the ACT reading subject score requirement, for the Spring 2016 semester only, for its College Orientation and Academic Strategies course for high school senior concurrent students.**

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.

POLICY ISSUES:

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

ANALYSIS:

Rose State College (RSC) offers a College Orientation and Academic Strategies course (EDUC 1101) that is designed to promote personal and academic adjustment to the campus community. The course introduces students to services, resources, policies, and the organization of the institution. This course provides a framework for success by connecting students to resources and integrates students into the intellectual, cultural, social, and technological climate of the college.

Because this course is outside the subject areas of science, mathematics, and English, high school students must have at least a 19 ACT reading subject score to enroll concurrently in the course. However, RSC requests approval to waive the ACT reading subject score requirement for this course to allow eligible high school seniors to enroll in the course concurrently. Students will be required to meet concurrent enrollment admissions and the ACT subject score requirements for all other courses.

RSC's governing board approved waiving the ACT reading subject score requirement for the College Orientation and Academic Strategies course for eligible high school seniors at their February 25, 2016 meeting.

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

AGENDA ITEM #10:

Online Education Task Force.

SUBJECT: Acceptance of final report and approval of recommendations from NextThought.

RECOMMENDATION:

It is recommended that the State Regents approve and accept the final report and recommendations of NextThought.

BACKGROUND:

In response to concerns and interest expressed by State Regents and other higher education leaders, planning began in September 2012 to address issues and opportunities within the Oklahoma State System of Higher Education related to online courses and programs, along with other instructional technologies.

The State Regents received reports at the October 24, 2012 State Regents' Retreat from both campus and national leaders. The presentations confirmed Oklahoma's progressive and significant involvement with online education and led to the recommendation to create a State Regents' Online Education Taskforce to review the delivery of online education throughout the state to determine the extent to which the delivery of online education is accessible, efficient, and effective.

The first meeting of the State Regents' Online Education Taskforce was held on November 8, 2012, and included initial recommendations from Dr. Bruce Chaloux, Executive Director of the Sloan Consortium, who served as an initial consultant and advisor to the State Regents' Online Education Taskforce.

To meet the increasing educational and workforce needs of Oklahoma, the Online Education Taskforce identified the following as its goals:

- Increase accessibility of Oklahoma online courses especially to Oklahoma residents not currently served by our institutions;
- Facilitate timely graduation and increase graduation rates by providing greater awareness to students, faculty and academic advisors of online course available at all colleges and universities in the Oklahoma state system;
- Provide affordable and high quality Oklahoma-based alternatives to courses being marketed to Oklahoma residents and students by out-of-state institutions; and
- Facilitate collaboration and cooperation between state system institutions that will provide improved programs of study and promote increased efficiencies.

Following the Fall 2012 Online Education Taskforce meetings, two subcommittees were formed. The Policy Audit subcommittee focused on a review of policies and procedures to determine if any policies created barriers to student success in online education. The E-Core subcommittee focused on a review of

general education courses offered online with a focus on filling gaps and reducing inefficiencies within the State System of Higher Education.

The two subcommittees met over the following years to review applicable policies and procedures and online general education courses. The Policy Audit subcommittee determined that there were no policy barriers for students and that there were general education courses available online to students that facilitated timely completion of degree and accommodated student needs.

In early Summer 2015 the State Regents' Online Education Taskforce issued an RFP proposal to provide strategic consulting services to advance the Task Force's goals for online education. The goals of this project were to: (1) enhance student learning opportunities; (2) increase student retention and completion rates; and, (3) increase fiscal efficiencies of online education by reducing costs to students and institutions. Following a review of RFPs received, the contract was awarded in late Summer 2015 to NextThought.

POLICY ISSUES:

There are no policy issues.

ANALYSIS:

Beginning in August 2015, NextThought, through the work of the Affordable Content, Professional Development, and Hybrid and Online Learning Technology Solutions working groups, has worked to evaluate the feasibility of creating a statewide discovery and exchange framework for online education. Additionally, NextThought has worked to evaluate learning tools and technology platforms in an effort to identify efficiencies that ensure the highest quality and most effective learning experiences for online and hybrid courses offered within the State System.

Recognizing limited state and institutional resources, NextThought made recommendations that are realistic and feasible and include the collaborative efforts of online education faculty and administrators within the Oklahoma State System of Higher Education. Such recommendations include, but are not limited to:

- A statewide professional development plan for faculty who have differing levels of teaching experience and use of learning management system platforms. Professional development plans may include, but not be limited to, the following elements:
  - **Mentoring.** Develop mentoring plans for faculty new to online education.
  - **Training.** Develop targeted workshops to better utilize the capabilities of the learning management systems (workshops may be LMS-specific). Provide opportunities for faculty to receive training in pedagogical methods for teaching online courses - identify how students learn in the online environment and develop activities that promote learning and student and faculty engagement.
  - **Modeling online courses.** Guide collaborative efforts to develop model online courses.
  - **Learning communities.** Facilitate the development of learning communities in an online environment to advance student learning and engagement.

- Reduction of costs to students and institutions through activities that include, but are not limited to:
  - Identification of no- or low-cost course textbooks and supplemental materials for student use in as many courses and disciplines as possible.

- Identification and acquisition of high-quality, readily accessible and no- or low-cost instructional resources for faculty use.

- Identification and application of other evidence-based best practices to include:
    - Evaluation and implementation of multimedia and other technologies to enhance the delivery and collaborative environment of online and hybrid courses.

AGENDA ITEM #11:

> **Teacher Education.**

SUBJECT: Funding Recommendations for the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act, Improving Teacher Quality State Grants Program Awards.

RECOMMENDATION:

> **It is recommended that the State Regents approve funding for the 2016 No Child Left Behind sub-grants award in the amount of $773,994.09 as listed in this item's attachment.**

BACKGROUND

The Elementary and Secondary Education Act of 1965 (ESEA), under provisions of the No Child Left Behind Act of 2001 (NCLB), has supported effective professional development activities in the United States for decades. Improving Teacher Quality (ITQ) grants are authorized by the ESEA, Title II-A public law (107-110) and are administered through the Oklahoma State Regents for Higher Education (OSRHE). OSRHE, which is the authorized State Agency for Higher Education in Oklahoma, invites eligible applicants to apply for these grants through a Request for Proposal process. This is a competitive grant application utilizing a peer-review award process. The grants must focus on improving K-12 student academic achievement by improving effective teaching and learning in the classroom and the equitable distribution of effective educators throughout the state. Through professional development, the funds can be used for in-service teachers, highly qualified paraprofessionals and/or effective principals and assistant principals as instructional leaders who are well-prepared to serve the schools and communities. The successful awardee will be held accountable to the public for improvement in K-12 student academic achievement.

The goal of the program is to ensure that all students have highly effective teachers - i.e., 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. Also, ESEA clearly states that the purpose of teachers' professional development is to design activities that increase teacher content and pedagogical knowledge and improve teacher effectiveness, in classrooms. The focus of Oklahoma ITQ grants is to use scientifically based methods to improve teacher quality, school accountability, and core content knowledge leading to increased student academic achievement meeting the following priorities:
1. 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;
2. Enhance teacher knowledge on how to utilize student achievement data and/or classroom-level formative assessments to make effective adjustments in curriculum and instruction;
3. Provide effective professional development to prepare teachers with higher order thinking skills and supporting resources necessary for the Oklahoma Academic Standards implementation and

transition.

4. Provide teachers with challenging curriculum that aligns with the Oklahoma Academic Standards;
5. Provide teachers with challenging curriculum that aligns with the ACT Standards for Transition to ensure students' success in higher education and to decrease the remediation rate;
6. Include participation of appropriate higher education faculty to promote the inclusion of proven methods and knowledge within teacher education programs; and
7. Incorporate scientifically research-based curriculum and practices.

The partnerships that are awarded grants will use the funds to conduct professional development activities in core academic subjects to ensure that teachers and highly qualified paraprofessionals have subject matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction. In accordance with federal statutes, the OSRHE awards Title II, Part A grants to only eligible partnerships.

A partnership must include, at a minimum: (1) a private or public institution of higher education (IHE) and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences that awards baccalaureate degrees; AND (3) a high-need local education agency (LEA). The education department (Partner #1) and the school of arts and sciences (Partner #2) may be housed within the same IHE.

A high-need LEA is a public or private school district or agency that meets both poverty constraints set forth by the census bureau and highly qualified status set forth by the Oklahoma State Department of Education requirement:

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 IHEs - either two-year or four-year; LEAs public or private, whether they are high-need or not; 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; and principal organizations or businesses.

POLICY ISSUES

This year, **$773,994.09** will be awarded to eligible partnerships. An award will be an indication of the program's viability to provide high quality and effective continuing professional education workshops for teachers, teams of teachers, and instructional leaders from individual schools and/or districts. The professional development workshops must be aligned with state academic standards requirements, transition and implementation AND the high-need school districts' needs. The continuing professional education must concentrate on improving pedagogical content knowledge in mathematics, science and/or reading and language arts, in addition to instructional leadership training. Projects may also incorporate data-driven decision making, peer-teaching or co-teaching among project participants and strategies to help English Language Learners, English as a Second Language, and low income students by integrating mathematics, science and reading/language arts content and pedagogy.

Due to the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, now referred to as the Every Student Succeeds Act (ESSA) signed into law December 10, 2015, transition guidance is being considered by the U.S. Department of Education that will determine whether or not the State Agencies for Higher Education will receive a 2016 award (to administer 2017-2018 grants). However, it is confirmed that the current ESEA, Title II, Part A, ITQ grants listed below will receive funding for this grant cycle under the provisions of NCLB, not the new reauthorization, ESSA.

ANALYSIS

A statewide professional development initiative will be launched upon the availability of the ESEA funds. The project must concentrate on implementation of Oklahoma Academic Standards and state mandated assessments. The eligible partners could submit a proposal for only one of the following three award categories:

1. Mathematics, Language Arts or Science (MLS) Professional Development to address Oklahoma Academic Standards Implementation/Transition Category;
2. Upper Level Science (ULS) Professional Development to address Oklahoma Academic Standards Physics/Chemistry Category;
3. Instructional Leaderships Support (ILS) Professional Development to prepare instructional leaders with higher thinking skills and supporting resources necessary for the Oklahoma Academic Standards and state mandated assessments. The proposal must address how they are planning to assist with the Oklahoma Teacher and Leader Effectiveness Evaluation System.

A total of 8 proposals were submitted this year. The proposals were evaluated, scored, and ranked by independent external reviewers. In addition to the reviewer's scores and detailed feedback, additional data was collected and analyzed for the purpose of determining funding. Six (6) MLS proposals were awarded for the amount of $773,994.09.

Attachment

ESEA Title II, Part A Teacher Quality State Grants Program Awards
2016 GRANTS

Proposal	Higher Education Partners	Proposal Director(s)	Grant Type	Participants	Subject Area(s), Grade Level and/or Participant Type	High-Need LEAs and Other LEAs	Total Grant
Oklahoma Algebraic Thinking (OKAT)	Oklahoma Christian University	Dr. Jennifer Bryan	MLS	48	Mathematics	Millwood, Putnam City, Stilwell, and Tulsa Public Schools	$133,177.50
KESAM Statewide Partnerships 2016	Southwestern Oklahoma State University	Dr. John Woods	MLS	60	Mathematics	Ardmore, McAlester, Moore, Poteau, Putnam City, Ryan, and Vinita Public Schools	$133,177.50
Rigor and Reflection: A Model for Developing H.O.T. Teachers	University of Central Oklahoma	Tyler Weldon Laura Bolf-Beliveau Linda Harris	MLS	50	English Language Arts	Oklahoma City Public Schools	$108,490.34
K20 – OKC Physical Science Foundations Teacher Academy	University of Oklahoma	Dr. Linda Atkinson	MLS	90	Physical Science Grades 4-9	Oklahoma City Public Schools	$133,047.28
Every Student is a Writer: Supporting Teachers to Provide Effective Writing Instruction in Elementary Classrooms	University of Oklahoma & Oklahoma City University	Dr. Priscilla L. Griffith	MLS	20	Language Arts, Mathematics, Science, and Special Education Elementary, K-5	Putnam City Public Schools	$132,923.97
Middle School STEM Initiative	University of Tulsa	Jolly Meadows	MLS	50	Science, Technology and Math Grades 6-8	Jenks, Lawton, Sand Springs, Sapulpa, and Tulsa Public Schools	$133,177.50
Total Teachers and Instructional Leaders Served				**367**		**Total Amount Awarded**	**$773,994.09**

AGENDA ITEM #12:

Financial Aid Programs.

SUBJECT: Approval of participation of Community Care College of Tulsa in the Oklahoma Tuition Equalization Grant Program (OTEG) and Oklahoma Tuition Aid Grant (OTAG).

RECOMMENDATION:

State Regents staff has determined that Community Care College of Tulsa meets the statutory requirements to participate in the Oklahoma Tuition Equalization Grant program (OTEG). The statutes require the State Regents to approve institutions meeting the statutory requirements as eligible to participate in the OTEG program. Community Care College would begin participating in the OTEG program in the 2016-2017 academic year. State Regents staff has also determined that Community Care College meets the statutory and administrative rule requirements to participate in the Oklahoma Tuition Aid Grant (OTAG) program and would begin participating in OTAG in the 2016-2017 academic year.

BACKGROUND:

Oklahoma Tuition Equalization Grant (OTEG): The OTEG program was initially enacted by the Oklahoma Legislature in 2003. OTEG provides grants to Oklahoma residents attending nonprofit, independent institutions in Oklahoma that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools or a national accrediting body recognized by the U.S. Department of Education. Recipients must have family incomes of not more than $50,000. Grants of $2,000 per academic year ($1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. In 2014-2015, $3.6 million was awarded to 2,129 students.

Oklahoma Tuition Aid Grant (OTAG): In 1971, Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program, now known as OTAG. OTAG provides grants to Oklahoma residents enrolled in programs leading to a degree or certificate at nonprofit, accredited institutions in Oklahoma. The program currently awards grants up to $1,000 per academic year for attendance at public institutions and $1,300 per year at private nonprofit institutions. In 2014-2015, a total of $19,464,466 was awarded to 22,476 individual students.

POLICY ISSUES:

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

OTAG provides need-based grants to Oklahoma students pursuing certificates and degrees at eligible Oklahoma institutions.

ANALYSIS:

Institutional Requirements to Participate in OTEG and OTAG
OTEG: The OTEG statutes state the following related to the State Regent's responsibility for approving institutions as eligible to participate in the OTEG program:

> "…the Oklahoma State Regents for Higher Education are authorized to award Oklahoma Tuition Equalization Grants to Oklahoma residents enrolled as undergraduate students in a private or independent institution of higher education that is located in this state and **_approved_** by the State Regents pursuant to this act." (Oklahoma Statutes, Title 70, Section 2631, emphasis added)

> "The State Regents **_shall approve_** as eligible institutions of higher education only those private or independent, not-for-profit colleges or universities that are domiciled within this state, meet approved program and accreditation standards as determined by the State Regents, and are fully accredited by the Higher Learning Commission of the North Central Association on Colleges and Schools or a national accrediting body recognized by the United States Department of Education." (Oklahoma Statutes, Title 70, Section 2632, emphasis added)

OTAG: Unlike the OTEG statutes, the OTAG statutes do not explicitly require the State Regents to approve institutions as eligible for participation in the OTAG program. Rather, the OTAG statutes state that OTAG recipients must use the grant "for study in nonprofit, accredited institutions of higher education in Oklahoma" (Oklahoma Statutes, Title 70, Section 626.2). The OTAG statutes further state that the student must be "enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training . . . approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency…" (Oklahoma Statutes, Title 70, Section 626.7). OTAG administrative rules also require that OTAG recipients "must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs" [Administrative Code: 610:25-7-6(a)(1)(E)].

Community HigherEd Institute (Community Care College)
Community HigherEd Institute is a corporation which operates an educational institution in Tulsa comprised of a main campus named Community Care College and two branch campuses named Clary Sage College and Oklahoma Technical College (the institution is hereafter referred to as Community Care College).

In April 2015, the corporation received designation by the Internal Revenue Service as a tax-exempt 501(c)(3) public charity. Effective July 1, 2015, Community HigherEd Institute began operating Community Care College as a nonprofit college. Community Care College offers both certificate programs accredited by the Oklahoma Board of Private Vocational Schools and occupational associate degrees accredited by the Accrediting Council for Independent Colleges and Schools and in compliance with oversight by the Oklahoma State Regents for Higher Education.

OTEG Institutional Participation Requirements: Documents obtained by the State Regents' office confirm that Community Care College meets the statutory requirements for participation in the OTEG program. Community Care College:
- is an independent or private, nonprofit college or university domiciled in Oklahoma;
- meets approved program and accreditation standards as determined by the Oklahoma State Regents for Higher Education;

- is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools or a national accrediting body recognized by the United States Department of Education [Accrediting Council for Independent Colleges and Schools]; and
- is required to adhere to the complaint process policies and procedures administered by the State Regents.

OTAG Institutional Participation Requirements: The documents also confirm that Community Care College meets the statutory requirements for OTAG-eligible students to use the OTAG award at the institution. Community Care College:
- is a nonprofit, accredited institution of higher education in Oklahoma;
- offers a curriculum leading to a degree or certificate approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency; and
- is eligible to participate in the federal Title IV student financial aid programs.

Program Funding Implications
OTEG: If the State Regents approve Community Care College for participation in the OTEG program, the State Regents will have to consider how funding is allocated to Community Care College from available program funds in FY2017. Currently, each institution participating in OTEG is allocated a lump-sum amount from the total funding authorized by the State Regents.   Each institution is then responsible for selecting eligible students whose eligibility is verified by the State Regents office. Under the current funding formula, each institution's allocation is based on its actual OTEG expenditures in the prior year as a percentage of all OTEG expenditures in the prior year (see the following table for the 2015-2016 allocation of funds). To bring Community Care College into the funding formula for 2016-2017 will likely require the re-distribution of funds from current participating institutions to Community Care College. The allocation issue can be addressed by the State Regents at a subsequent meeting.

OKLAHOMA TUITION EQUALIZATION GRANT
2015-2016 ALLOCATION OF FUNDS

$3,560,000

($3,346,368 FY15 Appropriation + $134,240 Additional One-Time Appropriation + $80,000 Interest and Carryover = $3,560,608)

Institution	2014-15 Initial Allocation	2014-15 End of Year Expenditures	% of Total Expenditures 2014-15	Calculated Allocation 2015-16	Adjusted Allocation 2015-16	Change from 2014-15 Expenditures	% Change from 2014-15 Expenditures
Bacone College	$ 364,000	$ 317,000	8.80%	$ 313,217	$ 314,000	$ (3,000)	-0.95%
Family of Faith Bible College	$ 14,000	$ 11,000	0.31%	$ 10,869	$ 10,000	$ (1,000)	-9.09%
Hillsdale Free Will Baptist College	$ 96,000	$ 78,000	2.16%	$ 77,069	$ 78,000	$ -	0.00%
Mid-America Christian University	$ 150,000	$ 150,000	4.16%	$ 148,210	$ 148,000	$ (2,000)	-1.33%
Oklahoma Baptist University	$ 624,000	$ 625,000	17.35%	$ 617,541	$ 618,000	$ (7,000)	-1.12%
Oklahoma Christian University	$ 210,000	$ 227,000	6.30%	$ 224,291	$ 224,000	$ (3,000)	-1.32%
Oklahoma City University	$ 324,000	$ 288,000	7.99%	$ 284,563	$ 284,000	$ (4,000)	-1.39%
Oklahoma Wesleyan University	$ 104,000	$ 131,000	3.64%	$ 129,437	$ 130,000	$ (1,000)	-0.76%
Oral Roberts University	$ 452,000	$ 461,000	12.79%	$ 455,498	$ 456,000	$ (5,000)	-1.08%
St. Gregory's University	$ 160,000	$ 166,000	4.61%	$ 164,019	$ 164,000	$ (2,000)	-1.20%
Southern Nazarene University	$ 558,000	$ 533,000	14.79%	$ 526,639	$ 526,000	$ (7,000)	-1.31%
Southwestern Christian University	$ 102,000	$ 102,000	2.83%	$ 100,783	$ 100,000	$ (2,000)	-1.96%
The University of Tulsa	$ 506,000	$ 514,000	14.27%	$ 507,866	$ 508,000	$ (6,000)	-1.17%
TOTALS	**$3,664,000**	**$ 3,603,000**	**100.00%**	**$ 3,560,000**	**$ 3,560,000**	**$ (43,000)**	**-1.19%**

Notes:

Each institution's 2015-16 allocation is based on their percentage of total OTEG expenditures (statewide) in 2014-15.

State appropriations for FY 14 were $3,406,848. A One-Time Appropriation of $200,000 was added to FY13 carryover funds of $40,000 to determine 2013-2014 allocation.

State appropriations for FY 15 were $3,406,848 and an additional one-time allocation of $200,000 was added. FY14 carryover funds totalling $58,000 including $32,000 unspent allocation from 2013-2014 are used in the allocation to the program.

State appropriations for FY 16 are $3,346,368 and an additional one-time allocation of $134,240 was added. FY15 carryover funds totalling $80,000 including $60,000 unspent allocation from 2014-2015 are used in the allocation to the program.

No funds have been withheld for transfer students in 2015-16. Institutions are responsible for ensuring that transfer students are funded in the spring semester using funds from the institution's OTEG allocation.

OTAG: The funding implications for OTAG are much less complicated. Under OTAG, individual students apply directly to the State Regents office by submitting the FAFSA (Free Application for Federal Student Aid). If the student meets the OTAG eligibility requirements, the student may use the award at any eligible institution. Community Care College would become an eligible institution at which an OTAG recipient could use their award.

AGENDA ITEM #13:

Course Equivalency Project.

SUBJECT: Approval of Course Equivalency Project for the 2016-2017 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the system faculty's 2016-2017 Course Equivalency Project.

BACKGROUND:

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, around 8,000 courses across more than forty disciplines are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

CEP: Historical Review		
YEAR	COURSES	DISCIPLINES
1996-97	1,594	16
1997-98	2,875	22
1998-99	3,690	25
1999-00	4,187	30
2000-01	4,399	32
2001-02	4,531	32
2002-03	4,926	32
2003-04	5,343	33
2004-05	6,423	36
2005-06	6,668	39
2006-07	7,030	39
2007-08	7,450	39
2008-09	7,523	39
2009-10	7,634	40
2010-11	7,921	46
2011-12	8,076	46
2012-13	7,957	47
2013-14	8,104	49
2014-15	8,163	49
2015-16	8,188	49
2016-17	8,136	49

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group.

POLICY ISSUES:

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions. The CEP provides information that facilitates institutions' compliance with policy guidelines.

ANALYSIS:

Positive features of the CEP are listed below:

❑ It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.

❑ It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.

❑ A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.

❑ A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.

❑ The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.

❑ Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.

The 2016-2017 faculty CEP document is provided as a supplement to this item. The COI approved the 2016-2017 CEP document January 14, 2016. It is recommended that the State Regents approve the 2016-2017 CEP.

Supplement available upon request.

AGENDA ITEM #14-a:

E&G Allocation.

This item will be provided at the meeting.

AGENDA ITEM #14-b:

> **E&G Allocation.**

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 $1,430,858.84 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,430,858.84 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 $2,861,717.68.   This amount is sufficient for a transfer of $1,430,858.84 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 $65,161,872.76.

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

5-Year History of Allocations	Amount to Each Entity
FY2012 Total	$6,935,354.84
FY2013 Total	$6,650,214.97
FY2014 Total	$5,844,381.21
FY2015 Total	$5,573,768.87
FY2016 Y-T-D	$3,871,300.60

AGENDA ITEM #15-a:

Tuition and Fees.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2017 and posting of institutional requests for changes to academic services fees for Fiscal Year 2017.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2017; and 2) institutional requests for changes to academic services fees for Fiscal Year 2017, as reported on the attached schedules.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists "Not to Exceed" amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2017, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2017 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2017. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2017 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office on April 21, 2016 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 29, 2016. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the State Regents' Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY17 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions in each tier also increased their tuition and mandatory fees in FY16. This resulted in Oklahoma's rates, relative to those of their respective peers, increasing for research and regional institutions, but declining for community colleges. Research universities' current average tuition and mandatory fee rates are 85.1 percent of the Big 12 Conference average, an increase of 0.3 percentage points from last year; the average for regional universities' tuition and mandatory fees increased 2.0 percentage points to 83.6 percent of the peer average; and the average for community colleges decreased 0.9 percentage points to 62.8 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions and six constituent agencies in The State System, twenty-eight requested changes in academic services fees for Fiscal Year 2017 and three had no requests for changes in these fees. Eighteen institutions have requested 98 changes in Special Instruction Fees; eleven institutions have requested 36 changes in Facility/Equipment Utilization Fees; ten institutions have requested 37 changes in Testing/Clinical Services Fees; seventeen institutions have requested changes in 197 Classroom/Laboratory Supply and Material Fees; and seventeen institutions have requested 106 changes

in various Other Special Fees. A total of 474 changes have been requested to academic services fees for Fiscal Year 2017, a decrease of 50 requests (10%) when compared to FY16 requests. The complete listing of requests for posting is attached.

This information is being posted for State Regents' review and public comment.
Oklahoma State Regents for Higher Education
FY17 Legislative Peer Limits for Tuition and Mandatory Fees

Undergraduate (30 Credit Hours)	FY17 Peer Limit for Resident Tuition and Mandatory Fees	FY17 Per Credit Hour Rate	FY17 Peer Limit for Nonresident Tuition and Mandatory Fees	FY17 Per Credit Hour Rate
Research Universities *(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$9,312.72	$310.42	$27,201.54	$906.72
Regional Universities *(Includes Ardmore Higher Education Center)*	$7,080.00	$236.00	$15,528.00	$517.60
University of Central Oklahoma	$7,786.03	$259.53	$19,670.91	$655.70
Univ of Science & Arts of Okla	$9,249.09	$308.30	$21,205.05	$706.84
Community Colleges	$5,763.47	$192.12	$10,767.32	$358.91
Graduate (24 Credit Hours)				
Research Universities *(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$9,198.92	$383.29	$22,413.51	$933.90
Regional Universities *(Includes Ardmore Higher Education Center)*	$7,302.63	$304.28	$14,746.06	$614.42
University of Central Oklahoma	$9,381.87	$390.91	$19,635.88	$818.16

70 O.S. 2004 Supp., Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.

Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.

70 O. S. 2004 Supp., Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.

TIER	
Research Universities	**Big 12 Public Institutions**
Regional Universities	**Like-type public institutions in surrounding and other states**
Community Colleges	

At their meeting in June 2016, State Regents will consider FY17 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.

Oklahoma State Regents for Higher Education

FY17 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY17 Peer Limit for Resident Tuition and Mandatory Fees	FY17 Peer Limit for Nonresident Tuition and Mandatory Fees
University of Oklahoma		
College of Law	$26,738.50	$40,467.40
OU Health Sciences Center		
Doctor of Medicine	$31,461.27	$58,828.36
Doctor of Dental Science	$32,293.11	$66,068.93
Physician's Associate	$17,698.91	$31,048.98
PharmD	$23,398.00	$42,233.86
Occupational Therapy	$11,953.68	$22,736.05
Physical Therapy -- Doctoral	$14,369.05	$29,065.34
Doctor of Audiology	$13,899.44	$28,411.04
Public Health	$12,081.83	$24,108.07
Nursing -- Doctor of Nursing Practice	$13,052.88	$24,995.21
Master of Science in Nursing	$8,684.20	$18,559.80
Oklahoma State University		
Center for Health Sciences	$34,191.29	$62,216.00
College of Veterinary Medicine	$24,307.63	$50,983.75
Northeastern State University		
College of Optometry	$26,141.80	$40,737.35
Southwestern Oklahoma State University		
PharmD	$21,396.36	$36,295.86
Langston University		
Physical Therapy -- Doctoral	$14,369.05	$29,065.34
70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions. **At their meeting in June 2016, State Regents will consider FY17 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.**		

PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES
Effective Academic Year 2016-2017

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, April 21, 2016 at 9:00 a.m.

The following will be presented for comment:

> ➢ Tuition and mandatory fee limits for undergraduate and graduate programs;

> ➢ Tuition and mandatory fee limits for professional programs;

> ➢ Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 15, 2016 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.

AGENDA ITEM #16:

      Revenue Bonds.

SUBJECT: Review and approval for transmittal to Attorney General the Oklahoma State University's Statement of Essential Facts for a 2016A General Revenue Bond Issuance.

RECOMMENDATION:

> **It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Obligation Revenue Bonds, Series 2016A in an amount of approximately $60,670,000 (taxable) is substantially accurate.**

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Sections 3305(n) and 3980.1 *et seq*., a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. This series represents the eighth series to be issued under the "General Obligation" legislation for Oklahoma State University.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2016A bonds will be used (1) to construct, and equip a new Performing Arts Center, and (2) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each February 1 and August 1 each of the years 2017 through 2045, with interest payments commencing on February 1, 2017, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general obligation bond issuances: 2009A, 2010A, 2010B, 2010C, 2013A, 2013B and 2013C. These bonds are the eight issued under the University's General Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University Financing System, including income to be received from usage of the facility. No reserve requirement will be established with respect to these series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. Oklahoma State University

maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

A copy of the Preliminary Official Statement is available for review.

Financial data was provided by Oklahoma State University and reviewed by Mr. Mike Newman, Financial Consultant to the University and Mitchell Emig, Debt Management Coordinator, and internally reviewed by Sheri Mauck, Associate Vice Chancellor for Budget and Finance and Amanda Paliotta, Vice Chancellor for Budget and Finance.

AGENDA ITEM #17:

GEAR UP.

SUBJECT: Approval of partnership contribution to Connors State College, Northern Oklahoma College and Rogers State University in support of summer expanded learning opportunities for students in designated GEAR UP schools.

RECOMMENDATION:

It is recommended that the State Regents approve a partnership contribution of $24,950 to Connors State College, $22,500 to Rogers State University and $28,010 to Northern Oklahoma College to support summer camps in leadership, science, technology, engineering and mathematics (STEM) topics for students in designated GEAR UP school sites.

BACKGROUND:

Educational research supports offering expanded learning opportunities (ELO's) to improve academic performance, college and career preparation, social and emotional development and health and wellness outcomes for underserved youth. The term "expanded learning opportunities" is used to describe the range of programs and activities available to young people that occur beyond regular school hours, including summer activities. Because of the circumstances of many underserved students such as limited family support, many Oklahoma students simply have not had the opportunity to participate in expanded learning opportunities such as the Summer Academies program. The federally-funded Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) in Oklahoma seeks to address these issues by partnering with Connors State College, Rogers State University and Northern Oklahoma College to offer four summer institutes in leadership, science, technology, engineering and mathematics (STEM) topics in June 2016.

POLICY ISSUES:

The U.S. Department of Education's GEAR UP program endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness.

ANALYSIS:

A report by the National Governor's Association (NGA) Center for Best Practices cites evidence that expanded learning opportunities such as the summer institutes in leadership, science, technology, engineering and mathematics (STEM) topics proposed by the higher education institutions in partnership with GEAR UP can be a key component to meeting state challenges such as the high school dropout rate

because they (1) support rigor in the classroom, (2) increase the relevance of academic content to students, and (3) establish supportive relationships between students and caring adults. Further, another study by the James Irvine Foundation determined that the average math score for participants in their expanded learning opportunity program was higher than 70 percent of their peers who did not participate.

The Oklahoma GEAR UP program posted a call for proposals on the Oklahoma State Regents for Higher Education/GEAR UP webpage October 22, 2015. Connors State College, Rogers State University and Northern Oklahoma College were selected to meet the extended learning opportunity for students in the 24 designated GEAR UP districts. These institutions have previously produced high quality summer programs in leadership, science, technology, engineering and mathematics (STEM) topics on their respective campuses.   The partnership agreement specified that the expanded learning opportunity program would be made available to students from 24 current GEAR UP school sites in grades 8-9-10 and 11. Recruitment of students from the GEAR UP school sites must be completed by May 1, 2016. The grant funds available from GEAR UP are limited to a total of $100,000; however each college has identified additional resources and facilities, including private foundation funds that make the summer programs possible.   The names of the institutes: "GEAR UP University-Wilderness Adventure" at Connors State College, ART (Appreciating Real-world Technology) at Rogers State University and "Leadership 360" at Northern Oklahoma College suggest that the students will have an exceptional leadership and learning experience in summer 2016.

The three summer institutes in leadership, science, technology, engineering and mathematics (STEM) topics for students in designated GEAR UP school sites are funded (total: $75,460) by federal grant dollars. No state funds are included in the grants.

Institution	Amount of Grant	Frequency/Duration	Number of Student Participants
Connors State College	$24,950	1 one-week session	40
Rogers State University	$22,500	1 one-week session	30
Northern Oklahoma College	$28,010	2 one –week sessions	40
Total	**$75,460**		110

AGENDA ITEM #18:

> **Contracts and Purchases.**

SUBJECT: Approval of FY-2016 Purchases in excess of $100,000.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY16 purchases for amounts that are in excess of $100,000.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet:

1) Dobson Technology Transport and Telecom Solutions $175,275.25 for emergency repair of the Oklahoma Community Anchor Network (OCAN) fiber optic cable at the intersection of Interstate 40 and Choctaw Road. The OCAN fiber was cut by Garrett Construction, contractor for Oklahoma Electrical Cooperative, while boring across the interstate to move a utility line for the Oklahoma Department of Transportation road construction project. OneNet is currently seeking reimbursement for damages from Garrett Construction (Funded from 718-OneNet).

2) Dell in the amount of $340,000 to American Power Conversion for an integrated hot aisle containment rack and cooling system for the RP3 Datacenter. This will mirror the existing Hot Aisle Containment and provide added rack space as well as additional redundant cooling in the RP3 Datacenter. (Funded from 718-OneNet).

3) OneNet requests approval of an expenditure in an amount not to exceed $300,000.00. This expenditure will be a result of an informal bid issued by the Oklahoma State Regents for Higher Education for the purchase and installation of a redundant chilled water system for the RP3 Datacenter. This project includes a roof-mounted water chiller, piping to the Datacenter and connections to new and existing cooling units located in the RP3 Datacenter hot aisle containment systems. This provides needed redundant cooling for the RP3 Datacenter in the event of a chiller or piping failure. (Funded from 718-OneNet).

4) American Telephone & Telegraph (AT&T) in the annual amount of $113,201.55 for dedicated consulting services. The consultants will provide knowledge of general telecom services, metro Ethernet services, rural telecommunication networks as well as the OneNet end-user structure. The consultants will augment the existing OneNet provisioning staff through assistance with the circuit provisioning process for all end-user telecom services. The provisioning process includes the solicitation of price quotes, circuit order placement and implementation of all services to the end-user premises. (Funded from 718-OneNet).

AGENDA ITEM #19:

Deleted Item.

AGENDA ITEM #20:

Degrees Conferred.

SUBJECT: Annual Report on Degrees Conferred in Oklahoma Higher Education.

RECOMMENDATION:

> **It is recommended that the State Regents accept the Annual Report on Degrees Conferred in Oklahoma Higher Education.**

BACKGROUND:

Article XIII-A of the Oklahoma Constitution states that the State Regents *"shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions."* This report is a summary of degrees granted.

POLICY ISSUES: None

FINDINGS:

- During the 2014-15 academic year, Oklahoma public higher education institutions conferred a total of 35,903 certificates and degrees. Compared to 2013-14, the number of certificates and degrees conferred increased by 1 percent from 35,551.   An accurate comparison of the number of degrees conferred at private institutions is not possible because not all private institutions reported or verified their data in both years.

- The number of bachelor's degrees conferred per person in Oklahoma increased 4.1 times from 1941-42 to 2014-15, from one in 973 to one in 235. The number of master's degrees awarded per person increased 15.2 times, from one in 12,038 to one in 791. The number of doctoral degrees conferred per person increased 92.7 times, from one in 738,333 to one in 7,966.

- During the last 15 years from 2000-01 to 2014-15, the largest number of degrees conferred at public institutions was bachelor's, followed by associate, master's, first-professional, and doctoral, respectively. (Figure 1)

- The number of degrees conferred increased from 2000-01 to 2014-15 for the associate degree (from 6,522 to 11,458), for the bachelor's degree (from 12,476 to 16,612), for first-professional degrees (from 630 to 950), for master's degrees (from 4,003 to 4,944), and for doctoral degrees (from 370 to 491).

- From 2000-01 to 2014-15, the largest number of bachelor's degrees awarded at public institutions was in business and management. For twelve of the last fifteen years, education has had the largest number of master's degrees awarded, with business and management

leading in 2004-05, 2013-14, and 2014-15. For the last three years and in 2009-10, engineering produced the highest number of doctoral degrees awarded, with education leading in ten of the prior years and physical science leading in 2008-09.

- From 2000-01 to 2014-15, the largest percentage of degrees was awarded to Caucasian students, averaging 74.6 percent at the first-professional level, 71.3 percent at the associate level, 70.4 percent at the bachelor's level, 64.1 percent at the master's level, and 56.1 percent at the doctoral level. In 2014-15, Native Americans ranked second for associate and bachelor's degrees conferred. Asians ranked second in first-professional degrees, and Non-Resident Aliens were second in the master's and doctoral levels. (Excluding all Unknowns) (Figures 2 and 3)

Degrees Conferred at Public Institutions
2010-11 through 2014-15

TYPE OF DEGREE	2010-11	2011-12	2012-13	2013-14	2014-15	One-Year Difference	Five-Year Difference
Certificates	586	758	1,081	1,023	1,207	17.99%	105.97%
Associate Degrees	8,874	9,872	10,864	11,212	11,458	2.19%	29.12%
Bachelor's Degrees	15,545	15,807	15,950	16,588	16,612	0.14%	6.86%
First-Professional Degrees	944	931	943	929	950	2.26%	0.64%
Graduate Certificates	110	169	225	270	241	-10.74%	119.09%
Master's Degrees	4,844	4,942	4,909	5,042	4,944	-1.94%	2.06%
Doctoral Degrees	400	456	479	487	491	0.82%	22.75%
Total	31,303	32,935	34,451	35,551	35,903	0.99%	14.70%

- Comparing 2014-15 to 2013-14 at public institutions, the number of degrees conferred increased for certificates, associates, bachelor's, and first professional for women; and increased in associates, first-professional, and doctoral degrees for men.

Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
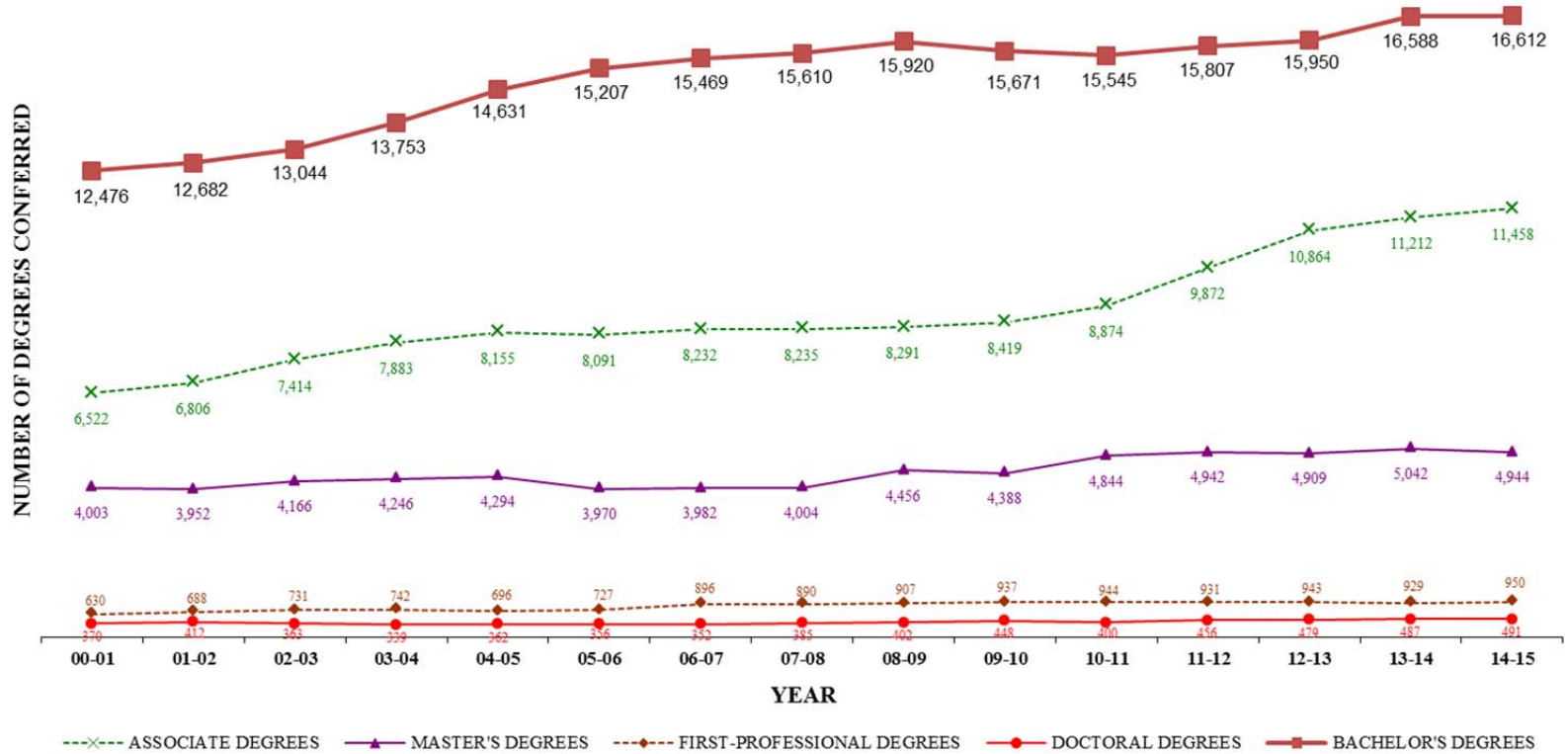### 2010-11 through 2014-15

TYPE OF DEGREE	2010-11	2011-12	2012-13	2013-14	2014-15	One-Year Difference	Five-Year Difference
Certificates	30	76	95	83	125	50.60%	316.67%
Associate Degrees	1,147	1,298	1,446	1,461	1,503	2.87%	31.04%
Bachelor's Degrees	2,863	3,185	3,220	3,444	3,671	6.59%	28.22%
Graduate Certificates	21	21	4	7	12	71.43%	-42.86%
Master's Degrees	866	998	914	892	953	6.84%	10.05%
Doctoral Degrees	161	186	208	229	233	1.75%	44.72%
Total	5,088	5,764	5,887	6,116	6,497	6.23%	27.69%

Note: OSRHE definitions used to define STEM fields

- For the last five years, engineering has had the largest number (24.0 percent in 2014-15) of the Science, Technology, Engineering, and Math (STEM) degrees awarded, followed by biological/biomedical (17.0 percent in 2014-15). The largest increases among STEM degrees over the last five years occurred in protective services, computer & information science, and health professions. (Figure 6)

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These data and additional tables will be available on the State Regents' website at www.okhighered.org under Studies, Reports and Data.

FIGURE 1

**Fifteen Year History of Degrees Conferred at _Public_ Institutions by Type of Degree
2000-01 to 2014-15**

FIGURE 2

DEGREES CONFERRED AT <u>PUBLIC</u> INSTITUTIONS
2014-2015

	CERTIFICATES			ASSOCIATE			BACHELOR'S			FIRST-PROFESSIONAL			GRADUATE CERTIFICATES			MASTER'S			DOCTORAL		
	1,207			11,458			16,612			950			241			4,944			491		
Top Three Degree-Producing Institutions																					
	TCC	424	35.1%	TCC	2,136	18.6%	OSU	4,162	25.1%	OUHSC	505	53.2%	OU	104	43.2%	OU	1,689	34.2%	OSU	242	49.3%
	OCCC	324	26.8%	OCCC	1,860	16.2%	OU	4,098	24.7%	OULAW	148	15.6%	OUHSC	70	29.0%	OSU	1,303	26.4%	OU	218	44.4%
	CSC	150	12.4%	RSC	1,031	9.0%	UCO	2,578	15.5%	OSU-CHS	89	9.4%	OSU	56	23.2%	UCO	546	11.0%	OUHSC	29	5.9%
Top Three Fields of Study																					
	Health	437	36.2%	Health	2,398	20.9%	Business	3,210	19.3%	Pharmacy	180	18.9%	Business	118	49.0%	Business	1,028	20.8%	Engineering	78	15.9%
	Fam & Consum Sci	274	22.7%	Liberal Arts	2,326	20.3%	Health	1,409	8.5%	Medicine, MD	165	17.4%	Health	69	28.6%	Education	987	20.0%	Psychology	61	12.4%
	Comp Sci	166	13.8%	Business	1,799	15.7%	Education	1,317	7.9%	Law	148	15.6%	Education	19	7.9%	Health	468	9.5%	Biological Sci	59	12.0%
Gender																					
Men		425	35.2%		4,377	38.2%		7,208	43.4%		433	45.6%		84	34.9%		2,161	43.7%		275	56.0%
Women		782	64.8%		7,081	61.8%		9,404	56.6%		517	54.4%		157	65.1%		2,783	56.3%		216	44.0%
Race																					
African Amer.		99	8.2%		769	6.7%		1,023	6.2%		27	2.8%		33	13.7%		334	6.8%		16	3.3%
Amer. Indian		108	8.9%		1,152	10.1%		1,176	7.1%		40	4.2%		13	5.4%		264	5.3%		8	1.6%
Asian Amer.		26	2.2%		266	2.3%		482	2.9%		106	11.2%		8	3.3%		101	2.0%		10	2.0%
Hispanic		79	6.5%		722	6.3%		960	5.8%		39	4.1%		16	6.6%		228	4.6%		10	2.0%
Caucasian		792	65.6%		7,358	64.2%		10,889	65.5%		616	64.8%		133	55.2%		2,957	59.8%		248	50.5%
Hawaiian/Pac Isl.		0	0.0%		18	0.2%		16	0.1%		0	0.0%		0	0.0%		3	0.1%		0	0.0%
Multiple		45	3.7%		553	4.8%		1,012	6.1%		47	4.9%		7	2.9%		231	4.7%		10	2.0%
Unknown		30	2.5%		315	2.7%		362	2.2%		64	6.7%		9	3.7%		176	3.6%		26	5.3%
Nonres. Alien		28	2.3%		305	2.7%		692	4.2%		11	1.2%		22	9.1%		650	13.1%		163	33.2%

Source: OSRHE, UDS 1/6/16

Acronym	Institution Name	Acronym	Institution Name	Acronym	Institution Name
CSC	Connors State College	OSU-CHS	Oklahoma State University Center for Health Science	OULAW	University of Oklahoma Law Center
OCCC	Oklahoma City Community College	OSUVetMed	Oklahoma State University School of Veterinary Medicine	RSC	Rose State College
OSU	Oklahoma State University	OU	University of Oklahoma	TCC	Tulsa Community College
OSU-OKC	Oklahoma State University - Oklahoma City	OUHSC	University of Oklahoma Health Sciences Center	UCO	University of Central Oklahoma

FIGURE 3

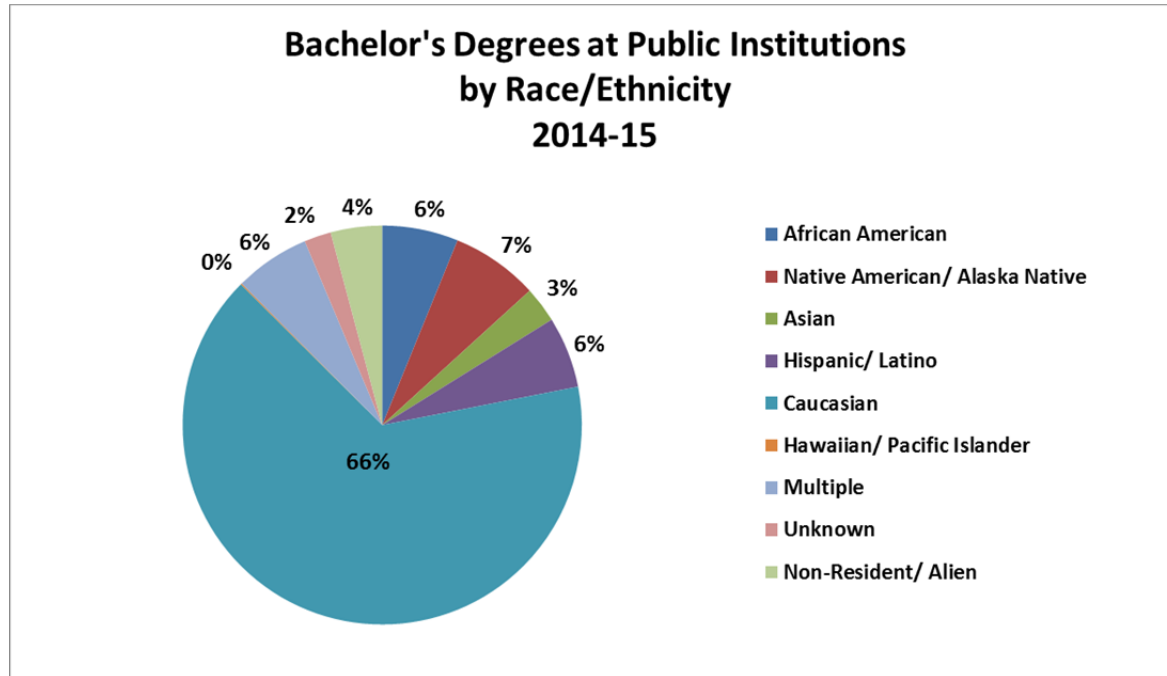Bachelor's Degrees at Public Institutions by Race/Ethnicity 2014-15

FIGURE 4

Degrees Conferred at <u>Public</u> Institutions in
Science, Technology, Engineering, and Math (STEM)
Five-Year Trend by Tier

	2010-11	2011-12	2012-13	2013-14	2014-15	One Year Difference	Five Year Difference
Research	2,712	3,052	3,046	3,214	3,407	6.0%	25.6%
Regional	1,192	1,325	1,308	1,356	1,461	7.7%	22.6%
Liberal Arts	27	18	18	16	18	12.5%	-33.3%
Community	1,157	1,369	1,515	1,530	1,611	5.3%	39.2%
State System Total	**5,088**	**5,764**	**5,887**	**6,116**	**6,497**	**6.2%**	**27.7%**

Note: OSRHE definitions used to define STEM fields

FIGURE 5

Degrees Conferred at <u>Public</u> Institutions in
Science, Technology, Engineering, and Math (STEM)
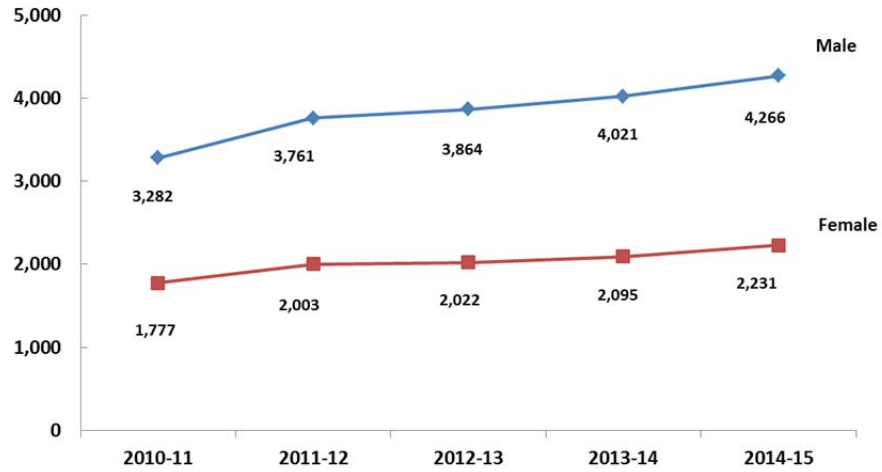Five-Year Trend by Gender

FIGURE 6

Degrees Conferred at <u>Public</u> Institutions in
Science, Technology, Engineering, and Math (STEM)
Five-Year Trend by Field of Study

Field of Study	2010-11	2011-12	2012-13	2013-14	2014-15	One Year Difference	Five Year Difference
ACTUARIAL SCIENCE	10	6	12	14	10	-28.6%	0.0%
AERONAUTICS/AEROSPACE SCI & TECH.	112	106	101	113	119	5.3%	6.3%
AGRICULTURE	372	442	421	510	493	-3.3%	32.5%
BIOLOGICAL & BIOMEDICAL	1,034	1,066	1,029	1,094	1,105	1.0%	6.9%
COMPUTER & INFO SCIENCE	540	786	763	833	885	6.2%	63.9%
ENGINEERING	1,197	1,349	1,418	1,405	1,560	11.0%	30.3%
ENGINEERING TECHNOLOGY	789	811	917	923	996	7.9%	26.2%
FOODS & NUTRITION	128	156	158	141	168	19.1%	31.3%
HEALTH PROFESSIONS	34	49	44	52	51	-1.9%	50.0%
MATHEMATICS & STATISTICS	199	214	235	252	237	-6.0%	19.1%
MILITARY TECHNOLOGIES					5		
MULTI/INTERDISCIPLINARY STUDIES	89	94	69	58	52	-10.3%	-41.6%
NATURAL RESOURCES	81	92	100	103	100	-2.9%	23.5%
PHYSICAL SCIENCES	470	531	574	533	628	17.8%	33.6%
PROTECTIVE SERVICES	30	61	46	85	88	3.5%	193.3%
SCIENCE TECHNOLOGIES / TECHNICIANS	3	1	0	0	0	0.0%	-100.0%
Totals	**5,088**	**5,764**	**5,887**	**6,116**	**6,497**	**6.2%**	**27.7%**

Note: OSRHE definitions used to define STEM fields

FIGURE 7

DEGREES CONFERRED IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)
AT <u>PUBLIC</u> INSTITUTIONS
2014-2015

	CERTIFICATES			ASSOCIATE			BACHELOR'S			GRADUATE CERTIFICATES			MASTER'S			DOCTORAL		
	125			**1,503**			**3,671**			**12**			**953**			**233**		
Top Three Degree-Producing Institutions																			
	OCCC	66	52.8%	TCC	280	18.6%	OSU	1,370	37.3%	OSU	12	100.0%	OSU	577	60.5%	OSU	113	48.5%
	TCC	26	20.8%	OCCC	256	17.0%	OU	931	25.4%				OU	231	24.2%	OU	97	41.6%
	OSU-OKC	16	12.8%	OSUIT-OKM	246	16.4%	UCO	380	10.4%				SEOSU	65	6.8%	OUHSC	21	9.0%
Top Three (Four) Fields of Study																			
	ENGINEER. TECH.	55	44.0%	ENGINEER. TECH.	432	28.7%	ENGINEERING	896	24.4%	BIOLOGICAL SCI.	5	41.7%	ENGINEERING	418	43.9%	ENGINEERING	78	33.5%
	COMPUTER SCI.	54	43.2%	COMPUTER SCI.	267	17.8%	BIOLOGICAL SCI.	830	22.6%	COMPUTER SCI.	3	25.0%	COMPUTER SCI.	158	16.6%	BIOLOGICAL SCI.	59	25.3%
	BIOLOGICAL SCI.	8	6.4%	PHYSICAL SCI.	214	14.2%	ENGINEER. TECH.	478	13.0%	AGRICULTURE	2	16.7%	PHYSICAL SCI.	97	10.2%	PHYSICAL SCI.	52	22.3%
	NATURAL RESOURCES	8	6.4%							ENGINEER. TECH.	2	16.7%						
Gender																			
Men		98	78.4%		1,016	67.6%		2,335	63.6%		9	75.0%		651	68.3%		157	67.4%
Women		27	21.6%		487	32.4%		1,336	36.4%		3	25.0%		302	31.7%		76	32.6%
Race/Ethnicity																			
African Amer.		5	4.0%		65	4.3%		147	4.0%		0	0.0%		16	1.7%		4	1.7%
Native Amer.		5	4.0%		158	10.5%		247	6.7%		0	0.0%		25	2.6%		2	0.9%
Asian		1	0.8%		40	2.7%		168	4.6%		1	8.3%		20	2.1%		5	2.1%
Hispanic		11	8.8%		81	5.4%		212	5.8%		0	0.0%		22	2.3%		2	0.9%
Caucasian		93	74.4%		1,009	67.1%		2,384	64.9%		9	75.0%		402	42.2%		76	32.6%
Hawaiian/Pac Isl.		0	0.0%		1	0.1%		1	0.0%		0	0.0%		0	0.0%		0	0.0%
Multiple		2	1.6%		70	4.7%		208	5.7%		1	8.3%		23	2.4%		2	0.9%
Unknown		2	1.6%		35	2.3%		61	1.7%		0	0.0%		15	1.6%		7	3.0%
Non-Res. Alien		6	4.8%		44	2.9%		243	6.6%		1	8.3%		430	45.1%		135	57.9%

Source: OSRHE, UDS 1/6/16

Acronym	Institution Name	Acronym	Institution Name	Acronym	Institution Name
OCCC	Oklahoma City Community College	OSUIT-OKM	Oklahoma State University Institute of Technology - Okmulgee	SEOSU	Southeastern Oklahoma State University
OSU	Oklahoma State University	OU	University of Oklahoma	TCC	Tulsa Community College
OSU-OKC	Oklahoma State University - Oklahoma City	OUHSC	University of Oklahoma Health Sciences Center	UCO	University of Central Oklahoma

AGENDA ITEM #21:

> **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:

- **José Dela Cruz**, senior coordinator for Academic Affairs Projects, received the Robert B. and Maxine Kamm Distinguished Graduate Fellowship. This is awarded to an outstanding Oklahoma State University graduate student in the School of Educational Studies at the Robert B. Kamm Lecture in Higher Education event in Stillwater.

- **Chancellor Glen D. Johnson** presented the Higher Education Distinguished Service Award to Senator Gary Stanislawski at a reception at Tulsa Community College's (TCC) Southeast Campus; attended the Greater Oklahoma City Chamber's 2016 Legislative Breakfast featuring Senate President Pro Tempore Brian Bingman, Speaker Jeff Hickman, Representative Scott Inman, and Senator John Sparks at the Cox Convention Center in Oklahoma City; attended Oklahoma Academy's Bellmon Legacy Gala at the Gaylord-Pickens Oklahoma Heritage Museum in Oklahoma City; attended the University of Oklahoma College of Medicine's Evening of Excellence at the National Cowboy & Western Heritage Museum in Oklahoma City; attended and provided remarks at retirement reception for Dr. Linda Mason, the Oklahoma State Regents for Higher Education's Coordinator of Grant Writing; attended Governor Fallin's State-of-the-State Address at the State Capitol in Oklahoma City; attended and provided remarks at the Senate Subcommittee on Education confirmation hearing for Regent Andy Lester's appointment to the Oklahoma State Regents for Higher Education; attended Oklahoma Hall of Fame Board of Directors meeting in Oklahoma City; attended State Chamber Legislative Reception at the Oklahoma History Center in Oklahoma City; attended CareerTech and Oklahoma Business Roundtable luncheon featuring Governor Fallin and TechShop CEO Mark Hatch at Francis Tuttle's Rockwell Campus in Oklahoma City; attended the Tulsa Regional Chamber's 2016 Legislative Breakfast featuring Senate President Pro Tempore Brian Bingman, Representative Lee Denney, Representative Scott Inman, and Senator Mike Mazzei at the DoubleTree Warren Place in Tulsa; attended Northeastern Oklahoma A&M College's (NEO) Higher Education Day dinner in Oklahoma City; attended the Greater Oklahoma City Chamber Chairman's Breakfast featuring Governor Fallin at the Cox Convention Center in Oklahoma City; attended Northern Oklahoma College's (NOC) Higher Education Day luncheon in Oklahoma City; attended the Senate Appropriations Subcommittee on Education's Master Lease hearing at the State Capitol in Oklahoma City; presented higher education's legislative agenda at a regional Legislative Tour event at

Northeastern State University (NSU) in Broken Arrow; presented higher education's legislative agenda at a regional Legislative Tour event at Rogers State University (RSU) in Claremore; presented higher education's legislative agenda at a regional Legislative Tour event at Pete's Place in Krebs; presented the impact of budget cuts on the state system of higher education to the House Appropriations and Budget Subcommittee on Education; served as a presenter for Leadership Oklahoma's Class XXIX Education Session at the Department of Career and Technology Education in Stillwater; presented an update on the Oklahoma state system of higher education to the Tulsa Kiwanis Club in Tulsa; served as keynote speaker for the Southern Association of College Registrars and Admissions Officers (SACRAO) regional conference at the Cox Convention Center in Oklahoma City; provided remarks and served as master of ceremonies for 2016 Higher Education Day at the Capitol, and provided remarks at Senate Appropriations Subcommittee on Education hearing on online education at the State Capitol in Oklahoma City.

- **Dr. Kermit R. McMurry**, vice chancellor for Student Services, has been asked to serve on a 2016 Community Investment Volunteer panel assembled by United Way of Central Oklahoma. Community Investment Volunteers are charged with reviewing and evaluating funding proposals or requests from United Way partner agencies and-- based on this examination, make funding recommendations to the United Way Board of Directors for their consideration.

AGENDA ITEM #22:

     Executive Session.

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

AGENDA ITEM #23-a (1):

Programs.

SUBJECT: Program Modifications. 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)
>> 21 degree program requirement changes
>> 9 degree program option deletions
>> 2 degree program option additions
>> 2 degree program name changes
>> 1 degree program option name change

Carl Albert State College (CASC)
>> 3 degree program requirement changes

Northern Oklahoma College (NOC)
>> 1 degree program option name change

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

Tulsa Community College (TCC)
>> 7 degree program requirement changes
>> 3 degree program option deletions

Western Oklahoma State College (WOSC)
>> 1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OSU – Bachelor of Science in Physiology (164)
> Degree program option addition

- Add option "Pre-Medical Sciences."
- The proposed option will meet the needs of students preparing to pursue careers in the medical field.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Chemistry (044)
Degree program option addition
- Add option "Pre-Health/Pre-Law."
- The proposed option will meet the needs of students interested in pre-medical or pre-law careers.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Science and Natural Resources in Agribusiness (263)
Degree program option deletions
- Delete options "Finance," "Management," and "Marketing."
- The proposed deletions are the result of changes in institutional policy relating to minors and will facilitate students' ability to pursue a minor in these areas.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Science and Natural Resources in Animal Science (018)
Degree program option deletion
- Delete option "International."
- The proposed deletion is the result of low enrollment 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.

OSU – Bachelor of Science in Career and Technical Education (196)
Degree program option deletions and degree program requirement changes
- Delete options "Business and Information Technology," "Health Occupations Education," "Marketing Education," "Technology Education," and "Technical and Industrial Education."
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH or STAT course.
- Add 3 credit hours of "Additional General Education."
- For the "Certification" option:
  o Remove CTED 4223 from "Core Requirements."
  o Add 24 credit hours of "Emphasis Area" to be selected from one of the following areas: "Business and Information Technology," "Health Occupations Education," "Marketing Education," "Technology Education," and "Technical and Industrial Education."
- The proposed changes consolidate the options into areas of emphasis.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Certificate in Customer-Employee Interaction (495)

Degree program name change and degree program requirement changes

- Change program name from "Customer-Employee Interaction" to "Customer Interface Excellence."
- Remove MKTG 3313 from "Required Courses" and add MKGT 4850 (1 credit hour) (Current Topics in Frontline Marketing Management I), MKGT 4850 (1 credit hour) (Current Topics in Frontline Marketing Management II), and MKGT 4850 (1 credit hour) (Current Topics in Frontline Marketing Management III).
- The proposed changes updates the program name and curriculum to better serve students.
- Three new courses will be added and one course will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in French (103)
Bachelor of Arts in German (113)
Bachelor of Arts in Spanish (188)

Degree program requirement changes

- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH or STAT course.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 2 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- Change credit hours required for "Electives" from 18 to 17.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 121 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in History (120)

Degree program requirement changes

- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH or STAT course.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 2 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- Remove HIST 1713.
- Change credit hours required for upper-division electives from 15 to 12.
- Change credit hours required in the major from 54 to 48.
- Change credit hours required for "Electives" from 6 to 9.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 123 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in Multimedia Journalism (478)

Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 9 and add SPCH 2713.
- Change credit hours required for "Controlled Electives" from 3 to 4 and remove SPCH 2713.
- Change credit hours required for "Electives" from 4 to 3.
- For the "News" option:
  - Change credit hours required for MC, MM, SC or SPM electives from 12 to 9.
  - Remove POLS 3613 or POLS 3983 and 3 credit hours from POLS 3414, PLLS 3453, POLS 3613, or POLS 3983.
  - Add MGMT 3013 and 6 credit hours of upper-division POLS electives.
- For the "Production" option:
  - Change credit hours required for MC, MM, SC or SPM electives from 15 to 12.
  - Add MGMT 3013.
- Change credit hours required in the major from 57 to 54.
- Change Grade Point Average (GPA) required for graduation from 2.50 to 2.75.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Multimedia Journalism (477)

Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 9 and add SPCH 2713.
- Change credit hours required for "Controlled Electives" from 3 to 4 and remove SPCH 2713.
- Change credit hours required for "Electives" from 14 to 13.
- For the "News" option:
  - Change credit hours required for MC, MM, SC or SPM electives from 12 to 9.
  - Remove POLS 3613 or POLS 3983 and 3 credit hours from POLS 3414, PLLS 3453, POLS 3613, or POLS 3983.
  - Add MGMT 3013 and 6 credit hours of upper-division POLS electives.
- For the "Production" option:
  - Change credit hours required for MC, MM, SC or SPM electives from 15 to 12.
  - Add MGMT 3013.
- Change credit hours required in the major from 57 to 54.
- Change Grade Point Average (GPA) required for graduation from 2.50 to 2.75.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in Music (256)

Degree program requirement changes

- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH or STAT course.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 2 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- Change credit hours required from MUSI 3712, MUSI 4912, and MUSI 4972 from 4 to 2.
- Change credit hours required in "Instrumental and Voice" and "Keyboard" focus areas from 4 to 2.
- Change credit hours required for the major from 49 to 45.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Music in Music (153)

Degree program requirement changes

- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3 and require ECON 2103.
- Remove 2 credit hours of "Controlled Electives."
- Add 7 credit hours of "Additional General Education."
- Change credit hours required in "Instrumental and Voice" and "Keyboard" focus areas from 4 to 2.
- Change credit hours required for the major from 81 to 79.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 122 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Music in Music Education (241)

Degree program requirement changes

- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH or STAT course.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Require SPCH 2713 to satisfy part of the "Social and Behavioral Sciences" requirement.
- Remove 3 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- Change credit hours required for the major from 81 to 79.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 130 to 129.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in Strategic Communication (476)
Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 9 and add SPCH 2713.
- Change credit hours required for "Controlled Electives" from 3 to 4 and remove SPCH 2713.
- Change credit hours required for MC, MMJ, SC, or SPM electives from 12 to 9.
- Change credit hours required for "Electives" from 4 to 3.
- Change credit hours required in the major from 57 to 54.
- Change Grade Point Average (GPA) required for graduation from 2.50 to 2.75.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Strategic Communication (475)
Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 9 and add SPCH 2713.
- Change credit hours required for "Controlled Electives" from 3 to 4 and remove SPCH 2713.
- Change credit hours required for "Electives" from 14 to 13.
- Change credit hours required for MC, MMJ, SC, or SPM electives from 12 to 9.
- Change credit hours required in the major from 57 to 54.
- Change Grade Point Average (GPA) required for graduation from 2.50 to 2.75.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Design, Housing and Merchandising (050)
Degree program requirement changes
- Change credit hours required for "English Composition" from 9 to 6 and remove SPCH 2713.
- For all options:
  - Require DHM 1003, DHM 1101, DHM 2003, DHM 2403, DHM 3033 and 2 credit hours from the following: DHM 4031, DHM 4041, DHM 4051, DHM 4061, DHM 4071, DHM 4081, DHM 4091, DHM 4101, DHM 4111, DHM 4121, DHM 4141, and DHM 4151.
  - Remove CHEM 1014 or CHEM 1215 from "Natural Sciences."
  - Change credit hours required for "Natural Sciences" from 8 to 6 and require DHM 3233.
  - Add 10 credit hours of "Additional General Education."
  - Change credit hours required for "College Requirements" from 25 to 5 and require HS 1112 or HS 3112 and HDFS 2113.

- For the "Interior Design" option:
  - o Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require a MATH or STAT course.
  - o Remove ART 1503 or ART 1513 as a required course to fulfill the 6 credit hours of "Humanities."
  - o Change credit hours required for "Social and Behavioral Sciences" from 6 to 3 and require SOC 3223.
  - o Add DHM 3173.
- For the "Apparel Design and Production" option:
  - o Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require a MATH or STAT course.
  - o Change credit hours required for "Social and Behavioral Sciences" from 6 to 3 and require PSYC 1113 or SOC 1113.
  - o Add ECON 1113 or ECON 2103.
- For the "Merchandising" option:
  - o Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH 1513, MATH 1583, or MATH 1613.
  - o Change credit hours required for "Social and Behavioral Sciences" from 6 to 3 and require ECON 1113 or ECON 2013.
  - o Add STAT 2013 or STAT 2023.
  - o Remove the "Interiors" professional area of choice and require DHM 2423, DHM 2913.
  - o Change credit hours required for "Controlled Electives" from 18 to 9.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in Sociology (258)

Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 2 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- For the "Sociology" option:
  - o Change credit hours required for "Electives" from 13 to 12.
- For the "Anthropology" option:
  - o Change credit hours required for "Electives" from 10 to 9.
- For the "Applied Sociology" option:
  - o Change credit hours required for "Electives" from 5 to 4.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 121 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Sociology (184)

Degree program requirement changes

- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 2 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- For the "General" option:
  o Change credit hours required for "Electives" from 23 to 22.
- For the "Anthropology" option:
  o Change credit hours required for "Electives" from 20 to 19.
- For the "Applied Sociology" option:
  o Change credit hours required for "Electives" from 16 to 15.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 121 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in Sports Media (479)

Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 9 and add SPCH 2713 as a required course.
- Remove 3 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- Change credit hours required for "Electives" from 4 to 3.
- Change Grade Point Average (GPA) required for graduation from 2.50 to 2.75.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Sports Media (480)

Degree program requirement changes
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require STAT 2013 or STAT 2053.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 9 and add SPCH 2713 as a required course.
- Remove 3 credit hours of "Controlled Electives."
- Add 10 credit hours of "Additional General Education."
- Change credit hours required for "Electives" from 14 to 13.
- Change Grade Point Average (GPA) required for graduation from 2.50 to 2.75.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Human Development/Family Science (094)
Degree program requirement changes
- For the "Family and Consumer Sciences Education" option:
  o Change credit hours required for "English Composition and Oral Communication" from 9 to 6 and remove SPCH 2713.
  o Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH 1483 or MATH 1513.
  o Change credit hours required for "Natural Sciences" from 8-9 to 7 and require CHEM 1014.
  o Remove DHM 2203 and HRAD 1102, CTED 3203, CTED 3903, CTED 4123, CTED 4213, and CTED 4343.
  o Add NSCI 2114, EDTC 3123, HDFS 3603, and HDFS 3623.
  o Add 9 credit hours of "Additional General Education" and require STAT 2013, STAT 2023, or STAT 2053.
- For the "Early Childhood Education" option:
  o Remove HDFS 3511.
  o Add 1 credit hour of "Elective."
- For the "Child and Family Services" option:
  o Change credit hours required for "English Composition and Oral Communication" from 9 to 6.
  o Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and require MATH 1483 or MATH 1513.
  o Change credit hours required for "Natural Sciences" from 8 to 7 and require NSCI 2114.
  o Remove DHM 2203 and HRAD 1102, CTED 3203, CTED 3903, CTED 4123, CTED 4213, and CTED 4343.
  o Add NSCI 2114, EDTC 3123, HDFS 3603, and HDFS 3623.
  o Add 9 credit hours of "Additional General Education" and require STAT 2013, STAT 2023, or STAT 2053.
  o Remove HDFS 3511.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Physical Education (239)
Degree program requirement changes
- Change credit hours required for "English Composition" from 9 to 6 and remove SPCH 2713.
- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Add 9 credit hours of "Additional General Education."
- For the "Teacher Education" option:
  o Remove HHP 1812, HHP 3623, and HHP 4793.
  o Add EPSY 3513 and SPED 3202.
  o Change credit hours required for HHP 1822 from 2 to 3 (1823), for HHP 1832 from 2 to 3 (1833), for HHP 1842 from 2 to 3 (1843), for HHP 2602 from 2 to 3 (2603), and for HHP 3431 from 1 to 3 (3433).

- o Change credit hours required for the major from 44 to 37.
- o Change credit hours required for "Professional Core Requirements" from 25 to 32.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Botany (031)
Degree program name change, degree program option name change, and degree program requirement changes.
- Change program name from "Botany" to "Plant Biology."
  - o The proposed change updates the program name to current terminology in the field.
- For all options:
  - o Remove MATH 1513 and MATH 1715 from "Analytical and Quantitative Thought" and add STAT 4013 or STAT 2013.
  - o Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
  - o Remove 3 credit hours of "Controlled Electives."
  - o Add 6 credit hours of "Additional General Education."
  - o Add BIOL 4133 to "Core Courses" and remove STAT 4013 and ZOOL 4113.
  - o Add BOT 3005 or BOT 3114.
  - o Add 9-14 credit hours of "Supplemental Courses."
  - o Change credit hours required for "Electives" from 14 to 10.
- For the "Ecology" option:
  - o Change option name to "Ecology and Evolutionary Biology."
  - o The proposed change better describes the breadth of the discipline.
- For the "Biotechnology" option:
  - o Change option name to "Cell Biology and Molecular Genetics."
  - o The proposed name better reflects the course content of the option.
- The proposed changes are the result of an institution-wide initiative to standardize General Education requirements and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CASC – Certificate in Child Development Infant Toddler (066)
Degree program requirement change
- Remove ORI 1111.
- The proposed change is the result of recommendations from the director of the child development program and the Scholars for Excellence coordinator.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 25 to 24.
- No funds are requested from the State Regents.

CASC – Certificate in Child Development (048)
Degree program requirement change
- Remove ORI 1111.
- The proposed change is the result of recommendations from the director of the child development program and the Scholars for Excellence coordinator.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 19 to 18.
- No funds are requested from the State Regents.

CASC – Certificate in Child Development Director's Certificate (065)
    Degree program requirement changes
- Remove ORI 1111.
- Add CD 2053.
- The proposed changes are the result of recommendations from the director of the child development program to meet state requirements for child center directors.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 22 to 24.
- No funds are requested from the State Regents.

NOC – Associate in Applied Science in Applied Technology
    Degree program option name change
- For the "Military Science" option:
  - o Change option name to "Military Services."
  - o The proposed change better reflects the content of the course work offered 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.

OCCC – Associate in Applied Science in Engineering Technology (101)
    Degree program requirement changes
- Remove ENGR 1213 and ENGR 2002.
- Add CAT 1043 and ENGR 1113.
- The proposed changes will better facilitate articulation with similar programs at four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 63.
- No funds are requested from the State Regents.

OCCC – Associate in Applied Science in Automotive Technology (048)
    Degree program option deletion
- Delete option "AC Delco Technician Service ED Program."
- There are currently no students enrolled in the option.
- The proposed change is due to redundancy with the "GM Automotive Service Educational Program" 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.

TCC – Certificate in International Language Studies (171)
    Degree program option deletion
- Delete option "German."
- There are currently no students enrolled in the option.
- The proposed deletion is due to the lack of full-time faculty to teach the language.
- No new courses will be added and 12 courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Arts in Foreign Language (008)
Degree program option deletion
- Delete option "German."
- There are currently 6 students enrolled in the option and will be provided a two-year teach out.
- The proposed deletion is due to the lack of full-time faculty to teach the language.
- No new courses will be added and 12 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Digital Media (217)
Degree program requirement change and degree program option deletions
- Delete options "Adobe Master Design Specialist," "Broadcast Production Specialist," "Digital Media Specialist," "Multimedia Reporting Specialist," "Web Design Specialist," "Radio Production Specialist."
- Add CSYS 2763 to "Required Courses."
- Require two courses from the following: ART 2423, CSCI 1283, CSYS 1153, CSYS 1013, CSYS 2673, CSYS 2683, JRMC 1103, CSYS/JRMC 2573, JRMC 1113, and JRMC 1613.
- The proposed changes will provide students with a workforce ready credential and align the curriculum to course requirements for the Associate in Applied Science in Digital Media (216).
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 37 to 22.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Radiography (070)
Degree program requirement changes
- Change credit hours required for RADT 1224 from 4 to 2 (1222), RADT 1382 from 2 to 3 (1383), and RADT 2314 from 4 to 2 (2312.
- Add RADT 1211.
- The proposed changes are required to maintain compliance with the Joint Review Committee on Education in Radiologic Technology's accreditation standards.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 72 to 71.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Information Technology (098)
Degree program requirement changes
- For the "Programming" option:
  o Remove CSCI 1483, CSCI 2163, CSCI 2893, and CSYS 2413.
  o Add CSYS 2613.
  o Require one course from the following: CSYS 2413, CSYS 2503, and CSYS 2783.
  o Remove CSYS 2643 and CSYS 2533 from "Controlled Electives" and add CSYS 2503, CSYS 2413, CSYS 2783 and CSYS 2853.
- For the "Systems Support Technician" option:
  o Remove 9 credit hours of "Controlled Electives."

    o   Add CSYS 2943, CSYS 2953, ITCV 2023, and ITCV 2293 to "Required Courses."
- The proposed changes align the curriculum with current workforce needs and will better prepare students for Microsoft certification.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 60 to 60-63.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Digital Media (216)
Degree program requirement changes
- Remove 9 credit hours of "Art."
- Add CSYS 2763 to "Computer Information Systems."
- For the "Broadcast Production Specialist," "Multimedia Reporting Specialist," and "Radio Production Specialist" options:
  - o   Add JRMC 1713 and JRMC 2103.
- For the "Digital Media Specialist" and "Web Design Specialist" options:
  - o   Add ART 2413 and ART 2423.
- The proposed changes will align the curriculum with industry needs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Information Technology (133)
Degree program requirement changes
- For the "Programming" option:
  - o   Remove CSCI 2893 and CSYS 2413 from "Required" courses and add CSYS 2613.
  - o   Remove CSCI 1483 and CSCI 2163.
  - o   Require one course from the following: CSYS 2413, CSYS 2503, and CSYS 2783.
  - o   Remove CSYS 2463 and CSYS 2533 from "Controlled Electives" and add CSYS 2413, CSYS 2503, CSYS 2783, and CSYS 2853.
- The proposed changes will align the curriculum with industry needs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC – Associate in Science in Biotechnology (263)
Degree program requirement change
- Remove CHEM 2145.
- The proposed change provides students with a more seamless transfer to four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 67 to 62.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Diagnostic Medical Sonography (281)
Degree program requirement changes
- Change credit hours required for DMS 1224 from 4 to 3 (1223).
- Remove DMS 2101.
- The proposed changes are the result of a faculty review of courses and will better serve students.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 71 to 69.
- No funds are requested from the State Regents.

WOSC – Associate in Science in Early Childhood (066)

Degree program requirement changes
- Require students to complete both CHLD 2113 and CHLD 2313.
- Remove CHLD 2121 and add CHLD 2131.
- Add CHLD 2713.
- Remove the option for students to select electives from Liberal Arts and Sciences or other Child Development courses.
- The proposed changes are the result of recommendations received during a recent accreditation visit from the National Association for the Education of Young Children.
- 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.

AGENDA ITEM #23-a (2):

Programs.

SUBJECT: Program Suspension. Ratification of approved institutional requests to suspend degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to suspend an existing academic program, as described below.

BACKGROUND:

Tulsa Community College (TCC) requested authorization to suspend the program listed below:
- Certificate in Diagnostic Medical Sonography (282)

POLICY ISSUES:

Suspending programs is consistent with the State Regents' Academic Program Review policy. Institutions have three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

TCC requested authorization to suspend the Certificate in Diagnostic Medical Sonography (282):
- TCC reports the certificate is embedded within the Associate in Applied Science in Diagnostic Medical Sonography (DMS) (281) to provide current radiography professionals an opportunity to move into the DMS field but do not need an associate's degree.
- TCC reports that since implementation no students have taken advantage of the certificate opportunity and intends to reevaluate the need for the credential.
- TCC will reinstate or delete the program by March 31, 2019.

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

AGENDA ITEM #23-b:

> **Reconciliation.**

SUBJECT: Approval of an institutional request for a degree program inventory reconciliation.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University Center for Health Sciences (OSUCHS) requested a degree program modification change for the Doctor of Osteopathic Medicine (001) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSUCHS requested to update the required minimum score on the Medical College Admissions Test (MCAT) to align with updated MCAT scoring system. Beginning in April 2015, the MCAT exam was revised and employs a new scoring system. The MCAT score listed in State Regents' policy 3.24 is 21. The new MCAT score range is 472-528. The approximate new MCAT equivalent score to the old MCAT score of 21 is 492. OSUCHS requests the new minimum MCAT score be set at 492 for standard admission and 483 for alternative admission.

AGENDA ITEM #23-c:

> **Post Audit.**

SUBJECT: Approval of an institutional request for final approval and review schedule extensions for existing program.

RECOMMENDATION:

> **It is recommended that the State Regents approve an institutional request for final approval of an existing degree program, 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.

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.

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Recommendation: Final Approval

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East Central University (ECU) – Bachelor of Arts in Native American Studies (059)
This program exceeded the productivity criterion for enrollment (achieved 15 of the 12 required) and met the criterion for graduates (achieved 5 of the 5 required). ECU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Attachment

ATTACHMENT A

Productivity Criteria

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
ECU – Bachelor of Arts in Native American Studies (059)	March 15, 2007	12 F2014	15	5 2014-15	5	2015	2020	Final Approval

AGENDA ITEM #23-d:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of Institutional Requests to participate in State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). Additionally, on June 29, 2015, the Southern Regional Education Board approved Oklahoma as a SARA State.

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

POLICY ISSUES:

Policy section 3.16.9 in the Distance Education and Traditional Off-Campus Courses and Programs policy states the eligibility requirements for SARA as follows:

"To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC- SARA permits states to grant provisional acceptance, may seek conditional approval."

STAFF ANALYSIS:

Prior to March 3, 2016, State Regents' staff received SARA applications from the following public and private institutions:

- Rose State College;
- Northern Oklahoma College; and
- Oklahoma Christian University.

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

AGENDA ITEM #23-e:

Cooperative Agreement Program.

SUBJECT: Ratification of institutional requests regarding cooperative agreement programs.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Rose State College's requests to add or modify cooperative agreement programs, as described below.**

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, and Credit for Prior Learning policies.

ANALYSIS:

Based on changes directed by HLC, Rose State College submitted requests to add or modify CAPs with one or more technology centers, as specified in Attachment A.

Approval was granted by the Chancellor. State Regents' ratification is requested.

Institution	Prog Code	Program Name	Career Tech Center	Contract Hours	PLA Hours
RSC	091*	FAM SERV/CHILD DEV	Mid-Del Technology Center	11	0
RSC	091*	FAM SERV/CHILD DEV	Eastern Oklahoma County Technology Center	11	0
RSC	111*	NETWORKING/CYBER SECURITY	Mid-Del Technology Center	9	0
RSC	111*	NETWORKING/CYBER SECURITY	Eastern Oklahoma County Technology Center	15	0
RSC	001*	ACCOUNTING	Eastern Oklahoma County Technology Center	3	6
RSC	008*	BUSINESS ADMINISTRATION	Mid-Del Technology Center	6	0
RSC	008*	BUSINESS ADMINISTRATION	Eastern Oklahoma County Technology Center	6	0
RSC	113*	MULTIMEDIA COMM-AUTHORING/WEB DESIGN	Mid-Del Technology Center	12	0
RSC	113*	MULTIMEDIA COMM-AUTHORING/WEB DESIGN	Eastern Oklahoma County Technology Center	9	0
RSC	113*	MULTIMEDIA COMM-GRAPHICS	Mid-Del Technology Center	12	0
RSC	113*	MULTIMEDIA COMM-GRAPHICS	Eastern Oklahoma County Technology Center	6	0

*Contractual Arrangement documentation on file and included for ratification.

AGENDA ITEM #23-f:

> **Agency Operations.**

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between December 18, 2015 and February 5, 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 December 18, 2015 and February 5, 2016, there are 3 purchases in excess of $25,000 but not in excess of $100,000.

Core
1)   The California State University in the amount of $40,000.00 for an institutional membership. This membership offers the Multimedia Educational Resource for Learning and Online Teaching (MERLOT), an international cooperative formed for the purpose of making high quality online resources freely accessible to improve learning and teaching within higher education. (Funded from 210-Core).

OneNet
2)   OpenDNS in the amount of $49,375.00 for content filtering software licenses for K-12 and libraries to have the ability to filter inappropriate content, which is a requirement to receive federal funding. (Funded from 718-OneNet).

3)   Telco Supply Company in the amount of $26,064.50 for fiber cable and conduit installation to connect the new General Electric Oil and Gas Research Facility in Oklahoma City to the OneNet Network and Internet2. The cost of this project will be recovered through customer user fees. (Funded from 718-OneNet).

AGENDA ITEM #23-g:

Regents' Officers.

AGENDA ITEM #24-a (1):

> **Programs.**

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2015 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the State Regents' Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2015-2016).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

Supplement available upon request.

AGENDA ITEM #24-a (2):

> **Programs.**

SUBJECT: Report of the University of Oklahoma holistic admission process.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

In June 2012 the State Regents approved the revised University of Oklahoma (OU) admissions process for first-time entering freshman. The new holistic admissions process applies only to United States high school graduates.

OU's holistic admissions process was effective in the Fall 2013 semester for out-of-state high school graduates; however, to allow time to communicate the proposed changes to Oklahoma constituents, the effective date for Oklahoma high school graduates is Fall 2016 (students entering high school in Fall 2012). It is important to note that OU required some Oklahoma high school graduates to participate in the Sooner Success Program, effective in Fall 2013, if they met current performance admissions standards. Although OU reviews in- and out-of-state applicants through a holistic process, OU continues to admit in-state students (through Summer 2016) who meet the following automatic admission standards:

	Option 1 **Minimum ACT/ SAT**	**Option 2** **Minimum GPA and Class Rank**
University of Oklahoma	Resident: 24/1090 **AND** 3.0 GPA or top 50%	Resident: 3.0 GPA **AND** top 25%

From its review and analysis of data, OU considered Option 3 not a viable predictor of student success; therefore, effective Fall 2013, OU eliminated use of Option 3 (see below).

|	**Option 3** **Minimum GPA in the** **15-Unit Core**
University of Oklahoma	Resident: 3.0 GPA **AND** ACT 22 or SAT 1020

POLICY ISSUES:

The changes to OU's admissions process are consistent with State Regents' Institutional Admission and Retention policy that establishes admission requirements and principles for institutions.

ANALYSIS:

OU is in its early stages of evaluating the outcomes associated with its holistic admissions process and the initial findings appear favorable. OU's first cohort of students admitted through the holistic process has now progressed to junior level.

The following graph and table below represent the enrolled first-time entering students by residency classification. In Fall 2015, OU enrolled the largest class overall in history (59 percent Oklahoma resident) and enrolled 100 more Oklahoma residents than in 2014.
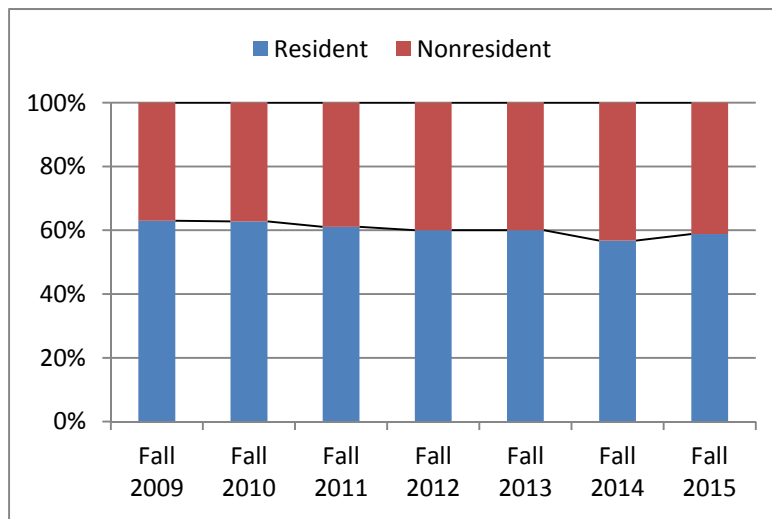

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Resident	2,366	2,339	2,476	2,483	2,431	2,371	2,471
Nonresident	1,389	1,385	1,577	1,655	1,621	1,805	1,729
Total	3,755	3,724	4,053	4,138	4,052	4,176	4,200

The graph below shows the historical trend of minority students admitted to OU. During the first year of holistic admission (2013) OU admitted the highest number and percentage (30.6 percent) of students who identified as minority. In Fall 2014 OU admitted 28.9 percent minority students, which increased to 29.4 percent in Fall 2015, which is a new historical high in total number of minority students admitted.
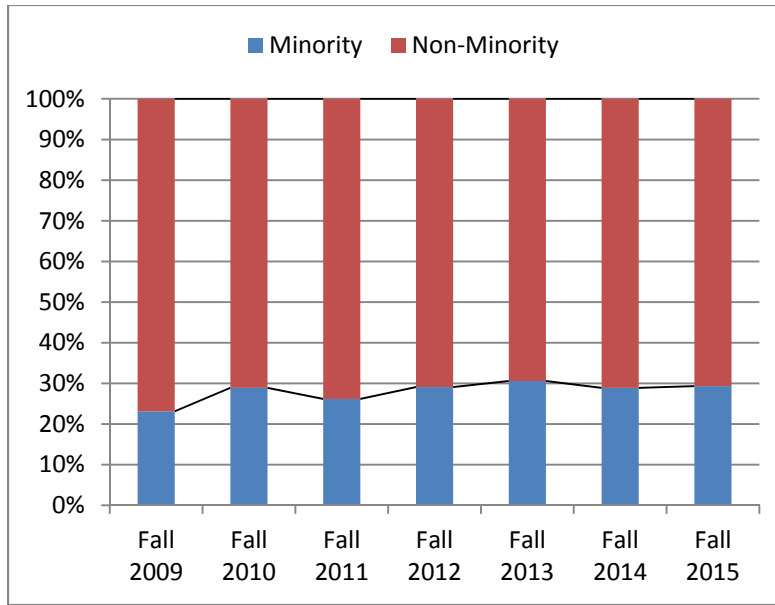
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Minority	1,927	2,456	2,457	2,683	2,705	2,663	2,735
Non-Minority	6,413	6,042	6,921	6,537	6,136	6,553	6,583
Total	8,340	8,498	9,378	9,220	8,841	9,216	9,318
Percent Minority	23.1	28.9	26.2	29.1	30.6	28.9	29.4

The graph and table below show the historical trend of OU's one year retention rate of first-time college students. First year retention for OU's first holistic cohort (2013) was 85.3 percent, up 1.4 percent from the previous year. The Fall 2014 to Fall 2015 retention rate became OU's historical highest at 86.1 percent, up 0.8 percent from the previous year and 2.2 percent from 2012.
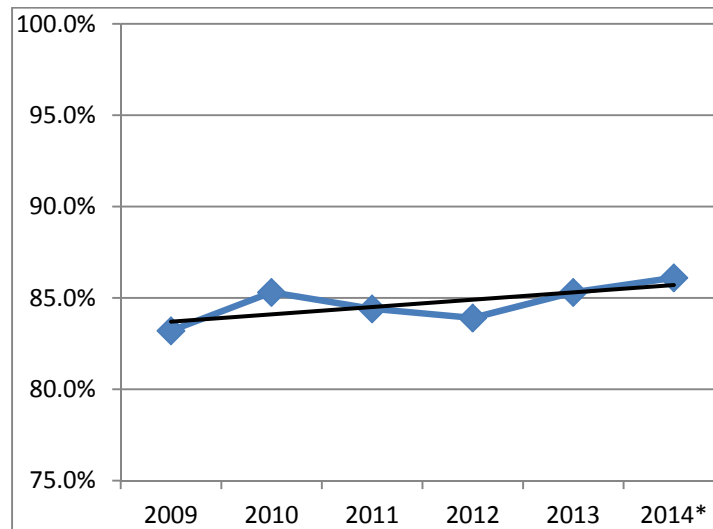
	2009	2010	2011	2012	2013	2014
One Year Retention	83.2%	85.3%	84.4%	83.9%	85.3%	86.1%

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Although OU's holistic admission process is in its early stages, the preliminary analysis of the data appear to be positive. It is expected that future progress reports will provide a more comprehensive analysis of data to determine the effect of the overall student profile.

AGENDA ITEM #24-b (1):

> **Annual Reports.**

SUBJECT: Low-Productivity Programs Report.

RECOMMENDATION:

> **This is an information item only.**

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	**Minimum Majors Enrolled**
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.

3. Offline Programs. Programs scheduled for deletion or suspension.

4. Restructured Programs are expected to meet minimum productivity within a given time period.

5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).

6. Data Discrepancies. This includes other factual issues that can be verified.

7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In March 2015, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 2 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

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

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered	Low Producing by Number and Percent		Disposition* by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	279	5	2%	1	0	4			1			1	3
OUHSC	60	5	8%	0	1	4	1		1		2		1
OU-LAW	8	0	0%	0	0	0							
OSU	232	6	3%	0	0	6	1			1	1		3
OSU-OKC	57	1	2%	0	0	1							1
OSUIT	37	0	0%	0	0	0							
OSU-VET	2	0	0%	0	0	0							
OSU-CHS	6	0	0%	0	0	0							
CU	48	1	2%	0	0	1		1					
ECU	54	0	0%	0	0	0							
LU	35	1	3%	0	0	1				1			
NSU	89	2	5%	0	0	2				1	1		
NWOSU	49	0	0%	0	0	0							
OPSU	33	0	0%	0	0	0							
RSU	32	0	0%	0	0	0							
SEOSU	54	0	0%	0	0	0							
SWOSU	69	0	0%	0	0	0							
UCO	104	0	0%	0	0	0							
USAO	23	0	0%	0	0	0							
CASC	28	0	0%	0	0	0							
CSC	25	0	0%	0	0	0							
EOSC	32	1	3%	0	0	1		1					
MSC	31	0	0%	0	0	0							
NEOAMC	48	1	2%	0	0	1							1
NOC	31	0	0%	0	0	0							
OCCC	70	2	3%	1	0	1			1		1		
RCC	29	2	7%	0	0	2					2		
RSC	70	0	0%	0	0	0							
SSC	23	1	4%	0	0	1		1					
TCC	100	1	1 %	0	0	1	1						
WOSC	20	0	0%	0	0	0							
Totals	1778	29	2%	2	1	26	3	3	3	3	7	1	9

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Two programs of the low producing programs (11.76 percent) have been deleted or are scheduled for deletion.

2. **Suspended programs.** One of the low producing programs (5.88 percent) has been suspended or is scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.

3. **Restructured or justified programs.** Twenty-six programs (89.65 percent of the 29 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

AGENDA ITEM #24-b (2):

       Annual Reports.

SUBJECT: Oklahoma College Savings Plan. Annual Program Update for 2015.

RECOMMENDATION:

       This is an information item only.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section which authorizes state "qualified tuition plans." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. In addition, Oklahoma provides an annual state income deduction on contributions of up to $10,000 per taxpayer or $20,000 for joint-filers.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as $100 with subsequent contributions as small as $25 or $15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.
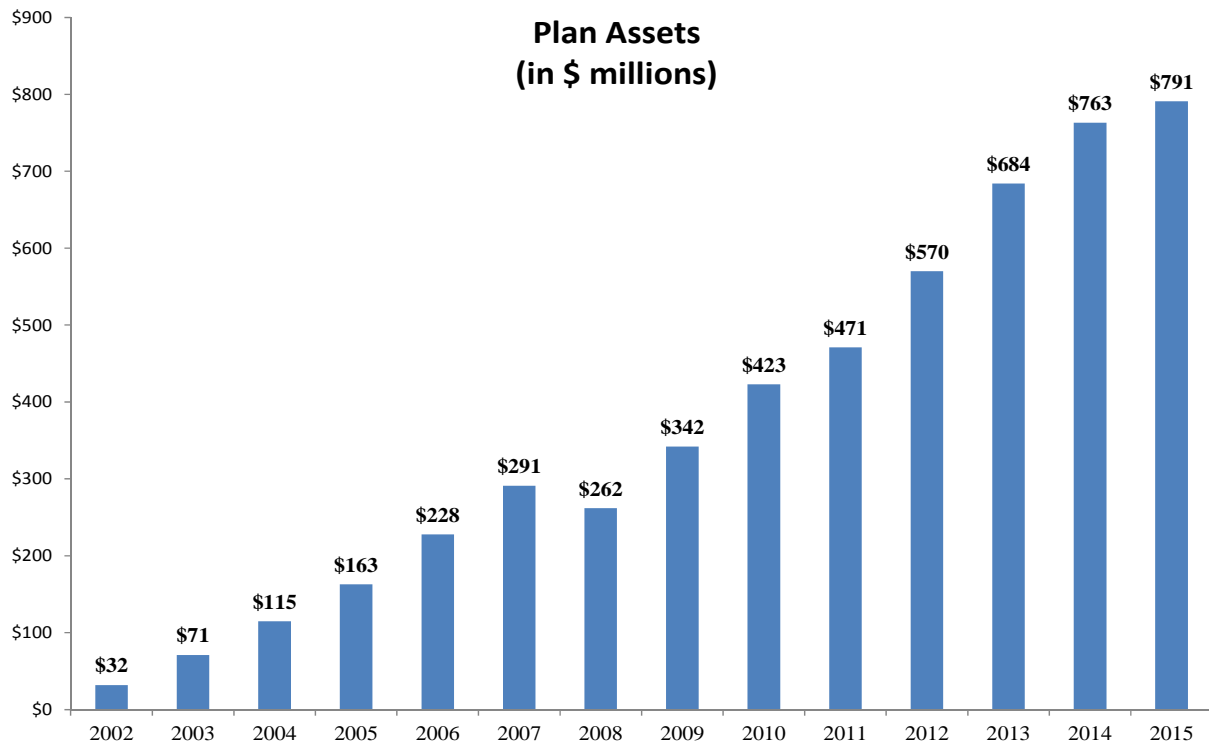
ANALYSIS:

A new contract for program management of the plan began in 2010. TIAA-CREF Tuition Financing Inc., which administered the program during its first ten years, also won the new contract to continue administering the program. As a result of the re-bidding process, program participants have benefited from both lower costs and additional investment options. The current contract called for an initial five-year contract period from 2010 to 2015 with an option, at the discretion of the board, of a second five-year term to run from 2015 to 2020. Prior to the expiration of the initial five year contract, the board approved the five year extension at the June 3, 2014 meeting.

Following a 10 percent decline in asset values in 2008, the program's assets continued their seventh straight year of growth, increasing in 2015 by more than $28 million. Since the program's inception, Oklahoma families have withdrawn almost $320 million to pay for college expenses.

OCSP History of Account and Asset Growth

	# of Investment Option Accounts	Unduplicated Total Accounts	Annual % Chng	Total Assets	Annual % Chng
As of 12/31/01	3,830		160%	$10,729,693	251%
As of 12/31/02	12,017		213%	$32,262,626	201%
As of 12/31/03	18,647		55%	$70,823,971	120%
As of 12/31/04	24,390		31%	$115,325,223	63%
As of 12/31/05	28,741		18%	$163,146,757	41%
As of 12/31/06	32,735		14%	$228,073,626	40%
As of 12/31/07	38,123		16%	$290,897,749	28%
As of 12/31/08	41,744		9%	$262,026,337	-10%
As of 12/31/09	44,466		7%	$342,305,879	31%
As of 12/31/10	47,326		6%	$422,735,335	23%
As of 12/31/11	51,088		8%	$470,891,493	11%
As of 12/31/12	54,915	45,170*	7%	$570,296,748	21%
As of 12/31/13	58,869	48,453*	7%	$684,331,826	20%
As of 12/31/14	62,974	51,830*	7%	$762,694,816	11%
As of 12/31/15	66,549	54,637*	6%	$791,295,519	4%

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.

Plan Assets (in $ millions)

Year	Plan Assets
2002	$32
2003	$71
2004	$115
2005	$163
2006	$228
2007	$291
2008	$262
2009	$342
2010	$423
2011	$471
2012	$570
2013	$684
2014	$763
2015	$791

Allocation of Investments: Most account owners choose the aged-based investment option that automatically adjusts the types of investments for the account as the child grows older. The following table shows the distribution of accounts and assets among the investment options as of 12/31/15.

	# of Investment Option Accounts	% of Total	Total Assets	% of Total
Age-Based Allocation	32,534	48.89%	$410,088,743	51.82%
100% Equity Option	7,317	10.99%	$109,520,309	13.84%
Guaranteed Option	6,932	10.42%	$65,906,899	8.33%
Balanced Option	3,978	5.98%	$33,111,818	4.18%
Diversified Equity Option	2,843	4.27%	$26,903,918	3.40%
Fixed Income Option	1,328	2.00%	$10,847,908	1.37%
Equity Index Option	2,263	3.40%	$21,314,575	2.69%
Oklahoma "SEED" Accounts[1]	1,362	2.05%	$1,948,759	0.25%
Subtotal Direct-Sold Accounts	58,557	87.99%	$679,642,929	85.89%
Advisor-Sold Accounts	7,992	12.01%	$111,652,590	14.11%
Total - All Accounts	66,549	100.00%	$791,295,519	100.00%

[1]The "SEED" accounts are part of a long-term research project funded by private foundation grants. The foundation grants provide initial $1,000 contributions for accounts of selected Oklahoma newborn children. The research project is intended to examine the impact of early college savings on the eventual college-going rates of the account beneficiaries.

Investment Options and 2015 Investment Performance:

Direct-Sold Program – The direct-sold program has nine investment options, including three age-based Managed Allocation options that mix equity, real estate, fixed income, and money market mutual funds based on the age of the beneficiary.

	2015 Performance
Conservative Managed Allocation	-0.66% to +0.10%
Moderate Managed Allocation	-0.74% to 0.00%
Aggressive Managed Allocation	-0.86% to +0.10%
U.S. Equity Index	+0.10%
Diversified Equity	+0.42%
Global Equity Index	-0.79%
Balanced (60% equities, 40% bonds)	+0.06%
Fixed Income Option	-0.69%
Guaranteed Option (principal protected from loss)	+1.14%

Advisor-Sold Program – The advisor-sold program has a total of nineteen investment options, including six age-based portfolios, two static portfolios, and eleven individual fund options. The 2015 performance reflects Class A shares.

Age-Based Portfolios	2015 Performance
Ages 0-8	-4.65%
Ages 9-11	-3.79%
Ages 12-14	-2.12%
Ages 15-16	-1.39%
Ages 17-18	-0.94%
Ages 19+	-0.68%

Static Portfolios	2015 Performance
Capital Appreciation	-4.80%
Capital Preservation	-1.18%

Individual Funds	
AllianzGI Income & Growth	-2.57%
AllianzGI NFJ Dividend Value	-9.09%
AllianzGI NFJ International Value	-13.96%
PIMCO Diversified Income	+0.35%
PIMCO Global Multi-Asset	-1.02%
PIMCO Real Return	-3.50%
PIMCO Total Return	0.00%
TIAA-CREF International Equity Index	-1.16%
TIAA-CREF Money Market	0.00%
TIAA-CREF S&P 500 Index Fund	+0.59%
TIAA-CREF Small-Cap Blend Index Fund	-4.91%

Program Costs for Participants:
Direct-sold program: There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.42 percent to 0.86 percent, depending on the investment option.

Advisor-sold program: Investments in the advisor-sold program are purchased as either Class A or Class C shares. Class A shares have a 4.25 percent initial sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 0.73 percent to 1.76 percent. Class C shares have a 1.00 percent initial sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 0.73 percent to 2.51 percent.

National Rating: SavingforCollege.com, an independent and authoritative website on state college savings plans, continues to give the OCSP direct-sold program a high rating of 4.5/5.0 and the advisor-sold program a rating of 3.5/5.0.

AGENDA ITEM #24-b (3):

> **Annual Reports.**

SUBJECT: FY2015 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions.

RECOMMENDATION:

> **It is recommended that the State Regents accept the FY2015 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions and authorize its transmittal to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.**

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the nineteenth system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and include the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees.. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

A new GASB Statement No. 68 became effective with the June 2015 reporting period. This year's report reflects the impact to the institutions for the adoption of the new standards to their financial statements. The statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources and pension expenses. GASB No. 68 also details the recognition and disclosure requirements for employers with liabilities to a defined benefit plan and for employers whose employees are provided with defined contribution pensions. Institutions are now required to disclose the full liability over time based upon the actuarial assumptions of each plan and no longer can just show the net assets set aside to meet the obligations.

As of June 30, 2015, 17 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the <u>difference</u> between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2015, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2013 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2015, included 12 of 13 universities and constituents and five of 13 two-year colleges.

2. The present value of future pension obligations as of June 30, 2015, for those institutions reporting amounted a net of $34,491,307. The reflected increase is in large part to the new GASB format and the assets held in trust model used by the Regional University System on behalf of its institutions. Six (6) institutions are reporting as assets held in trust, eleven (11) reporting pay-as-you-go obligations, and nine (9) institutions reported no obligations.

COST OF POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 45 became effective with the June 2008 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements The result of the new accounting pronouncement is that institutions are now required to report the normal yearly costs paid for post-employment benefits, other than pensions, for healthcare and life insurance as well as the annual required contribution, as calculated through an actuarial formula, for the unfunded liability.

Costs of post-employment benefits other than pensions were reported by 19 institutions in FY 2015 and amounted to $193,114,653. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Fourteen institutions reported FY2015 costs for medical insurance premiums for retirees amounting to $192,451,878, or 99.6 percent of the total expenses. Five institutions reported costs for life insurance premiums for retirees amounting to $662,775. One institution, the University of Oklahoma, accounted for approximately 52.9 percent of the total systemwide postemployment benefit costs, while the University of

Oklahoma Health Sciences accounted for another 45.4 percent. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

AGENDA ITEM #24-b (4):

       Annual Reports.

SUBJECT: Spring 2016 Preliminary Enrollment Survey.

RECOMMENDATION:

       This is an information item only.

BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma higher education institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments. The original enrollment survey continues to collect preliminary enrollment that can be reported near the beginning of each semester. The purpose of this report is to summarize the spring 2016 preliminary enrollments and to compare spring 2016 preliminary enrollments to the previous year.

POLICY ISSUES:

This activity is consistent with the State Regents' reporting responsibilities.

ANALYSIS:

- The headcount enrollment at Oklahoma public colleges and universities decreased by 1.4 percent from 168,897 in spring 2015 to 166,547 in spring 2016. Research universities increased 0.5 percent from 53,725 to 53,974. Regional universities decreased 1.2 percent from 49,480 to 48,865; liberal arts universities decreased 0.5 percent from 762 to 758 and community colleges decreased 3.0 percent from 64,930 to 62,950 (Table 1).

- The headcount enrollment at private institutions increased 1.2 percent from 22,954 in spring 2015 to 23,226 in spring 2016 (Table 1).

- The semester FTE enrollment at public institutions decreased 0.2 percent from 122,900 in spring 2015 to 122,653 in spring 2016 (Table 2).

- The semester FTE enrollment at private institutions increased 1.7 percent from 20,085 in spring 2015 to 20,419 in spring 2016 (Table 2).

- The number of first-time entering students at Oklahoma public institutions remained steady with an increase of only 2 students from 6,644 in spring 2015 to 6,646 in spring 2016. The research universities increased 13.6 percent from 154 to 175. Public regional universities increased 2.5 percent from 871 to 893. The liberal arts universities increased 42.9 percent from 7 to 10. The

community colleges decreased 0.8 percent from 5,612 in spring 2015 to 5,568 in spring 2016 (Table 3).

- The number of first-time entering increased 29.4 percent from 201 to 260 at the private institutions (Table 3).

- Concurrent headcount enrollment at Oklahoma public institutions increased 11.6 percent from 8,336 in spring 2015 to 9,299 in spring 2016 (Table 4).

- The number of concurrent semester credit hours increased 12.8 percent from 40,680 in spring 2015 to 45,886 in spring 2016. The average number of credit hours **per** student remained steady at 4.9 (Table 4).

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

<u>MINUTES</u>

Seven Hundred Seventy-First Meeting

January 28, 2016

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

Minutes of the Seven Hundred Seventy-First Meeting
January 28, 2016

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Seventy-First Meeting
of the
Oklahoma State Regents for Higher Education
January 28, 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 9:00 a.m. on Thursday, January 28,

        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. A copy of the agenda for the meeting had been posted in accordance with the Open

        Meeting Act.

2.   **CALL TO ORDER.** Chairman Toney Stricklin called the meeting to order and presided. Present

        for the meeting were State Regents Ron White, Jay Helm, Jody Parker, Ann Holloway, Ike Glass,

        Jimmy Harrell, Mike Turpen and John Massey.

3.   **OKLAHOMA ACADEMIC STANDARDS.** Dr. Matt Hollrah, Chair, Department of English at

        the University of Central Oklahoma and Ms. Stacey Weinand, Teacher, Norman North High

        School, gave a brief presentation on the process of creating the Oklahoma Academic Standards.

        Dr. Hollrah began by stating that the English team included several members from higher

        education, common education and curriculum experts and over the last seven months they have

        created standards that have more clarity, accuracy, measurability and an improved design. The

        standards have vertical grade level progressions, standard objectives, an updated glossary,

        companion materials, genre guidance and a grammar companion. Dr. Hollrah stated that the team

        has received over 50 letters of support for the revised standards and will be working on

        implementation support for teachers and principals.

Ms. Weinand began by stating that the goal of the math standards team was to develop exemplary math standards that prepare students to be college and career ready. The standards include an improved design, strengthened vertical and horizontal alignment, an increased focus and clarity, an increased alignment with ACT and ensured measurability.

Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, stated that the English and math standards are college and career ready, will reduce the need for remediation and will increase success in post-secondary education. Regent Turpen made a motion, seconded by Regent Helm, to approve the standards. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrell, Turpen, Massey and Stricklin. Voting against the motion were none.

4. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Harrell, to approve the minutes of the State Regents' regular meeting on December 3, 2015. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Harrell, Turpen, Massey, Stricklin and White. Voting against the motion were none.

5. **REPORT OF THE CHAIRMAN.** Chairman Stricklin stated that he is looking forward to the most important part of the year, the legislative session. Oklahoma higher education is a good news story, with outstanding affordability, low student debt and increased campus safety and that is the story the legislators need to hear. Chairman Stricklin finished by stating that everything is about the students and that should be the focus during the upcoming legislative session.

6. **REPORT OF THE CHANCELLOR.** Chancellor Glen Johnson echoed Chairman Stricklin's comments and stated that during the upcoming legislative session, the State Regents should focus on one consistent message: no another entity in Oklahoma has a higher return on investment than higher education. In order to meet the Complete College America degree completion goals, it is imperative that budget cuts to higher education be minimized.

Chancellor Johnson distributed an article from *The Oklahoman* detailing the upcoming bills at the legislature including the consolidation of Oklahoma's two-year colleges under a single governing

board, Oklahoma's Promise family income limit and weapons on campus and he also provided Regents with a summary of engagements that he attended on behalf of the State Regents.

7. **NEW PROGRAMS.**

   a.   Regent Parker made a motion, seconded by Regent White, to approve the request from Oklahoma State University to offer the Doctor of Philosophy in Nutritional Sciences and the Bachelor of Science in Geospatial Information Science. Voting for the motion were Regents Parker, Holloway, Glass, Harrell, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

   b.   Regent Massey made a motion, seconded by Regent Helm, to approve the request from Northwestern Oklahoma State University to offer the Doctor of Nursing Practice in Advanced Nursing Practice. Voting for the motion were Regents Holloway, Glass, Harrell, Turpen, Massey, Stricklin, White, Helm and Parker.   Voting against the motion were none.

   c.   Regent Holloway made a motion, seconded by Regent Glass, to approve the request from Rose State College to offer the Certificate in Child Development and the Certificate in Mobile Design. Voting for the motion were Regents Glass, Harrell, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway.   Voting against the motion were none.

   d.   Regent Parker made a motion, seconded by Regent Helm, to approve the request from Oklahoma City Community College to offer the Certificate in Advanced Emergency Technician and the Certificate in Vehicle Service Advisor. Voting for the motion were Regents Harrell, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

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

   a.   Cameron University requested to delete the Bachelor of Science in Medical Technology.

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    b.   Southeastern Oklahoma State University requested to delete the Bachelor of Science in Art Education and the Bachelor of Science in Graphic Design/Visual Media.

    c.   Carl Albert State College requested to delete the Certificate in Business Technologies.

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

9.   **POLICY.**

    a.   Regents reviewed revisions to the *Institutional Admission and Retention* policy. This item was for posting only and did not require State Regents' action.

    b.   Regents reviewed revisions to the State Regents' *Administrative Operations* policy regarding delegation of authority to the Chancellor. This item was for posting only and did not require State Regents' action.

10.   **OKLAHOMA'S PROMISE.** Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided Regents with an update on the Oklahoma's Promise scholarship program. Regent Holloway made a motion, seconded by Regent Harrell, to accept the Oklahoma's Promise 2014-2015 Year-End Report. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway, Glass, Harrell and Turpen.   Voting against the motion were none.

11.   **ACADEMIC PLANS.** Regent Holloway made a motion, seconded by Regent Harrell, to accept the 2015-2016 institutional academic plans. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Harrell, Turpen and Massey.   Voting against the motion were none.

12.   **DEGREE COMPLETION PLANS.** Regent Holloway made a motion, seconded by Regent Helm, to accept the 2015-2016 institutional degree completion plans. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrell, Turpen, Massey and Stricklin.   Voting against the motion were none.

13.   **E&G BUDGET.** Regent Helm made a motion, seconded by Regent Parker, to approve the reduction in FY2016 allocations and revised budgets for institutions and programs due to the

declaration of a revenue shortfall from the Office of Management and Enterprise Services. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Harrell, Turpen, Massey, Stricklin and White.   Voting against the motion were none.

14.   **REVENUE BOND.** Regent Helm made a motion, seconded by Regent Massey, to approve and transmit to the Attorney General of Oklahoma for the University of Oklahoma's Statement of Essential Facts for the Series 2016 Refunding Revenue Bonds.   Voting for the motion were Regents Parker, Holloway, Glass, Harrell, Turpen, Massey, Stricklin, White and Helm.   Voting against the motion were none.

15.   **FINAL SUMMER ACADEMIES ALLOCATION.** Regent Helm made a motion, seconded by Regent Harrell, to approve the final distribution of 2016 Summer Academy grants. Voting for the motion were Regents Holloway, Glass, Harrell, Turpen, Massey, Stricklin, White, Helm and Parker.   Voting against the motion were none.

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

17.   **POLICY.** Regent Massey made a motion, seconded by Regent Harrell, to approve amendments to the Communicators Council Policy. Voting for the motion were Regents Harrell, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Glass.   Voting against the motion were none.

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

19.   **EXECUTIVE SESSION.** Regent Helm made a motion, seconded by Regent Parker, to go into executive session for confidential communications between a public body and its attorneys

concerning pending investigations, claims, or actions. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway, Glass, Harrell and Turpen. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

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

h. Programs.

     (1)   Program Modifications. Approval of institutional requests.

     (2)   Reconciliation. Approval of institutional requests.

i. Electronic Delivery.

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

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

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

j. State Authorization Reciprocity Agreement. Ratification of institutional requests to participate in the State Authorization Reciprocity Agreement.

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

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

m. Agency Operations. Ratification of purchases over $25,000.

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

o. Resolution. Approval of a resolution honoring a retiree.

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

21. **REPORTS.** Regent Harrell made a motion, seconded by Regent Parker, to accept the following reports:

a.   Programs. Status report on program requests.

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

22. **REPORT OF THE COMMITTEES.**

a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

d.   Investment Committee. The Investment Committee had no additional items for Regents' action.

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

24. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Stricklin announced that the next regular meetings are scheduled to be held on Wednesday, March 2, 2016 at 10:30 a.m. and Thursday, March 3, 2016 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

_____   _____
Toney Stricklin, Chairman   Ron White, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, January 27, 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 11:00 a.m. on Wednesday, January 27, 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 January 20, 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, Ike Glass, Mike Turpen, and John Massey. Regent Jimmy Harrell joined the meeting at 11:04 a.m. and Regent Helm joined at 11:10 a.m. Regent Stricklin called the meeting to order and presided.

3. **MERCER-HAMMOND.** Ms. Beth Johnson and Mr. Dick Anderson from Mercer-Hammond were present to facilitate a discussion regarding the Oklahoma State Regents for Higher Education's (OSRHE) current investments. Ms. Johnson and Mr. Anderson discussed the current market environment, China's current stock market, debt concerns, current investment returns and recommendations.

   They made a recommendation to invest $6.5 million in Cooper Rock, $6.5 million in Thompson, Siegal & Walmsley International Small Cap, $4 million in The Column Group, $6 million in K3 Private Investors Fund and $5 million in Rockpointe Real Estate.

4. **TULSA COMMUNITY COLLEGE.** President Leigh Goodson gave a brief update on the EXCELerate pilot project at Tulsa Community College (TCC). President Goodson began by stating that the intent of the EXCELerate pilot project was to determine if students would be more successful in concurrent enrollment courses if there were different requirements. TCC requested seven exceptions to OSRHE policy to conduct the pilot including broadening admission standards, adding a probationary semester, changing the maximum workload and adding an alternate admissions test.

   The pilot is offered in public, private and home schools, TCC's four main campuses, area high schools and off campus sites. Since the project began they have enrolled 1,941 students in 74 school districts, plus 94 home study families and the program is embedded in Tulsa and Union high schools. The African American enrollment increased 256 percent and Hispanic enrollment increased 154 percent. Additionally, President Goodson stated that the pilot project has a three-pronged approach to student success: 1) tutoring, 2) coaching and 3) mentoring.

   President Goodson detailed the preliminary findings of the pilot project since its inception in 2010:
   - Broadened admissions: Data indicates that lowering the high school GPA to 3.0 and the ACT to 19 for juniors has little impact on student success.
   - Probationary semester: Without embedded student support, students do not recover academically during the one-semester probation and it jeopardizes future financial aid eligibility.

- Combined workload: Extracurricular activities in combined workload hours do not greatly impact academic success.
- High school teachers as college instructors: Findings are limited due to the availability of Higher Learning Commission qualified high school teachers.
- Developmental courses: The pilot did not offer developmental courses; students enrolled in college courses only where they had proficiency.
- Sophomore semester pilot: the sophomore semester pilot was offered to a limited number of 10th grade students and the success rates were even more closely tied to high school GPA for these students compared to juniors and seniors.
- Alternative tests for admissions: The PLAN test was used sparingly and by juniors who did not have an available free ACT.

President Goodson stated that TCC will submit a formal report to the State Regents by March 15,2016 and will recommend moving forward with the successful exceptions.

Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, stated that this pilot project is a perfect example of what Complete College America represents and is a great foundation for other institutions and states to work from.

Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, stated that this is a tremendous opportunity to find out what works well through trial and error. Dr. Sonobe commended TCC for their innovation and hard work.

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

    Following executive session discussions, Regents returned to open session.

6. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet stated that at the December State Board of Equalization meeting, they estimated a $900 million shortfall for fiscal year 2017. However, Ms. Paliotta stated that does not factor in the rainy day fund accesses and revolving funds from institutions so the shortfall may be larger than predicted.

    Additionally, it was announced that there is a current fiscal year revenue failure in general revenue. Mr. Preston Doerflinger, Oklahoma Secretary of Finance, stated that state agencies will receive an allocation reduction of six percent from January through June 2016.

    Ms. Paliotta also stated that the State Regents will receive a report at the January State Regents meeting detailing the impact of the allocation reduction to the institutions and what actions they have taken to absorb the reductions.

7. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Associate Vice Chancellor for Governmental Relations, gave a brief legislative update. Ms. Hunt reviewed several pieces of legislation:

    - HB 2556 – This bill would consolidate community college boards into one.

- SB 910 – This bill would require institutional presidents to have a doctorate from an accredited university.
- SB 1046 – This bill would require Oklahoma's Promise students to start at a community college and it would also raise the income limit to $75,000.

Ms. Hunt stated that there are several bills allowing weapons on campus and she will work with the appropriate legislator on those bills. She finished by stating that the list will grow as the session continues.

8. **TASK FORCE REPORTS.**

   a. **ONLINE EDUCATION TASK FORCE.** Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, updated the Regents on the status of the Online Education Task Force. Dr. Sonobe stated that the three working committees – the Professional Development Committee, the Technology Committee, and the Affordable Resources Committee – recently met and consolidated their data. They will present their findings to the Online Education Task Force at their meeting on January 28, 2016.

   b. **STATE REGENTS SAFETY AND SECURITY TASK FORCE.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, updated the Regents on the status of the Campus Safety and Security Task Force. Ms. Caddell stated that the planning process for the 2016 Campus Safety and Security Summit has begun. It will be held on Monday, November 7, 2016 at the Reed Center in Midwest City and may have upwards of 400 participants. Content areas for the Summit will focus on specialized services for veterans, issues related to drone technology, strengthening lines of campus communication and protocols, technology innovations and student and faculty training.

      Additionally, Ms. Caddell stated that the Campus Best Practices workgroup reviewed several campus safety smart phone apps. Ms. Caddell visited with the Council of Presidents in December 2015 and they are interested in a system-wide contract opportunity. The Council elected to form a small task force to evaluate several different vendor options and make a recommendation.

9. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the January 2016 update on institutional activities.

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

    - Tuesday, February 16, 2016 – Higher Education Day at the State Capitol – 2:00 p.m. at the State Capitol in Oklahoma City.

    - Wednesday, March 2, 2016 – State Regents Committee-of-the-Whole Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

    - Wednesday, March 2, 2016 – State Regents Dinner – 6:00 p.m. – TBA .

    - Thursday, March 3, 2016 – State Regents Meeting – 9:00 a.m. at the State Regents office in Oklahoma City.

    - Wednesday, April 20, 2016 – State Regents Committee-of-the-Whole Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

- Wednesday, April 20, 2016 – State Regents Dinner – 6:00 p.m. – Quail Creek Golf and Country Club.

- Thursday, April 21, 2016 – Tuition Hearing – 9:00 a.m. at the State Regents office in Oklahoma City.

- Thursday, April 21, 2016 – State Regents Meeting – 10:00 a.m. at the State Regents office in Oklahoma City.

11. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Toney Stricklin, Chairman   Ron White, Secretary