



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 27, 2016

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 27, 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 May 27, 2016.

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

A G E N D A

Friday, May 27, 2016 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Toney Stricklin, Presiding

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

STUDENTS

7. **Student Advisory Board.**
 - a. Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board. Page 7.
 - b. Presentation of the 2016 Annual Report of the Student Advisory Board. Page 9.

FISCAL

8. **E&G Budget.**
 - a. Approval of allocation of state appropriated funds to institutions and programs for FY2017 and Acceptance of FY17 Budget Principles and Guidelines. Page 11.
 - 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 13.
9. **Tuition.** Approval of FY17 Tuition and Mandatory Fee Principles and Guidelines. Page 15.

10. **Contracts and Purchases.** Approval of contracts and purchases in excess of \$100,000 for FY2017. Page 19.
11. **Investments.** Approval of new investment managers. Page 21.

ACADEMIC

12. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Bachelor of Arts in Environmental Studies, the Bachelor of Science in Environmental Studies and the Graduate Certificate in Earth Observation Science for Society and Sustainability. Page 23.
 - b. Oklahoma State University. Approval to offer the Bachelor of Science in Applied Exercise Science. Page 37.
 - c. University of Central Oklahoma. Approval to offer the Bachelor of Arts in Technical Writing, the Master of Science in Business Analytics, the Professional Science Masters in Computational Science, and the Certificate in Enterprise Analytics. Page 47.
 - d. Rose State College. Approval to offer the Associate in Science in Emergency Management and the Certificate in Emergency Preparedness and Planning. Page 67.
 - e. Tulsa Community College. Approval to offer the Associate in Applied Science in Healthcare Specialist/Paramedic. Page 77.
13. **Program Deletions.** Approval of institutional requests for program deletions. Page 85.
14. **Policy.**
 - a. Approval of revisions to the Credit for Prior Learning policy. Page 87.
 - b. Approval of the Langston University remediation pilot program. Page 93.
 - c. Approval of the Oklahoma City Community College concurrent enrollment pilot project. Page 95.
 - d. Acceptance of the final Tulsa Community College EXCELerate Concurrent Enrollment pilot project report and approval of the policy exception to the concurrent enrollment section of the Institutional Admission and Retention policy. Page 99.
 - e. Posting of revisions to the State Regents' Institutional Admission and Retention policy. Page 115.
 - f. Posting of revisions to State Regents Contractual Arrangements Between Higher Education Institutions and Other Entities policy. Page 141.
15. **Intensive English Programs.** Approval of English as a Second Language Program at Oklahoma City Community College. Page 151.

16. **Deleted Item.** Page 155.

17. **Deleted Item.** Page 159.

EXECUTIVE

18. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 161.

19. **Executive Session.** Page 163.

- 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

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

- a. Programs.
 - (1) Program Modifications. Approval of institutional requests. Page 165.
 - (2) Program Suspensions. Ratification of institutional requests. Page 179.
- b. State Authorization Reciprocity Agreement. Ratification of institutional requests to participate in the State Authorization Reciprocity Agreement. Page 181.
- c. GEAR UP. Ratification of GEAR UP Partnership Support for Oklahoma School Districts. Page 183.
- d. Brad Henry International Scholarship Program. Ratification of the Brad Henry International Scholarship Program 2016-2017 Scholarship Awards. Page 187.

- e. Agency Operations. Ratification of Purchases in excess of \$25,000 but not in excess of \$100,000. Page 189.
- f. Approval of a resolution honoring Regent John Massey. Page 191.

REPORTS

- 21. **Reports.** Acceptance of reports listed.
 - a. Programs. Current status report on program requests. Page 193. (Supplement)
 - b. Annual Reports.
 - (1) Chiropractic Education Scholarship Program 2015-2016 Year End Report. Page 195.
 - (2) Future Teachers Scholarship Program 2015-2016 Year End Report. Page 197.
 - (3) William P. Willis Scholarship 2015-2016 Year End Report. Page 199.
 - (4) George and Donna Nigh Scholarship 2015-2016 Year End Report. Page 201.
 - (5) Tulsa Reconciliation Education and Scholarship Program 2015-16 Year End Report. Page 203.
 - (6) College Student Developmental Education/Remediation report. Page 205.
 - (7) National Guard Tuition Waiver 2015-16 Year-End Report and Institutional Reimbursement. Page 213.
- 22. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
- 23. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
- 24. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, June 29, 2016 at 10:30 a.m. and Thursday, June 30, 2016 at 9 a.m. at the State Regents Office in Oklahoma City.
- 25. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of April 8, 2016 through May 12, 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 April 8, 2016 through May 12, 2016:

- Met with Representative Justin Wood and Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Met with Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Hall of Fame Board of Directors meeting in Oklahoma City.
- Met with Carole Kelley, Oklahoma Public School Resource Center's Director of Teaching and Learning, in Oklahoma City to discuss K-12 and higher education issues.
- Participated in conference call with Northeastern Oklahoma A&M College (NEO) President Jeff Hale to discuss higher education issues.
- Met with Oklahoma Supreme Court Justice Yvonne Kauger in Oklahoma City to discuss higher education issues.
- Attended Oklahoma's Promise Day at the State Capitol luncheon in Oklahoma City.
- Participated in conference call with NextThought President and CEO Ken Parker to discuss higher education issues.
- Attended University of Oklahoma College of Law's Board of Visitors meeting in Norman.
- Attended annual Phi Beta Kappa awards banquet at the Oklahoma City Golf and Country Club in Oklahoma City.
- Attended the Reach Higher Coordinators Meeting in Oklahoma City.
- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Met with Representative Todd Russ at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Secretary of Education and Workforce Development Natalie Shirley, Secretary of Commerce and Tourism Deby Snodgrass, State Superintendent Joy Hofmeister, and CareerTech State Director Marcie Mack in Oklahoma City to discuss K-12, CareerTech, and higher education issues.
- Met with Representative Scott Martin at the State Capitol in Oklahoma City to discuss higher education issues.

- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Sean Burrage to discuss higher education issues.
- Attended Oklahoma Works meeting with Governor Fallin at the State Capitol in Oklahoma City.
- Attended and chaired Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Met with Senator Clark Jolley and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Earl Sears and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Speaker Jeff Hickman and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Participated in conference call with Regent John Massey, Southeastern Oklahoma State University (SEOSU) President Sean Burrage, and Representative Dustin Roberts to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) College of Engineering Dean Tom Landers to discuss higher education issues.
- Met with Oklahoma State University- Institute of Technology (OSU-IT) President Bill Path in Oklahoma City to discuss higher education issues.
- Met with Senator Jason Smalley at the State Capitol 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.
- Participated in conference call with Association of Governing Boards of Colleges and Universities (AGB) President Rick Legon to discuss higher education issues.
- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Sean Burrage to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) President David Boren, Oklahoma State University (OSU) President Burns Hargis, University of Central Oklahoma (UCO) President Don Betz, and Rogers State University (RSU) President Larry Rice to discuss higher education issues.
- Met with Representative Earl Sears and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator David Holt and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Dustin Roberts and Representative Pat Ownbey in Oklahoma City to discuss higher education issues.
- Met with Oklahoma State Chamber President Fred Morgan in Oklahoma City to discuss higher education issues.
- Attended National Youth Skills Grant team meeting with State Superintendent Joy Hofmeister and CareerTech State Director Marcie Mack in Chicago.
- Attend Oklahoma State University's (OSU) commencement ceremony at OSU in Stillwater.
- Participated in conference call with University of Oklahoma (OU) Dean Emeritus of the Gaylord College of Journalism Joe Foote to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Participated in conference call with Governor Fallin's Policy Director Katie Altshuler and Deputy Policy Director Jake Yunker to discuss higher education issues.

- Participated in conference call with Tulsa Regional Chamber President Mike Neal to discuss higher education issues.
- Participated in conference call with Greater Oklahoma City Chamber President Roy Williams to discuss higher education issues.
- Met with Senator Eddie Fields and Representative Todd Thomsen in Oklahoma City to discuss higher education issues.
- Met with Representative Earl Sears and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator Clark Jolley and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Todd Russ at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with *The Oklahoman* Editorial Board in Oklahoma City to discuss higher education issues.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #6:

State Regents.

SUBJECT: Installation of incoming an Oklahoma State Regent.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #7-a:

Student Advisory Board.

SUBJECT: Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #7-b:

Student Advisory Board.

SUBJECT: Presentation of the 2016 Annual Report of the Student Advisory Board.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 1988, the Oklahoma Legislature passed House Bill 1801, creating the Student Advisory Board (SAB). The purpose of the Student Advisory Board is to communicate to the Oklahoma State Regents for Higher Education the views and interests of all Oklahoma colleges and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board combines the opinions of students with quality research to develop the best proposals and recommendations for the Oklahoma State System of Higher Education. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent the public tier and independent colleges, and they serve a one-year term (May through April).

The Student Advisory Board policy requires the Student Advisory Board to submit an annual written report of activities to the State Regents.

POLICY ISSUES:

This action is consistent with the OSRHE's Student Advisory Board policy.

ANALYSIS:

The recommendations are listed below.

- Academic Advisement – Encourage institutions to implement better academic advising processes, including a progression of general professional to discipline-specific academic guidance as the student progresses, more timely degree-checks to enhance the propensity for students to complete their degrees in an efficient amount of time, and better consultation with career services.
- Block Rate Tuition – Encourage more institutions to institute block rate tuition options to streamline student time to degree, improve student retention, and lessen student debt burden.
- Campus Safety – Improve the distribution of information available to students for warnings and inclement weather safety instructions, and make information and warnings an opt-out, rather than opt-in system.

- Campus WiFi – Recommend that all institutions of higher education in Oklahoma provide students with access to wireless internet (WiFi) on all areas of campus, with priority in high student traffic areas such as dormitories, libraries and classrooms.
- Higher Education Funding – Recommend that the Oklahoma State Regents for Higher Education continue working with the state legislature and the executive to take the necessary steps to fund the Oklahoma State System of Higher Education at the previous year’s initial level.
- Oklahoma’s Promise – Two recommendations and a resolution emphasize the importance of the Oklahoma State Regents work with the state legislature to fund Oklahoma’s Promise at the Fiscal Year 2017 requested level of \$67.8 million to meet the program’s needs, and the importance of the work with the state legislature to consider the most economically vulnerable students when proposing changes to Oklahoma’s Promise. The Student Advisory Board additionally supports an increase in the income eligibility requirement of the program to reflect inflation since the program was adopted.
- Online Course Offerings – Encourage the Oklahoma State Regents for Higher Education to continue to work with all institutions to increase the number of online course offerings available, while maintaining an adequate level of quality and rigor.
- Transfer Credits – Support the Oklahoma State Regents for Higher Education’s work with institutions to advance the Oklahoma Course Equivalency Project through promotion of the need with faculty for addition of eligible courses.
- Voter Participation – Recommend that all Oklahoma institutions of higher education be encouraged to advance civic education by providing the resources to facilitate student participation in the election process, and by incorporating a civic participation component in one or more of the required general education classes or orientation.
- Weapons on Campus – Recommend that the Oklahoma State Regents for Higher Education work with the state legislature and the executive to maintain the current policy concerning weapons on campus stated in Section 1277 of Title 21 of the Oklahoma Statutes.

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #8-a:

E&G Budget.

SUBJECT: Approval of allocation of state appropriated funds to institutions and programs for FY2017 and acceptance of the FY2017 Budget Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of state appropriated funds for FY17 appropriations in an amount that totals \$810.02 million, as presented in the following schedules.

ANALYSIS:

State Appropriated Funds

The 2016 Legislature appropriated funding in Senate Bill 1616 of \$810,022,109 for education operations in FY17. The total FY17 state appropriation represents a decrease in state appropriations of \$153,389,997 million, or 15.92 percent. All institutions and State Regents' administered programs will participate in the necessary reductions.

These recommendations assume that all pending legislation will be signed by the Governor.

Debt Service will incur a 5 percent cut of approximately \$2.6 million that must be billed to the institution's for their proportionate share. The estimated total debt service need is approximately \$62.7 million, with \$58.5 remaining in the base appropriation and use of a small carryover and OCIA credits, to fully fund the required debt service need for FY2017.

National Guard reimbursements will be funded at only 59 percent of the total eligible reimbursements due to the reduction of state appropriations. The total of \$1,551,393 is available to apply to the \$2,635,832 for 27,990 credit-hours waived in FY2016.

Concurrent Enrollment Waiver reimbursements will be funded at only 35 percent of the total eligible reimbursements our institutions were required to give in FY2016. The increase in participation in the program and the continued decline in based funding has resulted in a reduction in the percentage funded in FY2017 from the previous year of 37.4 percent.

All scholarship programs have been reduced in the amount of 15.95 percent and will impact the number and amount of awards available for the 2016-17 academic year. Programs that have any remaining carryover funding will be applied to reduce the impact of the reduction of awards to students.

Institutional budgets, containing appropriations, tuition and fees, and other revolving fund income, will be presented to the State Regents for approval at the meeting scheduled for June 30, 2016.

BUDGET PRINCIPLES AND GUIDELINES:

The State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. The guidelines for institutions acknowledge mandatory cost increases, maintain the limits on the share of the budget to be spent on administration, and restate the financial accounting and reporting requirements. These guidelines are grounded in the principles of quality as the primary consideration, differentiation among institutions, efficiency, and seamless delivery of programs for optimal use of state funding.

Oklahoma State Regents for Higher Education BUDGET PRINCIPLES AND GUIDELINES Fiscal Year 2017

I. STATE REGENTS' BUDGET ALLOCATION PRINCIPLES

Constitutional Authority. *Oklahoma Constitution, Article XIII-A, Section 3 – The appropriations made by the Legislature for all such institutions shall be made in consolidated form without reference to any particular institution and the Board of Regents herein created shall allocate to each institution according to its needs and functions.*

State Support. The State System of Higher Education saw a decrease in state base appropriations. Despite the increase in state support, institutions are facing increases in costs for healthcare, retirement contributions, fuel, utilities, and other general operating expenses. The Regents will encourage institutions to operate as cost-effectively as possible and to invest in processes to enhance revenue from grants, contracts, gifts, donations, auxiliaries, and other earned income.

Focus on Resources. Emphasis on new approaches, efficiency and cost-saving measures will continue to be the system focus for the next fiscal year. Because of the conditions described above, institutions should investigate new approaches to offering learning experiences, designing courses, organizing academic programs, and providing administrative services on their campuses. Different approaches and processes may provide both fewer expenses and more responsive programs for constituents. State Regents urge institutions to collaborate and to share resources where it is economical to do so, and pledge to continue initiatives to ensure efficient operation of the system as a whole.

E&G Budgets. Educational and general budgets support institutions' missions of teaching, research, and public service. To accomplish the goals of the Academic Planning and Resource Allocation (APRA) system, it is the State Regents' intent to protect the operating budgets of the colleges and universities, particularly in recognition of increased mandatory costs and the need for competitive faculty salaries.

Scholarships. Funding needs for *Oklahoma's Promise*, or Oklahoma Higher Learning Access Program, and the Academic Scholars Program will continue to be a priority to ensure that awards for all eligible students are fully funded.

II. INSTITUTIONS' BUDGET ALLOCATION PRICIPLES AND GUIDELINES

Principles. Establishment of priorities in programs and services, and allocation of resources to these priorities, is necessary for the higher education system to serve Oklahoma effectively. As State Regents, governing boards, and presidents undertake to focus resources for optimal use of state funding, the FY17 budgets should reflect the following principles:

Quality – Resources should be focused on 1) increasing retention and graduation rates and 2) enhancing the quality of priority programs and courses in the institution's academic plan, including libraries and other resources for obtaining and using information.

Differentiation – Resources should be focused on enhancing the institution's clearly differentiated central academic mission and eliminating unnecessary programmatic duplication, rather than spreading dollars thinly across all existing programs and services.

Efficiency – Resources should be allocated internally within each institution to ensure operations that are as efficient as possible. Collaboration and sharing of resources within and among institutions should be encouraged.

Seamless Delivery – Resources should be allocated to ensure that students and programs are able to move among institutions easily and smoothly. Bureaucratic and unnecessary academic hurdles should be minimized for students who wish to participate in more than one institution. Programs, too, should be shared among institutions with a minimum of administrative and academic overhead.

Guidelines. Within the context of the above principles, FY17 institutional budgets should evidence these specific guidelines:

Mandatory Cost Increases – The first priority on the campuses will be funding mandatory cost increases. Estimates for mandatory costs are approximately \$22.1 million. These costs include health and dental insurance, retirement contributions, fuel, utilities, and other operating expenses.

Administrative Cost Budget Caps – For FY17, the following caps are approved for expenditures budgeted under the functional category of *Institutional Support*:

OU, OSU	10%
Health Sciences Center, Law, Vet Medicine, OSU-COM	13%
Institutions with enrollments of 3,500 FTE	13%
Institutions with enrollments below 3,500 FTE	16%

Although the caps are unchanged from the previous year, institutions are strongly encouraged to contain administrative costs at their current percentage of E&G budget.

Tuition Revenue – Institutions should demonstrate to students that revenue from any increase in tuition will be used for programs that directly benefit students, such as faculty compensation, technology, library acquisitions, and counseling services.

Use of Revenue from Dedicated Fees – Institutions that charge students special fees for library materials and services, classroom and laboratory materials, technology, etc. must ensure that the revenues are spent for the approved purpose of the fee. Likewise, traditional E&G support for the above and similar purposes should not be diminished as a result of fee revenue.

Consistency -- By law, institutional budgets must be prepared in accordance with financial accounting and reporting standards of the National Association of College and University Business Officers. Institutions will continue to submit budgets for State Regents' approval by function and object. Institutions will transmit summary budgets to the Office of State Finance by object under three activities: Educational and General, Part I (Fund 290), Educational and General, Part 2 (Fund 430), and Agency Special (700 Fund Series).

Attachments

**ALLOCATION OF STATE APPROPRIATED FUNDS
Fiscal Year 2017**

	FY'16 Total State Allocated Funds	FY'17 Legis. Base Reduc. (%)	FY'17 Appropriation Reduction	FY'17 Funding Form %	FY'17 SB 1616 Sec. 36	FY'17 Program Adjustments	FY'17 Total State Alloc. Funds	FY'17 \$ Chg From Orig. FY'16	FY'17 % Chg. From Orig. FY'16
University of Oklahoma:									
OU Norman	124,400,538	(8,708,038)	(11,139,825)	14.22%			104,552,676	(19,817,862)	-15.95%
Mesonet	1,442,872	(101,001)	(129,206)				1,212,665	(230,207)	-15.95%
Technology Transfer Office	321,085	(22,476)	(28,753)				269,856	(51,228)	-15.95%
OU Initiatives	2,255,930	(157,915)	(202,014)				1,896,001	(359,929)	-15.95%
Oklahoma Museum of Natural History	2,861,504	(200,305)	(256,212)				2,404,987	(456,517)	-15.95%
Sutton Astory Research Center	432,365	(31,666)	(40,508)				380,191	(72,174)	-15.95%
Center of Educational Excellence	222,371	(15,566)	(19,913)				186,892	(35,479)	-15.95%
Subtotal, OU:	134,956,665	(9,236,967)	(11,816,461)	14.22%			110,903,227	(21,053,438)	-15.95%
OU Health Sciences Center	85,431,430	(5,980,200)	(7,650,217)	11.84%			71,801,013	(13,630,418)	-15.95%
Nursing & Allied Health - Tulsa	1,844,604	(129,122)	(163,181)				1,550,301	(294,303)	-15.95%
Nursing - OKC	523,032	(36,613)	(46,836)				439,583	(83,449)	-15.95%
Nursing Lawton	187,092	(13,096)	(16,754)				157,242	(29,850)	-15.95%
Allied Health	455,914	(31,914)	(40,826)				383,174	(72,740)	-15.95%
Geriatrics Matching Funds	491,593	(34,412)	(44,021)				413,161	(78,432)	-15.95%
Pharmacy - Distance Learning	856,624	(59,964)	(76,709)				719,951	(136,673)	-15.95%
George Nigh Rehabilitation Center Salary Support	330,220	(23,115)	(29,571)				277,534	(52,686)	-15.95%
Subtotal, OUHSC:	90,120,510	(6,308,436)	(8,070,115)	11.84%			75,741,959	(14,378,551)	-15.95%
OU Tulsa	7,917,706	(554,239)	(709,015)				6,654,451	(1,263,254)	-15.95%
OU Law Center	5,782,019	(404,741)	(517,769)	0.68%			4,859,509	(922,510)	-15.95%
TOTAL, OU:	235,776,900	(16,504,383)	(21,113,360)	26.74%		0	198,159,157	(37,617,743)	-15.95%
Oklahoma State University:									
OSU, Stillwater	116,417,384	(8,149,217)	(10,424,919)	12.21%			97,843,218	(18,574,166)	-15.95%
Technology Transfer Office	321,085	(22,476)	(28,753)				269,856	(51,228)	-15.95%
Fire Service Training Program	1,627,167	(113,902)	(145,710)				1,367,556	(259,611)	-15.95%
Subtotal, OSU:	118,365,636	(8,285,594)	(10,599,411)	12.73%			99,480,630	(18,885,006)	-15.95%
OSU Agriculture Experiment Station	25,771,299	(1,803,991)	(2,307,769)	2.69%			21,659,538	(4,111,760)	-15.95%
Cooperative Extension Division	29,122,844	(1,968,599)	(2,518,316)	2.51%			23,635,900	(4,486,944)	-15.95%
OSU Center for Health Sciences	13,697,949	(958,856)	(1,226,655)	1.75%			11,512,468	(2,185,481)	-15.95%
School of Veterinary Medicine	10,521,334	(736,493)	(942,165)	1.07%			8,842,676	(1,678,658)	-15.95%
OSU, Oklahoma City	11,255,098	(787,857)	(1,007,872)	2.66%			9,459,370	(1,795,729)	-15.95%
OSU Institute of Tech. Okmulgee	13,963,498	(977,445)	(1,250,404)	2.03%			11,735,649	(2,227,849)	-15.95%
Mid-America Industrial Park-Pyor	80,271	(5,619)	(7,188)	0.00%			67,464	(12,807)	-15.95%
Subtotal, OSUIT-OKM	14,043,769	(983,064)	(1,257,592)	2.03%			11,803,113	(2,240,656)	-15.95%
OSU-Tulsa	10,899,819	(702,987)	(976,057)				9,160,774	(1,739,045)	-15.95%
Subtotal, OSU-Tulsa:	10,899,819	(702,987)	(976,057)				9,160,774	(1,739,045)	-15.95%
TOTAL, OSU:	232,677,749	(16,287,442)	(20,835,837)	25.44%		0	195,554,469	(37,123,280)	-15.95%

University of Central Oklahoma																													
TOTAL, UCO:	51,475,764	(3,683,304)	(4,609,554)			6.15%																		(8,212,857)	-15.95%				
East Central University	16,749,180	(1,172,443)	(1,409,856)			1.88%																			(8,212,857)	-15.95%			
McAlester Learning Site	80,271	(5,619)	(7,185)																						(67,464)	-15.95%			
Nursing Program - Durant	200,679	(14,047)	(17,976)																						(32,618)	-15.95%			
TOTAL, ECU:	17,030,130	(1,192,109)	(1,525,015)																							(2,717,124)	-15.95%		
Northeastern State University	31,230,230	(2,192,416)	(2,804,665)			3.55%																				(4,997,081)	-15.95%		
Broken Arrow campus	4,490,134	(314,209)	(402,683)																							(716,392)	-15.95%		
TOTAL, NSU:	35,810,364	(2,506,725)	(3,206,748)																							(5,713,473)	-15.95%		
Southeastern Oklahoma State University	16,682,955	(1,167,807)	(1,493,926)			1.56%																					(3,661,733)	-15.95%	
McCurtain County Branch	1,341,569	(93,910)	(120,135)																							(214,045)	-15.95%		
McAlester Learning Site	160,542	(11,238)	(14,376)																							(25,614)	-15.95%		
TOTAL, SOSU:	18,185,066	(1,272,985)	(1,628,437)																							(3,885,983)	-15.95%		
Southwestern Oklahoma State University	21,849,110	(1,529,438)	(1,956,545)			2.29%																					(4,921,111)	-15.95%	
Business Research/Econ Development Center	120,407	(8,428)	(10,782)																							(19,211)	-15.95%		
Saye Branch Funding	72,244	(5,057)	(6,489)																							(11,526)	-15.95%		
TOTAL, SWOSU:	22,041,761	(1,542,933)	(1,973,797)																							(3,516,720)	-15.95%		
Cameron University	20,635,840	(1,444,509)	(1,847,899)			1.90%																					(4,997,081)	-15.95%	
Duncan branch campus	385,493	(26,985)	(34,520)																							(61,505)	-15.95%		
TOTAL, CU:	21,021,333	(1,471,493)	(1,882,419)																							(3,353,913)	-15.95%		
Langston University	11,839,659	(828,776)	(1,060,218)			1.88%																					(3,353,913)	-15.95%	
Langston Statewide Plan	1,209,050	(84,634)	(108,268)																								(1,888,994)	-15.95%	
Federal Langston Research Match	2,087,314	(146,112)	(186,915)																							(192,902)	-15.95%		
LU-Tulsa Branch	2,209,614	(161,673)	(206,821)																							(333,027)	-15.95%		
Agricultural Exper Station Funds	330,272	(23,119)	(29,575)																							(368,494)	-15.95%		
Langston Honors Scholarship Program	212,718	(14,890)	(19,048)																							(52,094)	-15.95%		
Langston Honors Program Admin	118,783	(8,315)	(10,637)																							(33,939)	-15.95%		
TOTAL, LU:	18,107,410	(1,267,519)	(1,621,483)																							(4,889,082)	-15.95%		
NW Oklahoma State University																													
Alva	9,322,189	(652,553)	(834,784)			1.31%																					(1,487,337)	-15.95%	
Emid	561,095	(39,277)	(50,245)																								(89,532)	-15.95%	
TOTAL, NWOSU:	9,883,284	(691,830)	(885,029)																								(1,576,869)	-15.95%	
Oklahoma Panhandle State University	7,019,439	(491,364)	(628,577)			0.82%																					(1,119,938)	-15.95%	
TOTAL, OPSU:	7,019,439	(491,364)	(628,577)																								(1,119,938)	-15.95%	
Rogers State University	13,634,562	(954,419)	(1,220,948)			2.01%																					(2,175,568)	-15.95%	
TOTAL, RSU:	13,634,562	(954,419)	(1,220,948)																								(2,175,568)	-15.95%	
University of Science & Arts of Okla	7,156,354	(500,945)	(640,837)			0.82%																					(1,141,783)	-15.95%	
3rd Trimester Waivers	45,644	(3,195)	(4,087)																								(7,282)	-15.95%	
TOTAL, USAO:	7,201,997	(504,140)	(644,925)																								(1,149,065)	-15.95%	

Carl Albert State College	6,261,526	(438,107)	(560,207)		1.06%		5,262,512	(999,014)	-15.95%
TOTAL, CASAC:	6,261,526	(438,107)	(560,207)				5,262,512	(999,014)	-15.95%
Conners State College	6,483,598	(453,832)	(380,503)		0.99%		5,449,152	(1,034,445)	-15.95%
Muskogee Branch Campus	135,356	(9,475)	(12,121)				113,760	(21,596)	-15.95%
TOTAL, CSC:	6,618,953	(463,307)	(392,624)				5,562,912	(1,056,041)	-15.95%
Eastern Oklahoma State College	6,316,509	(442,156)	(565,631)		0.79%		5,308,722	(1,007,787)	-15.95%
TOTAL, EOSC:	6,316,509	(442,156)	(565,631)				5,308,722	(1,007,787)	-15.95%
Murray State College	5,623,986	(393,679)	(505,817)		1.05%		4,726,690	(897,296)	-15.95%
TOTAL, MSC:	5,623,986	(393,679)	(505,817)				4,726,690	(897,296)	-15.95%
Northeastern Oklahoma A&M College	8,657,088	(605,996)	(775,225)		0.96%		7,275,867	(1,381,221)	-15.95%
TOTAL, NEOAMC:	8,657,088	(605,996)	(775,225)				7,275,867	(1,381,221)	-15.95%
Northern Oklahoma College									
Tonkawa	8,666,633	(606,664)	(776,980)		2.18%		7,283,888	(1,382,744)	-15.95%
Enid	1,265,874	(88,611)	(114,357)				1,063,906	(201,968)	-15.95%
TOTAL, NOC:	9,932,506	(695,275)	(891,337)				8,347,795	(1,584,712)	-15.95%
Redlands Community College	5,758,992	(405,129)	(515,706)		0.85%		4,840,156	(918,836)	-15.95%
Royce Ranch Capital Plan	451,186	(31,583)	(40,403)				379,200	(71,986)	-15.95%
Total, Redlands:	6,210,178	(434,712)	(556,109)				5,219,356	(990,822)	-15.95%
Seminole State College - Campus Operations	5,815,278	(407,069)	(520,747)		0.86%		4,887,462	(927,816)	-15.95%
Total, SSC:	5,815,278	(407,069)	(520,747)				4,887,462	(927,816)	-15.95%
Western Oklahoma State College	5,606,696	(392,469)	(502,069)		0.84%		4,712,159	(894,537)	-15.95%
Total, WOSC:	5,606,696	(392,469)	(502,069)				4,712,159	(894,537)	-15.95%
Oklahoma City Community College	24,573,401	(1,720,138)	(2,200,500)		4.72%		20,652,763	(3,920,638)	-15.95%
Total, OCCC:	24,573,401	(1,720,138)	(2,200,500)				20,652,763	(3,920,638)	-15.95%
Rose State College - Campus Operations	20,236,950	(1,416,586)	(1,812,179)		2.71%		17,008,184	(3,228,766)	-15.95%
Total, Rose:	20,236,950	(1,416,586)	(1,812,179)				17,008,184	(3,228,766)	-15.95%
Tulsa Community College - Campus Operations	35,653,482	(2,495,744)	(3,192,700)		6.57%		29,965,039	(5,688,443)	-15.95%
Total, TCC:	35,653,482	(2,495,744)	(3,192,700)				29,965,039	(5,688,443)	-15.95%
Southern Oklahoma Higher Education Center, Ardmore	624,737	(43,732)	(55,944)				525,062	(99,675)	-15.95%
Total, Ardmore HEC:	624,737	(43,732)	(55,944)				525,062	(99,675)	-15.95%
Section 13 Offset Funds (see attached schedule)	9,057,059	(633,994)	(811,042)				7,612,023	(1,445,036)	-15.95%
OSF Charges	134,963	(9,447)	(12,086)				113,430	(21,533)	-15.95%
OneNet Higher Education User Fees	3,010,978	(210,768)	(269,627)				2,530,583	(480,395)	-15.95%
Quartz Mountain	1,081,977	(75,738)	(96,889)				909,349	(172,627)	-15.95%
Prca City Learning Site	631,660	(44,216)	(56,564)				530,880	(100,780)	-15.95%
Institutions, Consultant Agencies, Centers & Learning Sites									
Subtotal	845,913,688	(59,213,958)	(75,749,916)		100.0%	0	710,949,815	(134,963,874)	-15.95%

Governance & Operations Support:									
State Regents' Core Operations	6,608,726	(462,611)	(591,798)		(285,876)		5,268,441	(1,340,385)	-20.28%
Regents' IT	2,580,508	(180,656)	(231,077)		(111,626)		2,057,167	(523,341)	-20.28%
Oklahoma Teacher Connection	377,527	(26,427)	(33,802)		(16,531)		300,963	(76,565)	-20.28%
Scholarship Administration	595,808	(41,707)	(53,353)		(25,773)		474,973	(120,833)	-20.28%
Governance & Operations Support Subtotal	10,162,569	(711,380)	(910,030)	0	(439,606)	0	8,101,545	(2,061,024)	-20.28%
Financial Aid Programs:									
Academic Scholars Program	8,037,835	(562,648)	(719,772)				6,755,414	(1,282,421)	-15.95%
Chiropractic Scholarships	36,095	(2,527)	(3,232)				30,336	(5,759)	-15.95%
Concurrent Enrollment Tuition Waiver for HS Seniors	3,462,424	(242,370)	(310,051)				2,910,001	(552,423)	-15.95%
George & Donna Nigh Scholarships	63,166	(4,422)	(5,656)				53,088	(10,078)	-15.95%
National Guard Tuition Waiver Program	1,845,903	(126,213)	(165,297)				1,551,393	(294,510)	-15.95%
Oklahoma Tuition Aid Grant Program	19,115,722	(1,338,101)	(1,711,776)				16,065,846	(3,049,876)	-15.95%
Oklahoma Tuition Equalization Program (Private Schools)	3,346,368	(214,246)	(299,661)				2,812,462	(533,906)	-15.95%
Prospective Teacher Scholarships	90,237	(6,317)	(8,081)				75,840	(14,397)	-15.95%
Regional University Scholarships	951,556	(66,009)	(85,210)				799,737	(151,819)	-15.95%
International Scholarship Program	115,800	(8,106)	(10,370)				97,324	(18,476)	-15.95%
Tulsa Reconciliation Scholarships	45,119	(3,158)	(4,040)				37,920	(7,199)	-15.95%
Sub-Total Financial Aid Programs	37,110,225	(2,597,716)	(3,323,148)	0	0	0	31,189,361	(5,920,864)	-15.95%
Other Special Programs:									
Adult Degree Completion Program	451,186	(31,583)	(40,403)		(19,517)		359,683	(91,503)	-20.28%
Endowed Chairs Program	11,594,747	(811,632)	0		(599,755)	811,632	10,995,012	(599,735)	-5.17%
EPSCoR/Research	2,486,647	(174,065)	(222,674)		(107,566)		1,982,341	(504,305)	-20.28%
Grant Programs/Economic Dev/OEIS	398,894	(27,921)	(35,720)		(17,265)		317,996	(80,898)	-20.28%
Jane Brooks School - USAO	24,398	(1,708)	(2,185)		(1,055)		19,450	(4,948)	-20.28%
Debt Service	50,126,958	(3,308,887)	0		(2,592,802)	3,308,887	47,534,156	(2,592,802)	-5.17%
Scholar-Leadership Program	276,019	(19,321)	(24,717)		(11,940)		220,041	(55,978)	-20.28%
Statewide Literacy Program	66,080	(4,626)	(5,917)		(2,358)		52,678	(13,401)	-20.28%
Student Preparation Program	1,060,026	(74,202)	(94,923)		(45,854)		845,047	(214,979)	-20.28%
Summer Academics Program	541,423	(37,906)	(48,483)		(23,421)		431,620	(109,803)	-20.28%
System Shared Resources	369,973	(25,898)	(33,130)		(16,004)		294,940	(75,033)	-20.28%
Academic Library Databases	47,519	(3,326)	(4,255)		(2,056)		37,882	(9,637)	-20.28%
System Legal Services	61,244	(4,287)	(5,484)		(2,649)		48,823	(12,421)	-20.28%
System Safety, Health & Environmental Resource Center	1,379,953	(96,597)	(123,572)		(59,693)		1,100,091	(279,862)	-20.28%
Internet 2	363,378	(25,416)	(32,340)		(15,719)		289,663	(73,695)	-20.28%
Teacher Shortage Incentive Program	69,248,443	(4,347,391)	(6,201,863)		(3,518,124)	-4,320,519	59,002,385	(10,246,058)	-14.80%
Sub-Total Other Special Programs	977,180	(68,483)	(87,505)	0	(42,270)	0	779,002	(198,177)	-20.28%
Capital and Master Lease	963,412,166	(67,138,847)	(86,271,669)		(4,000,000)	-4,320,519	810,022,109	(153,389,997)	-15.92%
TOTAL Allocation									

Oklahoma State Regents for Higher Education
Concurrently Enrolled High School Senior Waivers
 2015-2016 Year-End Report

Institution	Total Dollars Waived Summer 2015, Fall 2015 and Spring 2016	% of Total	Total to be received as reimbursement	Total Number of Seniors	Total Hours Waived	Average Amount Per Hour
Univ. Center of Southern OK (Ardmore)	\$ 90,490	1.09%	\$ 31,833	500	2,393	\$37.81
Cameron University	356,280	4.31%	\$ 125,334	568	2,706	131.66
Carl Albert State College	190,627	2.30%	\$ 67,060	509	2,637	72.29
Connors State College	190,875	2.31%	\$ 67,147	455	2,270	84.09
East Central University	144,636	1.75%	\$ 50,881	229	971	148.96
Eastern Oklahoma State College	202,964	2.45%	\$ 71,400	431	2,139	94.89
Langston University	2,311	0.03%	\$ 813	5	20	115.55
Murray State College	485,566	5.87%	\$ 170,815	884	4,202	115.56
Northeastern Oklahoma A&M College	156,908	1.90%	\$ 55,198	480	2,017	77.79
Northeastern State University	278,578	3.37%	\$ 97,999	408	1,894	147.08
Northern Oklahoma College	173,596	2.10%	\$ 61,068	482	2,232	77.78
Northwestern Oklahoma State	108,240	1.31%	\$ 38,077	146	631	171.54
Oklahoma City Community College	667,822	8.07%	\$ 234,929	1,358	7,681	86.94
Oklahoma Panhandle State University	133,615	1.62%	\$ 47,004	177	918	145.55
Oklahoma State University	109,274	1.32%	\$ 38,441	171	711	153.69
Oklahoma State University - OKC	149,925	1.81%	\$ 52,741	618	3,196	46.91
Oklahoma State University - Okm	166,349	2.01%	\$ 58,519	220	1,349	123.31
Redlands Community College	1,260,316	15.24%	\$ 443,360	1,977	9,776	128.92
Rogers State University	305,590	3.69%	\$ 107,502	566	2,519	121.31
Ross State College	278,644	3.37%	\$ 98,023	649	3,057	91.15
Seminole State College	216,663	2.62%	\$ 76,219	538	2,603	83.24
Southeastern Oklahoma State	218,938	2.65%	\$ 77,019	253	1,200	182.45
Southwestern Oklahoma State University	290,817	3.52%	\$ 102,305	392	1,852	157.03
Tulsa Community College	1,055,139	12.76%	\$ 371,181	2,720	11,615	90.84
University of Central Oklahoma	760,994	9.20%	\$ 267,706	1,000	4,414	172.40
University of Oklahoma	150,772	1.82%	\$ 53,039	225	1,108	136.08
University of Science and Arts	14,850	0.18%	\$ 5,224	19	83	178.92
Western Oklahoma State	111,336	1.35%	\$ 39,166	349	1,577	70.60
TOTAL	\$ 8,272,114	100.00%	\$ 2,910,001	16,529	77,771	\$106.37

*Note: OSU-Tulsa reported with the OSU Main Campus. \$ 0.35

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2015-16 Year-End Report

Institution	2014-15							2015-16							Percent of Total Waivers	Difference from Waiver Fee	Percent of Total Waivers
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours Waived above minimum	Dollars waived above minimum and hours for FTE Allocation	Percent of Total Dollars Waived above minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours Waived above minimum	Dollars waived above minimum and hours for FTE Allocation	Percent of Total Dollars Waived above minimum			
Univ. Center of Southern OK (Ardmore)	\$ 3,756	105	\$ 35.77	300	-195	\$ 77,012	25.5%	\$ 2,724	72	\$ 37.83	300	1,111	\$ 148,242	0.0%	\$ -	0.0%	\$ 83,311
Cameron University	114,007	925	\$ 123.25	300	625	\$ 77,012	3.4%	188,298	1,411	\$ 133.52	300	300	\$ -	0.0%	71,310	5.6%	\$ -
Carl Albert State College	810	12	\$ 67.48	300	-288	\$ -	0.0%	3,990	55	\$ 72.55	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Conners State College	4,168	51	\$ 78.64	300	-247	\$ -	0.0%	24,663	293	\$ 84.17	300	691	\$ 101,996	3.9%	7,567	3.9%	\$ 68,975
East Central University	138,087	985	\$ 140.19	300	685	\$ 96,010	4.2%	148,573	991	\$ 149.92	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Eastern Oklahoma State College	10,398	117	\$ 88.87	300	-183	\$ -	0.0%	13,648	143	\$ 95.44	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Lanigan University	14,871	138	\$ 107.76	300	-162	\$ -	0.0%	21,514	194	\$ 110.89	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Murray State College	27,916	254	\$ 109.91	300	-46	\$ -	0.0%	19,220	166	\$ 115.78	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Northwestern Oklahoma State University	6,923	90	\$ 76.92	300	-210	\$ -	0.0%	8,970	115	\$ 78.00	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Northwestern Oklahoma State University	141,217	1,017	\$ 138.86	450	567	\$ 78,731	3.5%	131,219	888	\$ 147.77	450	438	\$ 64,723	2.5%	(14,009)	2.5%	\$ 38,095
Northwestern Oklahoma State University	25,579	347	\$ 73.71	300	47	\$ 3,465	0.2%	26,548	342	\$ 77.63	300	42	\$ 3,260	0.1%	(204)	0.1%	\$ 1,919
Northwestern Oklahoma State University	26,995	198	\$ 136.34	300	-102	\$ -	0.0%	9,991	63	\$ 158.58	300	1,288	\$ 109,355	4.1%	9,776	4.1%	\$ 64,364
Northwestern Oklahoma State University	135,428	1,700	\$ 79.66	300	1,250	\$ 99,579	4.4%	147,562	1,738	\$ 84.90	450	3,917	\$ 581,838	22.1%	84,822	22.1%	\$ 342,458
Northwestern Oklahoma State University	5,580	42	\$ 132.86	300	-258	\$ -	0.0%	6,113	42	\$ 145.55	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Northwestern Oklahoma State University	607,627	4,120	\$ 147.48	750	3,370	\$ 497,015	22.0%	693,244	4,667	\$ 148.54	750	839	\$ 74,234	2.8%	(1,781)	2.8%	\$ -47,693
Northwestern Oklahoma State University - OKC	318,193	1,261	\$ 93.73	450	811	\$ 76,014	3.4%	114,049	1,269	\$ 88.48	450	322	\$ 39,250	1.5%	11,107	1.5%	\$ 23,102
Northwestern Oklahoma State University - Okm	62,606	545	\$ 144.87	300	245	\$ 28,144	1.2%	75,819	622	\$ 121.90	300	694	\$ 84,162	3.2%	32,893	3.2%	\$ 49,536
Northwestern Oklahoma State University	13,920	113	\$ 123.19	300	-187	\$ -	0.0%	13,459	104	\$ 129.41	300	318	\$ 28,444	1.1%	(9,898)	1.1%	\$ 16,741
Progers State University	86,285	738	\$ 116.92	300	438	\$ 51,269	2.3%	120,543	994	\$ 121.27	300	380	\$ 67,387	2.6%	(15,059)	2.6%	\$ 39,662
Progers State University	76,262	905	\$ 84.27	300	455	\$ 38,342	1.7%	68,694	768	\$ 89.45	450	1,952	\$ 307,130	11.7%	110,703	11.7%	\$ 180,771
Seminole State College	5,227	67	\$ 79.50	300	-233	\$ -	0.0%	13,018	156	\$ 83.45	300	1,355	\$ 121,964	4.6%	(7,094)	4.6%	\$ 71,803
Seminole State College	126,222	865	\$ 145.92	300	565	\$ 82,445	3.6%	120,586	680	\$ 177.33	300	3,015	\$ 526,519	20.0%	77,990	20.0%	\$ 309,859
Southern Oklahoma State University	240,668	1,632	\$ 147.47	300	1,332	\$ 196,428	8.7%	354,133	2,352	\$ 157.34	300	2,959	\$ 375,589	14.2%	17,957	14.2%	\$ 221,064
University of Central Oklahoma	191,935	2,243	\$ 86.46	750	1,493	\$ 129,088	5.7%	189,419	2,105	\$ 90.03	750	3,000	\$ -	0.0%	\$ -	0.0%	\$ -
University of Oklahoma	573,630	3,439	\$ 166.80	750	2,689	\$ 448,529	19.8%	657,494	3,765	\$ 174.63	750	2,959	\$ -	0.0%	\$ -	0.0%	\$ -
University of Oklahoma	437,106	4,125	\$ 105.97	750	3,375	\$ 357,632	15.8%	470,787	3,709	\$ 126.93	750	3,000	\$ -	0.0%	\$ -	0.0%	\$ -
University of Oklahoma Health Sciences	7,155	52	\$ 137.60	300	-248	\$ -	0.0%	22,139	156	\$ 143.20	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
University of Science and Arts	3,220	20	\$ 161.00	300	-280	\$ -	0.0%	7,020	38	\$ 184.74	300	300	\$ -	0.0%	\$ -	0.0%	\$ -
Western Oklahoma State	9,249	131	\$ 70.60	300	-169	\$ -	0.0%	12,143	172	\$ 70.60	300	1,100	\$ 131,170	11.00%	\$ 27,990	11.00%	\$ 3,760,080
TOTAL	\$ 3,217,337	26,239	\$ 122.62	11,100	15,139	\$ 2,259,743	85.7%	\$ 3,686,179	27,990	\$ 131.70	11,100	19,321	\$ 2,635,823	100.0%	\$ -	100.0%	\$ 1,551,393

*Note: OSU-Tulsa reported with the OSU Main Campus *UCO hours include 9 Graduate-level hours, that resulting in higher average amount per credit hour.
** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

Oklahoma State Regents for Higher Education
Section 13 Offset FY17 Allocation

<u>Institution</u>	<u>FY16 Original Allocation</u>		<u>Proposed FY17 Allocation</u>	<u>Difference from FY16 Allocation</u>
*OSU-IT Okmulgee Campus	\$251,492	2.78%	\$211,367	-\$40,125
*OSU TB Oklahoma City	\$251,492	2.78%	\$211,367	-\$40,125
OSU-Tulsa	421,648	4.66%	\$354,375	-\$67,273
University of Central Oklahoma	936,653	10.34%	\$787,212	-\$149,441
East Central University	49,651	0.55%	\$41,729	-\$7,922
Northeastern State University	431,084	4.76%	\$362,305	-\$68,779
Northwestern Oklahoma State Univ.	15,560	0.17%	\$13,077	-\$2,483
Southeastern Oklahoma State Univ.	15,560	0.17%	\$13,077	-\$2,483
Southwestern Oklahoma State Univ.	124,495	1.37%	\$104,632	-\$19,863
Cameron University	112,689	1.24%	\$94,709	-\$17,979
Oklahoma Panhandle State Univ.	15,560	0.17%	\$13,077	-\$2,483
Univ. of Science and Arts of OK	15,560	0.17%	\$13,077	-\$2,483
Rogers State University	421,648	4.66%	\$354,375	-\$67,273
Carl Albert State College	421,648	4.66%	\$354,375	-\$67,273
Connors State College	421,648	4.66%	\$354,375	-\$67,273
Eastern Oklahoma State College	421,648	4.66%	\$354,375	-\$67,273
Murray State College	421,648	4.66%	\$354,375	-\$67,273
Northeastern OK A&M College	421,648	4.66%	\$354,375	-\$67,273
Oklahoma City Community College	808,771	8.93%	\$679,733	-\$129,038
Redlands Community College	421,648	4.66%	\$354,375	-\$67,273
Rose State College	606,729	6.70%	\$509,927	-\$96,802
Seminole State College	421,648	4.66%	\$354,375	-\$67,273
Tulsa Community College	1,205,287	13.31%	\$1,012,986	-\$192,301
Western Oklahoma State College	421,648	4.66%	\$354,375	-\$67,273
System Total	<u>\$9,057,059</u>	100.00%	<u>\$7,612,023</u>	<u>-\$1,445,036</u>

Oklahoma State Regents for Higher Education

**FY-17 Allocation of Capital and Master Lease Funds
Proposed for FY17**

May 27, 2016

Master Lease	
Professional Services - Annual	
	<u>\$210,000</u>
Sub-Total	<u>210,000</u>

Total	<u><u>\$210,000</u></u>
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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #8-b:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,300,277.19 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,300,277.19 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 \$2,600,554.38. This amount is sufficient for a transfer of \$1,300,277.19 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 \$66,462,149.95.

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	\$5,171,577.99

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #9:

Tuition.

SUBJECT: Approval of FY17 Tuition and Mandatory Fee Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY17 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY17 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY17 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents' communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous year. The guidelines require documentation of institutions and governing boards to justify tuition and mandatory fee increases in excess of seven percent (7%) at any institution. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested, in essence, to obscure a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following *FY17 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2017

Responsibility to Establish Tuition and Fees. The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards' recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

Publication of Peer Information for Planning Purposes. Pursuant to 70 O. S. Section 3218.8, tuition and mandatory fees at public higher education institutions in Oklahoma will be compared to tuition and mandatory fees at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma compared to the legislative peer limit and the maximum possible dollar and percentage increase for the next academic year.

Compliance with Legislative Peer Limits. The Oklahoma Constitution authorizes the Oklahoma State Regents for Higher Education to establish tuition and mandatory fees within limits prescribed by the Legislature. At the research institutions, resident undergraduate tuition and mandatory fees must be at levels less than the average resident tuition and mandatory fee rates charged at public institutions in the Big Twelve Conference. At the regional and community colleges, resident undergraduate tuition and mandatory fee rates must be at levels less than the average tuition and mandatory fee rates charged at like-type institutions in surrounding and other states. Nonresident undergraduate tuition and mandatory fee rates must be at levels less than 105 percent of the average nonresident tuition and mandatory fee rates charged at their respective peer institutions. For graduate and professional programs, resident and nonresident tuition and mandatory fee rates shall remain less than the average tuition and mandatory fee rates at like-type graduate and professional programs.

Establishment of Guaranteed Tuition Rates. House Bill 2103 passed during the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time resident students beginning with the FY2008-09 academic year. Students will have the option to participate in the guaranteed tuition rate or the non-guaranteed tuition rate at the time of first enrollment and will be guaranteed this rate for four years, or the normal time-to-completion of the program as determined by the institution. Each institution shall provide students with the annual non-guaranteed tuition rate charged and the percentage increase that it would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four years. The guaranteed rate shall not exceed 115 percent of the non-guaranteed tuition rate charged to students at the same institution.

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2016 fall semester, the hearing took place at the State Regents for Higher

Education office in Oklahoma City, Oklahoma on Thursday, April 21, 2016. The State Regents for Higher Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;
- 4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 5) Detailed justification for all tuition and mandatory fee increases in excess of seven percent (7%); and
- 6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge students academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested to obscure, in essence, a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.

Meeting of the
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May 27, 2016

AGENDA ITEM #10:

Contracts and Purchases.

SUBJECT: Approval of contracts and purchases in excess of \$100,000 for FY2017.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2017 purchases for amounts that are in excess of \$100,000 that need to be in effect July 1, 2016.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which 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

OCAP

- 1) XAP in the amount of \$250,000.00 for FY17 for the operation and maintenance of the Student Portal, also referred to as OKcollegestart.org. (Funded from 701-OCAP).

OneNet

- 2) Pine Telephone Company in the amount of \$269,500.00 for circuits to provide service to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).
- 3) MBO Video LLC in the amount of \$774,100.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

OCAN

- 4) Dobson Technologies Transport and Telecom Solutions in the amount of \$170,000.00 for FY17 statewide fiber maintenance of the Oklahoma Community Anchor Network (OCAN). (Funded from 720-OCAN).

Multiple Funds

- 5) University of Oklahoma Health Sciences Center in the amount of \$197,343.96 for the FY17 lease of office space located at 840 Research Parkway, Suite 450, Oklahoma City, Oklahoma.(Funded from 210-Core, 701-OCAP).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #11:

Investments.

SUBJECT: Approval of investment manager.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

Apollo Total Return. \$20 million. The Apollo Total Return Fund is a diversified credit vehicle intended to take advantage of the entire breadth of the liquid portion of the Apollo credit platform. Apollo believes the fund can offer the potential for higher returns than the traditional fixed income with a moderate level of overall risk, significantly lower exposure to rising interest rates and very good diversification relative to public indexes. The expects to benefit primarily from four capabilities: (1) a broad platform that accesses a wide view of the credit universe, (2) a dynamic asset allocation based on the relative value between asset classes, (3) inclusion of proprietary originations and other opportunities accessible to Apollo's platform, and (4) well-proven capabilities on individual security selection within each sector.

H/2 Capital Partners. \$7 million. The H/2 Special Opportunities Fund IV provides the ability to source and invest in differential components of the capital structure and provides capacity to move opportunistically across capital structures in a timely manner with real estate debt investments. H/2's avoidance of excessive leverage and small incremental investments within the capital structure of prior investments is expected to continue in this fund.

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May 27, 2016

AGENDA ITEM #12-a:

New Programs.

SUBJECT: Approval to offer the Bachelor of Arts in Environmental Studies, the Bachelor of Science in Environmental Studies and the Graduate Certificate in Earth Observation Science for Society and Sustainability.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Bachelor of Arts in Environmental Studies, the Bachelor of Science in Environmental Studies, and the Graduate Certificate in Earth Observation Science for Society and Sustainability, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in Environmental Studies.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 32 students in Fall 2020; and
Graduates: a minimum of 8 students in 2020-2021.
- **Bachelor of Science in Environmental Studies.** 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.
- **Graduate Certificate in Earth Observation Science for Society and Sustainability.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2020; and
Graduates: a minimum of 15 students in 2020-2021.

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 (OU) has taken the following program actions in response to APRA:

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

Program Review

OU offers 282 degree and/or certificate programs as follows:

24	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 Degree

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

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Arts in Environmental Studies, the Bachelor of Science in Environmental Studies, and the Graduate Certificate in Earth Observation Science for Society and Sustainability at their January 28, 2016 meeting. OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Arts in Environmental Studies

Program purpose. The proposed program is designed to provide a student-guided curriculum that will create the leadership and workforce with the skills needed to help meet global challenges relating to water security and other pressing environmental issues, such as pollution and climate change.

Program rationale and background. The curriculum for the proposed program has been in place at OU for the past 10 years as a tailored degree plan under the Bachelor of Arts in A&S Planned Programs (001) and for 20 years as a minor. The program is designed to provide the maximum flexibility in a student's training that can be tailored specifically to the career goals of the student while also maintaining a sufficient amount of structure to ensure equal training across the natural sciences, humanities, social sciences, and skills needed to be successful. The curriculum leverages environmentally related strengths and expertise across disciplines in order to prepare students to participate effectively in socially responsible solutions to some of the greatest environmental problems facing society.

Employment opportunities. The proposed program will prepare students for a wide range of environmentally related jobs in federal, state, and tribal government agencies, environmental consulting firms, corporate, professional, and industrial enterprises, environmentally related non-governmental organizations, journalism, public service, and law. According to the Oklahoma Employment Security Commission, career opportunities for students with expertise in environmental studies are expected to increase an average of 10 percent (range 4.6-26.7 percent) through 2022. Additionally, at a recent College of Arts and Sciences career event, recruiters from several Oklahoma businesses, including AT&T, Dell, Enterprise Holdings, Chickasaw Nation Industries, Phillips 66, Oklahoma Medical Research Foundation, and the Oklahoma Department of Environmental Quality, voiced unanimous enthusiasm for the proposed program, indicating the growing need to address environmental concerns facing their businesses. OU is confident that graduates of the proposed program will be successful in finding employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	32	Fall 2020
Minimum Graduates from the program	8	2020-2021

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Agricultural Sciences and Natural Resources in Environmental Science (401)

A system wide letter of intent was communicated by email on February 10, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Environmental Studies program will consist of 120 total credit hours, depending on the option, 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 and College Requirements	56
Major Requirements	48
General Electives	16
Total	120

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Arts in Environmental Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$78,675	\$78,675	\$78,675	\$78,675	\$78,675
<i>Narrative/Explanation: The amounts above are estimated allocations of current state appropriations currently supporting the existing Bachelor of Arts in A&S Planned Program (001).</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$179,787	\$229,687	\$279,587	\$319,581	\$369,481
<i>Narrative/Explanation: Estimated student tuition is based on an enrollment of 16, 20, 24, 28, and 32 students completing 24</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>credit hours each academic year. The calculations assume a 60/40 split between resident and non-resident students and a scholarship allowance/tuition waiver of 26 percent.</i>					
TOTAL	\$258,462	\$308,362	\$358,262	\$398,256	\$448,156

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$16,023	\$16,023	\$16,023	\$16,023	\$16,023
<i>Narrative/Explanation: The amounts above are an estimated portion of a full-time equivalent staff salary and benefits dedicated to serving the program.</i>					
Faculty	\$140,000	\$175,000	\$210,000	\$245,000	\$280,000
<i>Narrative/Explanation: The amounts above are estimated faculty costs for course instruction.</i>					
Graduate Assistants	\$29,000	\$29,000	\$43,500	\$43,500	\$58,000
<i>Narrative/Explanation: The budgeted amounts will be used for graduate assistant support provided across all class offerings.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
<i>Narrative/Explanation: The amounts above will be used for supplies and materials purchased to support instructional efforts.</i>					
Library	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
<i>Narrative/Explanation: The budgeted amounts will be used for library resources such as books and periodicals.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$20,000	\$20,000	\$20,000	\$25,000	\$25,000
<i>Narrative/Explanation: The amounts above are budgeted for support services such as advising, student affairs, and assessment.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
<i>Narrative/Explanation: The amounts above are estimated costs of in-class, printed materials to support instructional efforts.</i>					
Telecommunications	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts above are estimated costs incurred by faculty and staff for telecommunications.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$211,273	\$247,773	\$298,773	\$340,273	\$391,273

Bachelor of Science in Environmental Studies

Program purpose. The proposed program is designed to provide a student-guided curriculum that will create the leadership and workforce with the skills needed to help meet global challenges relating to water security and other pressing environmental issues, such as pollution and climate change.

Program rationale and background. The curriculum for the proposed program has been in place at OU for the past 10 years as a tailored degree plan under the Bachelor of Science in A&S Planned Programs (001) and for 20 years as a minor. The program is designed to provide the maximum flexibility in a student’s training that can be tailored specifically to the career goals of the student while also maintaining a sufficient amount of structure to ensure equal training across the natural sciences, humanities, social sciences, and skills needed to be successful. The curriculum leverages environmentally related strengths and expertise across disciplines in order to prepare students to participate effectively in socially responsible solutions to some of the greatest environmental problems facing society.

Employment opportunities. The proposed program will prepare students for a wide range of environmentally related jobs in federal, state, and tribal government agencies, environmental consulting firms, corporate, professional, and industrial enterprises, environmentally related non-governmental organizations, journalism, public service, and law. According to the Oklahoma Employment Security Commission, career opportunities for students with expertise in environmental studies are expected to increase an average of 10 percent (range 4.6-26.7 percent) through 2022. Additionally, at a recent College of Arts and Sciences career event, recruiters from several Oklahoma businesses, including AT&T, Dell, Enterprise Holdings, Chickasaw Nation Industries, Phillips 66, Oklahoma Medical Research Foundation, and the Oklahoma Department of Environmental Quality, voiced unanimous enthusiasm for the proposed program, indicating the growing need to address environmental concerns facing their businesses. OU is confident that graduates of the proposed program will be successful in finding employment in the field.

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

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

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Agricultural Sciences and Natural Resources in Environmental Science (401)

A system wide letter of intent was communicated by email on February 10, 2016. Oklahoma State University (OSU) requested a copy of the proposal, which was sent March 10, 2016. Neither OSU nor other State System institution 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 Bachelor of Science in Environmental Studies program will consist of 120 total credit hours, depending on the option, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education and College Requirements	56

Major Requirements	48
General Electives	16
Total	120

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Environmental Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$39,337	\$39,337	\$39,337	\$39,337	\$39,337
<i>Narrative/Explanation: The amounts above are estimated allocations of current state appropriations currently supporting the existing Bachelor of Science in A&S Planned Program (001).</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$89,894	\$139,793	\$179,787	\$229,687	\$279,587
<i>Narrative/Explanation: Estimated student tuition is based on an enrollment of 8, 12, 16, 20, and 24 students completing 24 credit hours each academic year. The calculations assume a 60/40 split between resident and non-resident students and a scholarship allowance/tuition waiver of 26 percent.</i>					
TOTAL	\$129,231	\$179,130	\$219,124	\$269,024	\$318,924

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$16,023	\$16,023	\$16,023	\$16,023	\$16,023
<i>Narrative/Explanation: The amounts above are an estimated portion of a full-time equivalent staff salary and benefits dedicated to serving the program.</i>					
Faculty	\$55,000	\$82,500	\$110,000	\$137,500	\$165,000
<i>Narrative/Explanation: The amounts above are estimated faculty costs for course instruction.</i>					
Graduate Assistants	\$14,500	\$14,500	\$29,000	\$29,000	\$43,500
<i>Narrative/Explanation: The budgeted amounts will be used for graduate assistant support provided across all class offerings.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0

Equipment and Instructional Materials	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
<i>Narrative/Explanation: The amounts above will be used for supplies and materials purchased to support instructional efforts.</i>					
Library	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
<i>Narrative/Explanation: The budgeted amounts will be used for library resources such as books and periodicals.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<i>Narrative/Explanation: The amounts above are budgeted for support services such as advising, student affairs, and assessment.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
<i>Narrative/Explanation: The amounts above are estimated costs of in-class, printed materials to support instructional efforts.</i>					
Telecommunications	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts above are estimated costs incurred by faculty and staff for telecommunications.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$108,773	\$137,773	\$181,273	\$210,273	\$253,773

Graduate Certificate in Earth Observation Science for Society and Sustainability

Program purpose. The purpose of the proposed program is to provide students an interdisciplinary educational experience where they learn data analytics, leadership, communication, and entrepreneurship skills.

Program rationale and background. Earth Observation Science and Aeroecology are growing disciplines. The National Science Foundation (NSF) recently funded a National Research Traineeship (NRT) program to be developed at OU and then offered at OU, the University of Delaware and the University of Nebraska-Lincoln. This interdisciplinary program in Aeroecology brings together Biologists, Meteorologists, Geographers, Computer Scientists, and Social Scientists to train students in big-data approaches to interdisciplinary challenges. Degree seeking graduate students in the areas of science, technology, engineering, and mathematics who are interested in working in interdisciplinary fields will be recruited to study the challenges in Earth Observation Science and understand the changing environment. Cohorts of students will be awarded a one-year NRT stipend to complete the Earth Observation Science for Society and Sustainability (EOS³) curriculum.

Employment opportunities. Although the proposed program is not designed to train students for immediate employment, the National Weather Center at OU indicates there is a need for broad-based interdisciplinary training in Earth Observation Science and Aeroecology. Therefore, the proposed program will serve to complement the knowledge and skills current graduate students gain in their major programs. As a result, these students will either be more marketable in a growing occupation or be positioned to accept career advancement opportunities as they arise.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2020
Minimum Graduates from the program	15	2020-2021

Duplication and impact on existing programs. There are no Graduate Certificate in Earth Observation Science for Society and Sustainability programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 10, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Earth Observation Science for Society and Sustainability program will consist of 12 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	12
Total	12

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

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

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Earth Observation Science for Society and Sustainability are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$187,839	\$474,357	\$810,842	\$865,483	\$182,902
<i>Narrative/Explanation: The amounts above are funds provided by the NSF – NRT grant.</i>					
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	\$69,720	\$69,720	\$104,580	\$104,580	\$139,440
<i>Narrative/Explanation: The amounts above are based upon enrollment of 10 students in years 1 and 2, 15 students in years 3 and 4, and 20 students in year 5. OU calculated the estimated tuition revenue based upon an average of in-state and out-of-state students.</i>					
TOTAL	\$257,599	\$544,077	\$915,422	\$970,063	\$322,342

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$71,300	\$71,300	\$71,300	\$71,300	\$71,300
<i>Narrative/Explanation: The amounts above will fund the Program Coordinator position.</i>					
Faculty	\$20,589	\$95,131	\$95,131	\$95,131	\$0
<i>Narrative/Explanation: Faculty funding is for development of the curriculum and program at OU and to assist with disseminating it to Delaware and Nebraska in years 3 and 4. After the program is developed and disseminated there is no additional need for faculty to work on these aspects in year 5 so that funding goes to 0. The courses will be taught by regular faculty at OU and these faculty, their departments, and the administration at OU agreed to this plan when the proposal was submitted to the NSF. These faculty members will not be paid extra to teach courses in this certificate program in any year.</i>					
Graduate Assistants	\$0	\$223,550	\$247,550	\$247,550	\$24,000
<i>Narrative/Explanation: The Graduate Assistant positions will be NSF fellowship stipends in years 2, 3, and 4. These stipends end in year 5 as part of the weaning of the program off of federal funding and testing whether the program can be self-sustaining.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$27,175	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: These funds will be used for computers funded by the NSF.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$62,291	\$66,102	\$384,215	\$433,228	\$79,077
<i>Narrative/Explanation: These NSF funds are for our partners in the NRT program grant (University of Delaware, Nebraska, and Oak Ridge Associated Universities (ORAU)). Funds in Years 1, 2, and 5 are primarily for ORAU to do program evaluation, which is a requirement of the NSF program. They will examine the efficacy of the program and record data on outcomes. The increased funding in years 3 and 4 are to support delivery of the program at the University of Delaware in year 3 and the University of Nebraska-Lincoln in year 4. These funds pay faculty to help transfer the OU certificate to their institutions and stipends for students engaged in this traineeship program at those institutions.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above are budgeted for the costs of publishing papers.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$5,484	\$17,274	\$11,646	\$17,274	\$6,625
<i>Narrative/Explanation: These travel funds are for the entire NRT program – not just the proposed graduate certificate. These funds cover travel by students to do research, but also meetings among the institutions to coordinate activities and travel to the NSF for annual meetings. The totals are higher in years 2, 3, and 4 because there will be project wide meetings hosted in years 2 and 4 and because students will be travelling to do research in years 2, 3, and 4.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$187,839	\$474,357	\$810,842	\$865,483	\$182,002

Attachments

**UNIVERSITY OF OKLAHOMA
BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES**

Degree Requirements	Credit Hours
General Education and College Requirements	56
ENGL 1113 Principles of English Composition	3
ENGL 1213 or EXPO 1213 Principles of English Composition Expository Writing	3
HIST 1483 or HIST 1493 United States, 1492-1865 United States, 1865 to Present	3
PSC 1113 American Federal Government	3
General Education Social Science	3
Understanding Artistic Forms	3
Western Civilization and Culture Elective	3
Non-Western Culture Elective	3
Foreign Language (must be the same language)	0-13
Physical Science (chosen from (AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, or PHYS) and Biological Science (chosen from BIOL, HES, MBIO, or P BIO)	7
Humanities (must be upper division)	6
Mathematics	3
Senior Capstone	3
General Education Electives	0-13
Major Requirements	48
ENST 1013 Consumption and the Environment	3
Group I – Environmental Science (select courses from an advisor approved list)	12
Group II – Environmental Humanities (select courses from an advisor approved list)	12
Group III – Environmental Social Science (select courses from an advisor approved list)	9
Group IV – Environmentally Related Skills (select courses from an advisor approved list)	12
General Electives	16
Select courses so that total number of credit hours equal 120, including 48 credit hours of upper division.	
Total	120

**UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN ENVIRONMENTAL STUDIES**

Degree Requirements	Credit Hours
General Education and College Requirements	56
ENGL 1113 Principles of English Composition	3
ENGL 1213 or EXPO 1213 Principles of English Composition Expository Writing	3
HIST 1483 or HIST 1493 United States, 1492-1865 United States, 1865 to Present	3
PSC 1113 American Federal Government	3
General Education Social Science	3
Understanding Artistic Forms	3
Western Civilization and Culture Elective	3
Non-Western Culture Elective	3
Foreign Language (must be the same language)	0-13
Physical Science (chosen from (AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, or PHYS) and Biological Science (chosen from BIOL, HES, MBIO, or P BIO)	7
Humanities (must be upper division)	6
Mathematics	3
Senior Capstone	3
General Education Electives	0-13
Major Requirements	48
ENST 1013 Consumption and the Environment	3
Group I – Environmental Science (select courses from an advisor approved list)	12
Group II – Environmental Humanities (select courses from an advisor approved list)	12
Group III – Environmental Social Science (select courses from an advisor approved list)	9
Group IV – Environmentally Related Skills (select courses from an advisor approved list)	12
General Electives	16
Select courses so that total number of credit hours equal 120, including 48 credit hours of upper division.	
Total	120

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN EARTH OBSERVATION SCIENCE FOR
SOCIETY AND SUSTAINABILITY**

Program Requirements	Credit Hours
Required Courses	12
*GRAD 5103 Interdisciplinary EOS ³	3
*GRAD 5303 EOS ³ Interface	3
*GRAD 5403 EOS ³ Practicum	3
*GRAD 5203 EOS ³ Data Analysis	3
Total	12

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #12-b:

New Programs.

SUBJECT: Approval to offer the Bachelor of Science in Applied Exercise Science.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Applied Exercise Science via traditional and online delivery, with options in Pre-Professional and Strength and Conditioning, 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.

- **Bachelor of Science in Applied Exercise Science.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 18 students in Fall 2020; and
 - Graduates: a minimum of 5 students in 2020-2021.

BACKGROUND:

Academic Plan

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

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

- College of Arts & Sciences
 - BA in Music Theatre offered through the Theatre Department
 - BA in Music Industry offered through the Music Department
- College of Agriculture and Natural Resources
 - AGED-MCAG option to meet the technical agriculture needs of school-based agriculture teachers
 - General Agriculture degree to create a more flexible path to degree completion
 - 3+2 Program between the Animal Science Department and UPAEP and as part of an already existing blanket agreement at the university level
 - Undergraduate Swine Science Online program as part of the AG*IDEA consortium for students (undergraduate and graduate) interested in a career in the Swine Industry.
 - Renegotiation of existing joint program with China Agricultural University to potentially include 2+2, 3+1, and 1+3 degree options
 - Graduate and/or undergraduate certificate and/or degree in Animal Science in swine science and other specialty areas to be determined as part of the AG*IDEA consortium

- Add MS AGED, non-thesis option
- Professional M.S. program in BIMB
- Graduate certificates in Plant Virology and MIAP (Agro tourism, Sustainability, Education and Extension Outreach, Agricultural Disaster Planning and Management, Food and Water Security)
- Graduate certificates in Horticulture including turfgrass management, turfgrass science, and extraction systems development, which could be interdisciplinary with the graduate Food Science program.
- College of Engineering, Architecture, and Technology
 - Minor in Architecture and Entrepreneurship
 - Two new options within the Architectural Engineering Curriculum: 1) Mechanical, Electrical, and Plumbing and 2) Construction and Project Management
 - PhD degree in Petroleum Engineering offered by the School of Chemical Engineering, once the MS is formally approved by OSHRE.
- College of Education
 - Bachelor of Science in Nursing through the Health Promotion Program Area, proposed in collaboration with OSU-Oklahoma City
 - An undergraduate degree in applied exercise physiology
 - A Master of Arts in Teaching
 - Certificates with the OCU Law School in Oklahoma City with the Higher Education and Student Affairs (HESA) program in Higher Education Legal Studies and the School Administration program in K-12 School Administration Legal Studies
 - The options for Counseling Psychology and School Psychology doctoral programs are being considered for degree status
 - A Certificate in School Administration
 - A certificate with the OCU Law School in Oklahoma City with the Aviation and Space (AVED) program in security
 - Certificate programs for urban community health and education and for rural community health and education
 - Certificate programs for educators and education researchers in community engagement
- College of Human Sciences
 - The Human Development and Family Science Department will propose:
 - Bachelor of Science degree program in Early Care and Education.
 - Master of Science degree program in Family and Consumer Sciences Education.
 - Graduate Certificate program in Infant Mental Health.
 - Graduate Certificate program in Human Services Program Implementation and Evaluation.
 - The School of Hotel and Restaurant Administration will propose:
 - Graduate Certificate in Hospitality Revenue Management
 - PhD in Hospitality Administration
 - Graduate Certificate program in Intellectual and Developmental Disabilities
- Spears School of Business
 - PhD in Strategic Leadership
 - DBA for Executives
 - MS in Business Analytics
 - MS in Health Informatics or an MS in Health Analytics (in conjunction with the Center for Health Sciences and the Center for Health Systems Innovation)
 - Rebranding of the MS in Telecommunications Management to an MS in Information Assurance

- Five new concentrations in the MBA program: Human Resource Management, Data Analytics/Data Science, Energy Business, Global Business, and Global Marketing
- Data Science option in the MS-MIS program
- Graduate Certificate in Energy Business
- Graduate Certificate in Human Resource Management
- Business Communication option for Management majors
- Options in the BS-Marketing program for special events marketing and for marketing for the common good (may be renamed)
- Availability of B.S. in Marketing in entirely online format
- Revision of the Business core curriculum

APRA Implementation

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

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

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

Program Review

OSU offers 235 degree and/or certificate programs as follows:

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

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

Program Development Process

OSU’s faculty developed the proposal, which was reviewed and approved by institutional officials.

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

- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Electrical Engineering Technology (077);
- Certificate in Public Health (499);
- Certificate in Sustainable Business Management (508);
- Graduate Certificate in Biobased Products and Bioenergy (484);

- Graduate Certificate in Business Data Mining (464);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Family Financial Planning (441);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Marketing Analytics (494);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in College Teaching (487);
- Master of Business Administration (035);
- Master of General Agriculture (302);
- Master of Public Health in Public Health (500);
- Master of Science in Agriculture Education (008);
- Master of Science in Applied Statistics (507);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Business Analytics (505);
- Master of Science in Chemical Engineering (042);
- Master of Science in Computer Science (053);
- Master of Science in Electrical Engineering (072);
- Master of Science in Engineering and Technology Management (411);
- Master of Science in Entrepreneurship (474);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Human Environmental Science (427);
- Master of Science in Industrial Engineering and Management (135);
- Master of Science in Management Information Systems (412);
- Master of Science in Mechanical and Aerospace Engineering (145); and
- Master of Science in Telecommunications Management (403)

OSU's governing board approved delivery of the Bachelor of Science in Applied Exercise Science at their December 4, 2015 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Applied Exercise Science

Program purpose. The proposed program is designed to prepare students interested in careers in the areas of fitness and exercise rehabilitation.

Program rationale and background. OSU is one of the only Big XII schools without a stand-alone bachelor's program in Exercise Science/Physiology. OSU currently offers exercise science related curriculum within options available under the Bachelor of Science in Health Education and Promotion (116) program; however, this does not adequately prepare students for advanced education and careers in the field. The proposed program is designed for students interested in the practical application of exercise technique, program design, and performance. Students will have the opportunity to focus their education on preparation for graduate training in Physical Therapy, Occupational Therapy, Athletic Training, and

other exercise rehabilitation careers or for careers focusing on strength and conditioning and personal training. Additionally, students will gain the knowledge and skills needed to seek certifications such as Certified Strength and Conditioning Specialist, Certified Special Population Specialist, Certified Personal Trainer or Certified Exercise Physiologist.

Employment opportunities. As businesses, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms and other types of health clubs is expected to increase the need for fitness trainers and instructors. The number of fitness facilities and health clubs in Oklahoma City and Tulsa exceeds 300 and 275, respectively. Additionally, nearly all small towns throughout the state provide citizens with fitness facilities and programs. Stillwater, for example has 30 such facilities. According to the Oklahoma Employment Security Commission (OESC), careers for Fitness Trainers and Instructors are expected to increase approximately 10 percent through 2022. The proposed program will also prepare students for advanced education to pursue careers as Athletic Trainers, Occupational Therapists, or Physical Therapists. OESC data indicate that careers in these fields are expected to increase 15, 25, and 30 percent respectively. OSU is confident students earning this degree 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	18	Fall 2020
Minimum Graduates from the program	5	2020-2021

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Health and Exercise Science (291)
Southwestern Oklahoma State University	Bachelor of Science in Exercise Science (151)
Cameron University	Bachelor of Science in Sports and Exercise Science (370)
East Central University	Bachelor of Science in Kinesiology (020)
University of Central Oklahoma	Bachelor of Science in Kinesiology (133)

A system wide letter of intent was communicated by email on December 4, 2015. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and demonstrated employment need, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Applied Exercise Science program will consist of 120 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
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General Education	40
Departmental Requirements	1
Program Core	33
Option	46
Total	120

Faculty and staff. Existing faculty will teach the proposed programs. One tenure-track faculty will be added.

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

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Applied Exercise Science are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$61,047	\$109,718	\$156,247	\$190,400	\$217,294
<i>Narrative/Explanation: Tuition is based on a combination of in-state and out-of-state student enrollment. OSU anticipates enrolling 5, 10, 13, 16, and 18 students in years 1 through 5. Calculations are based upon 2015-2016 tuition and fees of \$259.25 per credit hour for in-state and \$701.25 per credit hour for out-of-state.</i>					
TOTAL	\$61,047	\$109,718	\$156,247	\$190,400	\$217,294

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0

Faculty	\$50,000	\$90,000	\$122,000	\$150,000	\$173,000
<i>Narrative/Explanation: The amounts above reflect a percentage of salary data for 1 to 3 faculty. Subsequent years do not reflect salaries with merit raise values.</i>					
Graduate Assistants	\$8,500	\$16,200	\$30,000	\$34,000	\$37,000
<i>Narrative/Explanation: The budgeted amounts include costs for 1 to 3 Graduate Teaching Assistants and 1 to 2 Graduate Research Assistants.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$2,500	\$3,000	\$4,000	\$6,000
<i>Narrative/Explanation: The amounts shown reflect funds for expendable supplies, instructional materials, and annual required maintenance, equipment safety inspection, calibration, and replacement.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts shown reflect funds for marketing and promotional materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$61,000	\$109,700	\$156,000	\$189,000	\$217,000

Attachment

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN APPLIED EXERCISE SCIENCE**

Degree Requirements	Credit Hours	
General Education	40	
ENGL 1113 or ENGL 1313	Composition I International Freshman Composition I	3
ENGL 1213 or ENGL 1413	Composition II International Freshman Composition II	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History since 1865	3
POLS 1113	American Government	3
	Humanities (courses designated in the catalog with an 'H')	6
Pre-Professional option majors only		
MATH 1513 or MATH 1613	College Algebra Trigonometry	3
Strength and Conditioning option majors only		
MATH 1513 or MATH 1613 and STAT 2013 or STAT 2023 or STAT 2053	College Algebra Trigonometry Elementary Statistics Elementary Statistics for Business and Economics Elementary Statistics for the Social Sciences	6
	Natural Sciences (courses designated in the catalog with an 'N.' One must include a lab.)	8
PSYC 1113	Introductory Psychology	3
	Additional General Education (courses designated in the catalog with an 'A,' 'H,' 'N,' or 'S')	5
Pre-Professional option majors only		
	Diversity (one course designated in the catalog with a 'D')	3
College Requirements		1
EDUC 1111	First Year Seminar	1
Program Core		33
HHP 2553	Basic Athletic Injury Management	3
HHP 2654	Applied Anatomy	4
HHP 2802	Medical Terminology for the Health Professional	2
HHP 3114	Physiology of Exercise	4
HHP 3123	Principles of Personal Training	3
HHP 3223	Motor Learning	3
HHP 3663	Biomechanics	3

HHP 4773	Principles of Exercise Testing and Prescription	3
NSCI 2114	Principles of Human Nutrition	4
ZOOL 3204	Physiology	4
Pre-Professional Option		46
HHP 4880	Internship	2
BIOC 3653	Survey of Biochemistry	3
CHEM 1225 or CHEM 1515	General Chemistry General Chemistry	5
CHEM 3015	Chemistry of Organic Compounds	5
NSCI 4133 or NSCI 4323	Nutrition for Exercise and Sport Human Nutrition and Metabolism	3
PHYS 1114	General Physics	4
ZOOL 1604	Animal Biology	4
ZOOL 4215	Mammalian Physiology	5
ZOOL 4223	Mammalian Physiology Lab	3
STAT 2013 or STAT 2023	Elementary Statistics Elementary Statistics for Business and Economics	3
Select 9 credit hours of electives from the list of suggested courses below		
NSCI 3223	Nutrition Across the Lifespan	3
NSCI 3543	Food and the Human Environment	3
HHP 4783	Health Issues in Gerontology	3
HHP 4880	Internship	Varied
MICR 3033	Cell and Molecular Biology	3
PHIL 3833	Biomedical Ethics	3
PHYS 1214	General Physics	4
PSYC 3013	Psychology of Motivation	3
STAT 4013	Statistical Methods I	3
RMRT 2334	Contemporary Issues in Diversity	4
BIOL 3123	Human Heredity	3
BIOL 3214	Human Anatomy	4
BIOL 4243	Introductory Pharmacology	3
BIOL 4283	Endocrinology	3
Strength and Conditioning Option		46
HHP 3333	Ethics in Sports Administration and Coaching	3
HHP 3443	Psychosocial Aspects of Sport and Coaching	3
HHP 3553	Theory and Practice of Coaching	3

HHP 4123	Principles of Strength and Conditioning	3
HHP 4480	Internship	2
MGMT 3943	Sports Management	3
BCOM 3113	Written Communication	3
HHP 2603	Total Wellness	3
MGMT 3013	Fundamentals of Management	3
MKTG 3213	Marketing	3
MSIS 2103 or EDTC 4113	Business Computer Concepts and Applications Applications of Media Technology	3
PHYS 1014	Descriptive Physics	4
Select 10 credit hours of electives from the list of suggested courses below		
NSCI 3223	Nutrition Across the Lifespan	3
NSCI 4133	Nutrition for Exercise and Sport	3
NSCI 4323	Human Nutrition and Metabolism	3
HHP 3643	Health Behavior Theory	3
HHP 3010	Sports Supplements for Human Performance	1-3
HHP 4783	Health Issues in Gerontology	3
HHP 4480	Internship	Varied
PHIL 3833	Biomedical Ethics	3
NSCI 3543	Food and the Human Environment	3
Total		120

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #12-c:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Bachelor of Arts in Technical Writing, the Master of Science in Business Analytics, the Professional Science Masters in Computational Science, and the Certificate in Enterprise Analytics.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Bachelor of Arts in Technical Writing, the Master of Science in Business Analytics, the Professional Science Masters in Computational Science, with options in Computer Science, Computational Engineering, and Computational Mathematics, and the Certificate in Enterprise Analytics, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in Technical Writing.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 25 students in Fall 2020; and
 - Graduates: a minimum of 7 students in 2020-2021.
- **Master of Science in Business Analytics.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 25 students in Fall 2020; and
 - Graduates: a minimum of 20 students in 2020-2021.
- **Professional Science Masters in Computational Science.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 20 students in Fall 2019; and
 - Graduates: a minimum of 6 students in 2019-2020.
- **Certificate in Enterprise Analytics.** The certificate is embedded within the proposed Master of Science in Business Analytics and will be included in the regular 5-year program review if approved.

BACKGROUND:

Academic Plan

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

The following programs have been approved to move forward into UCO's academic curriculum review process. Before they are submitted to OSRHE as a new program request, they must be validated in this process and also be approved in a parallel resource allocation process.

New academic programs:

- Master of Science in Business Analytics
- Bachelor of Arts in Technical Writing
- Master of Arts in Composition and Rhetoric
- Master of Arts in Creative Writing
- Master of Arts in Literature
- Master of Arts in Teaching English as a Second Language
- Professional Science Masters (PSM) in Computational Science

Current academic programs seeking approval for 100% online:

- Bachelor of Science in Organizational Leadership (Reach Higher)

New majors:

- PSM Computer Science
- PSM Computational Engineering
- PSM Computational Mathematics

New minors:

- Sustainability Studies (interdisciplinary)

New certificates:

- Embedded Certificate in Business Analytics (Embedded in the proposed Master of Science in Business Analytics)
- Embedded Certificate in Crisis Communications (embedded in the Bachelor of Arts Strategic Communications)

Academic Affairs operational priorities:

Note: This list reflects items identified at the Provost Cabinet Retreat in Oct 2014 as well as the University Planning Council (UPC) during the spring 2015 semester. These items were approved for funding in 2015-16.

1. Mandatory Cost Items (added to the mandatory cost request)
 - Library periodicals cost increase (\$92,860)
 - Library e-resources cost increase (\$43,120)
 - Accreditation cost increase (16,951)
2. Increase funds to support tuition waivers (\$500,000- represents an 8.6% increase year-over-year).
3. Additional full-time faculty positions to bring UCO closer to metropolitan peer average.
 - Two new full-time Lecturer positions through an adjunct-to-lecturer conversion plan
 - Funeral Services (\$35,000)
 - Developmental Mathematics (\$35,000)
 - Temporary Lecture positions (AY 15-16 only)

- Biology (three) (each position funded at \$35,000)
 - Chemistry (one) (\$40,000)
 - Engineering and Physics (two) (each position funded at \$40,000)
 - Mathematics (two) (each position funded at \$35,000)
 - Nursing (two) (each position funded at \$35,000)
 - Criminal Justice (one) (\$35,000)
 - History and Geography (two) (each position funded at \$40,000)
 - Four additional temporary lecture positions were funded by the *Center for eLearning and Customized Education*: Biology (\$35,000); Engineering and Physics (\$40,000); Music (\$35,000); Academy of Contemporary Music (\$35,000).
4. Additional support staff for academic operations
- Assistant Dean- (College of Fine Arts and Design) (\$5,200)
 - Student Advisor II (College of Business) (\$36,590)
 - Accompanist-Music- (College of Fine Arts and Design) (\$34,798)
 - Junior Graphic Designer- (College of Fine Arts and Design) (\$30,450)
 - Sound Designer- (College of Fine Arts and Design) (\$23,359)
 - Piano Tuner- (College of Fine Arts and Design) (\$12,881)
5. Increased differential tuition:
- To help bring the College of Business faculty to market levels (\$.70/credit hour for all Business courses).

Initiatives

Transformative Learning

- **Transformative Learning (TL).** The *Transformative Learning Initiative* was introduced several years ago to reframe the way UCO defines the progress and development of its undergraduates from point of entry to graduation. UCO believes the overall effect of this effort will: 1) improve retention through increased student engagement with faculty, staff, and peers; 2) enhance student readiness for careers by providing opportunities to develop “soft skills” that employers have identified as critical components to a college education; 3) provide more accurate assessment and evidence of student learning outcomes for the curricular, co-curricular, and extra-curricular activities that encompass UCO’s Transformative Learning high impact practices. In 2014, UCO continued to develop the AAC&U Integrative Learning approach that connects its TL initiatives directly to its Student Success initiatives. This resulted in the coordination of efforts to review and revise how UCO assesses TL, general education, academic programs and co-curricular activities.
- **STLR.** The *Student Transformative Learning Record (STLR)* is an innovative tool that has been developed at UCO to track student progress, assess learning outcomes, and collect artifacts of student involvement in Transformative Learning practices. A STLR pilot project was conducted in fall 2014. This was a precursor to launching the project for incoming freshmen in fall 2015. This important effort is supported by a 5-year \$7.8M Title III grant. Accomplishments during the 2014-2015 academic year are numerous, including; training an additional 64 faculty and staff in the STLR implementation and assessment process; the installation of the process to vet student/faculty applications for student TL projects (an innovative aspect of the STLR project that enables students to work on transformative projects outside of class and have that work assessed and counted as part of their TL record); identification of the five TL Liaisons who, along with the TL Steering Committee, will vet these proposals (one Liaison each at UCO’s five colleges); and the launch of numerous student TL projects. At the conclusion of the academic year (AY 2015), the TL grant provided the lion’s share of funding for Civitas’ Illume data analytics. This will

eventually assist us in tracking and measurement of STLR's impact on key objectives. It will also be used to model predictive interventions proven at other similar institutions to improve student success.

- **OHIP.** In fall 2014, UCO instituted an Office of High Impact Practices (OHIP) to provide financial support for students engaged in high-impact practices such as undergraduate research and global studies. The office oversees the Research, Creative, and Scholarly Activity (RCSA) Grant Program, which awarded 138 grants to students working with faculty mentors in 2014-15. The number of grants rose to 140 for 2015-16. In addition to the grant program, the office coordinates participation in regional and national student conferences including Oklahoma Research Day, attended by 640 UCO faculty and students, and the National Conference on Undergraduate Research (NCUR), attended by 22 UCO students in 2015. Although the office's focus is undergraduate research, the intent is for this program to grow and develop so that it eventually supports student activities in a range of Transformative Learning areas. Towards this goal the office has been working on collaborative projects with the Centre for Global Competency and Experiential Learning.
- **TL Scholars.** The Transformative Learning Scholars program is a faculty development initiative designed to promote student engagement in high impact practices while developing opportunities to increase external funding. The pilot project began in fall 2014. Each college could recommend up to three faculty members. They were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing an undergraduate research program and submitting a grant to an external funding agency each year. The initiative was successful and has since been institutionalized. The program was modeled after a similar initiative in the College of Mathematics and Science. They found that the return on investment is more than 10-to-1.

Student Success

- **Project Persist.** Project Persist staff members reviewed ten years of student success data to identify the characteristics of students who eventually ended up on academic probation. From this list, UCO was able to identify 480 incoming freshmen who exhibited these characteristics and were therefore at greater risk. Half of these students were assigned to cohorts that require them to take a common set of core courses with highly intrusive advising and coaching, while the other half was free to select courses on their own. All students in the cohort have additional tutoring available to them. The program should allow us to determine the effects of common classes on success in at risk students. The first-year results revealed a slight increase in persistence from first to second year. Modifications to the program based on program evaluation have been implemented. We expect modest increases in first to second year retention this year.
- **HLC Academy for Student Persistence and Completion.** In 2014, UCO was accepted as a participant in the second cohort of the HLC Academy for Student Persistence and Completion. This is a four-year commitment to use data to identify causes that lead to student drop outs and stop outs, and then to develop actions to address these causes. UCO's project is focusing on correcting trends that show higher levels of DFWs for African American and Native American males.
- **Central Oklahoma Regional Education (CORE) Network.** UCO is partnering with OCCC and OKCPS in a project to improve student success, retention, and graduation in all three organizations. This partnership emerged out of the College Board supported Affinity Network when that collaboration ended last year. The Network held its first meeting in spring of 2014. Subgroups met over the summer to begin developing preliminary data and ideas for collaboration.

- **Value Rubric Assessment.** UCO is revising its approach to general education assessment using AAC&U Value Rubrics to assess mid-level and capstone learning outcomes. The Value Rubrics have also been integrated into the STLR tool.

Value

- **Specialized Accreditation.** UCO programs are currently readying programs for additional specialized accreditation: MPA program by NASPAA; Forensic Science programs by FEPAC; Nursing program by AACN-CCNE; Psychology program by MPCAC, and the College of Business by AACSB.
- **Tuition waivers/scholarships.** UCO increased the number of tuition waivers by 8.6% this year. In addition, the colleges are aggressively pursuing development opportunities to increase the number and amount of scholarships.
- **RCSA grants/Student travel.** Several colleges have established funds to assist students in presenting research and creative achievement at professional conferences. In addition, the RCSA grants fund students with a specific project. Students are required to submit a grant application. Each student is sponsored by a faculty mentor.

Place

- **Transformative Learning Quadrangle.** The Quad, UCO's new 440-bed residence hall, housed its first residents in August of 2015. The initial occupancy is nearly 100% which mirrors the other housing options on campus. This occupancy is better than the dated and less appealing Central Plaza, a converted hotel remodeled in 2005. This newest addition adds 149 additional beds while providing a living and learning environment that embraces UCO's Transformative Learning mission.
- **UCO Downtown.** UCO now has a dedicated ca. 10,000 square foot teaching facility in downtown Oklahoma City. Referred to as "UCO Downtown", the facility (Carnegie Centre) began taking enrollment during the spring semester of 2015. To date (fall semester of 2015) it has enrolled over 500 students in courses at both the undergraduate and graduate levels. This year (2015) an initial agreement was signed with Oklahoma City University to support students in their School of Law with UCO's Masters of Public Administration (MPA) courses. These efforts support UCO's mission as a metropolitan university and expands upon current offerings such as those at the Academy of Contemporary Music (ACM). UCO Downtown (at the Carnegie Centre) also supports professional offerings such as those provided by the Center for eLearning and Customized Education.
- **Chk/Central Boathouse.** The UCO Boathouse on OKCs boathouse row on the Oklahoma River opened in spring of 2015. The boathouse will be a multi-purpose facility that reinforces UCO's footprint in the metro.
- **Old North.** Construction began in the summer (2015) of Old North. The facility will be completely restored. In addition to executive offices, Old North will include a floor dedicated to an academic unit and five classrooms. The facility will be the focal point of the campus. It stands as an enduring sign and commitment to higher education in Oklahoma.

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 Central Oklahoma (UCO) has taken the following program actions in response to APRA:

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

Program Review

UCO offers 104 degree and/or certificate programs as follows:

2	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
65	Baccalaureate Degrees
34	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 UCO’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

UCO’s faculty developed the proposals, which were reviewed and approved by institutional officials. OU’s governing board approved delivery of the Bachelor of Arts in Technical Writing, the Master of Science in Business Analytics, the Professional Science Masters in Computational Science, and the Certificate in Enterprise Analytics, at their January 29, 2016 meeting. UCO requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Arts in Technical Writing

Program purpose. The proposed program is designed to prepare students for careers as editors, technical document writers, or members of technical document writing team.

Program rationale and background. UCO surveyed students pursuing the Bachelor of Arts in English (097) degree and students enrolled in ENG 1113 and ENG 1213 to gauge interest in the proposed program. According to UCO, approximately one-third of the 60 respondents indicated they would be interested in a Technical Writing program if one were offered at UCO. Students were also asked if they would be interested in taking courses in the field of technical writing. Approximately 50 percent of the respondents indicated interest. Based on the results of the survey, UCO believes there is a strong enough interest in the proposed program to support its implementation.

Employment opportunities. Students graduating from the proposed program can find employment as editors and technical writers in a variety of business and industry. Students would also have the opportunity to work as freelance writers, expanding the opportunities for graduates. According to the Oklahoma Employment Security Commission careers in these fields are expected to increase 8-16 percent through 2022. Nationally, career opportunities in these areas will grow 10 percent through 2024. A recent internet search on common job search websites resulted in over 750 available jobs in Technical Writing listed on Monster.com, nearly 1,400 jobs on CareerBuilder.com, and almost 8,000 openings on Indeed.com. UCO is confident that students will find employment upon graduation.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2020
Minimum Graduates from the program	7	2020-2021

Duplication and impact on existing programs. There are no Bachelor of Arts in Technical Writing programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 4, 2015. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Technical Writing program will consist of 124 total credit hours, depending on the option, 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	42-44
Major Requirements	39-47
Guided Electives	15
General Electives	18-28
Total	124

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Arts in Technical Writing are shown in the following table.

Year of Program

A. Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The Master of Fine Arts in Creative Writing (192) was approved for deletion at the April 9, 2015 State Regents' meeting. Approximately \$1,000 of Education and General funding committed to the deleted program will be reallocated to the proposed program.</i>					
Student Tuition	\$34,877	\$43,596	\$52,315	\$63,941	\$72,660
<i>Narrative/Explanation: UCO anticipates enrollment of 12, 15, 18, 22, 25 students enrolling in years 1 through 5. Tuition was calculated based on students completing 12 credit hours of major coursework per academic year and tuition and fees of \$242.20.</i>					
TOTAL	\$35,877	\$44,596	\$53,315	\$64,941	\$73,660

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$3,318	\$3,318	\$3,318	\$3,318	\$3,318
<i>Narrative/Explanation: The current administrative and professional staff will be able to support the proposed program as part of their regular workload. The amounts above represent 1/8 of the administrative assistant's salary devoted to maintaining the proposed program.</i>					
Faculty	\$68,077	\$68,077	\$68,077	\$68,077	\$68,077
<i>Narrative/Explanation: Current faculty will be able to teach the courses required for the proposed program as part of their regular workload. The program will use four full-time faculty at various professional ranks. The amounts above represent a percentage of current salary and benefits for faculty teaching in the program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$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	\$71,395	\$71,395	\$71,395	\$71,395	\$71,395

Master of Science in Business Analytics

Program purpose. The proposed program will provide hands-on knowledge and skill building experiences to examine, evaluate, design, build, implement, and deploy analytic tools to analyze data to resolve complex analytic problems.

Program rationale and background. Businesses generate or collect enormous amounts of data about their business processes, operations, customers, employees, suppliers, and competitors. This collection is referred to as “big data” because massive amounts of data are quickly accumulated due to electronic transactions, mobile and location technology, social media, and automated internal business operations. The last decade has experienced rapid advancements in computing power and the availability of big data has increased the demand for employees trained in how to analyze these different types of data and apply results to solving complex business problems. In the past 2 years over 50 graduate programs in data analytics have been established across the United States. To address the growing need, UCO developed the proposed program with the goal of supplying Oklahoma employers with qualified data-savvy managers to pose the right analysis questions, interpret and challenge the results, then make the appropriate business decisions.

Employment opportunities. The proposed program is designed for individuals already working in business and industry who wish to further their career in the field of data analysis. In 2011 the McKinsey Global Institute stated that by 2018 the United States could face a serious shortage of managers and analysts with the skills needed to use big data to inform and make effective decisions. Oklahoma has many industries in various sectors, such as aerospace, energy, financial services, healthcare, and meteorology that have the need for employees equipped with the skill set of a data scientist. Organizations are employing data scientists to determine profitable lines of business, marketing strategies, characterize customers, evaluate and predict risks, improve operational efficiencies, and predict system performance. UCO indicates that individuals completing the degree can find employment in careers such as data analysts, data architects, database administrators, data scientists, research engineers, and marketing/management analysts. According to the Oklahoma Employment Security Commission, careers in these fields are expected to increase 7 to 24 percent. UCO is confident graduates of the proposed program will find employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2020
Minimum Graduates from the program	20	2020-2021

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

Institution	Existing Program
Oklahoma State University	Master of Science in Business Analytics (505)

A system wide letter of intent was communicated by email on December 4, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance

between institutions, demonstrated demand and employment opportunities, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Business Analytics program will consist of 32 total credit hours, depending on the option, as shown in the following table. Nine new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	32
Total	32

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$20,321	\$20,321	\$0	\$0	\$0
<i>Narrative/Explanation: The amounts above are funds available from a redesign of the Master of Business Administration in Business Administration (008) program.</i>					
Student Tuition	\$168,184	\$211,853	\$242,982	\$268,061	\$268,061
<i>Narrative/Explanation: UCO anticipates enrollment of 15, 20, 23, 25, and 25 students enrolling in years 1 through 5. Tuition was calculated based on both full-time and part-time students.</i>					
TOTAL	\$188,505	\$232,174	\$242,982	\$268,061	\$268,061

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
<i>Narrative/Explanation: The amounts above are based on the assumption that the proposed program will become 1 1/2 percent of the total credit hour production of the College of Business and reflect a portion of the administrative support expenses.</i>					
Faculty	\$127,566	\$163,017	\$177,814	\$207,406	\$207,406

<i>Narrative/Explanation: The amounts above reflect a percentage of full-time faculty salaries to teach the program. Adjunct faculty will be used in years 1 through 3.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$239	\$1,156	\$168	\$156	\$156
<i>Narrative/Explanation: Existing classrooms and equipment will be used. The amounts above are budgeted for consumables and new faculty computers. The amount in year 2 will be used to provide updated computers to faculty.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$700	\$8,000	\$5,000	\$500	\$500
<i>Narrative/Explanation: The amounts above are budgeted for travel for faculty to research conferences. The amounts in years 2 and 3 will be used for faculty training in the latest analytic technology.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$188,505	\$232,173	\$242,982	\$268,062	\$268,062

Professional Science Masters in Computational Science

Program purpose. The proposed program will prepare students for careers in science, technology, engineering, and mathematic (STEM) related fields.

Program rationale and background. The Professional Science Masters (PSM) is a graduate degree designed to provide advanced-level training in STEM related disciplines while simultaneously developing workplace skills valued by employers. UCO held a meeting with external stakeholders/employers from the Oklahoma City metro area to gather feedback about industry needs and how these needs could be addressed by the proposed PSM degree. Employers attending the meeting were predominately from aerospace and federal government agencies, with some representation from energy and biotech/healthcare. Representatives indicated a strong need for employees with graduate training in specific computational areas and who possess strong management skills. Additionally, stakeholders noted that currently there are not enough scientists and engineers with advanced training in both computational areas and management to meet workforce needs. As a result of this feedback, UCO created an Industrial Advisory Board to develop the proposed program.

Employment opportunities. According to the Oklahoma Employment Security Commission (OESC), careers in the engineering, aerospace, biosciences, and energy fields will increase at much as 25 percent depending upon the area of expertise. Although the majority of the students pursuing the proposed program will already be employed in their chosen career fields, the proposed program will add to their knowledge and skillset, increasing their opportunities to career advancement and filling a growing need for qualified employees with advanced training in specific computational areas and management. UCO is confident that graduates of the proposed program will benefit from earning the credential.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2019
Minimum Graduates from the program	6	2019-2020

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

Institution	Existing Program
University of Oklahoma	Professional Master of Science (386)

A system wide letter of intent was communicated by email on December 4, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the difference in curricular focus and demonstrated career opportunities for graduates, approval will not constitute unnecessary duplication.

Curriculum. The proposed Professional Science Masters in Computational Science program will consist of 34 total credit hours, depending on the option, as shown in the following table. Seven new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Program Core	22
Option	9
General Elective	3
Total	34

Faculty and staff. Existing faculty will teach the proposed program. One adjunct faculty will be hired to release existing faculty from current course assignments.

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

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

Program resource requirements. Program resource requirements for the Professional Science Masters in Computational Science are shown in the following table.

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Other Non-State Sources					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$39,883	\$74,067	\$79,765	\$85,508	\$96,857
<i>Narrative/Explanation: The amounts above are based on an enrollment of 9, 17, 19, 20, and 22 students in years 1 through 5. Tuition and fees differ among colleges and departments within UCO; therefore, the amounts above were based upon 65 percent of the courses from the College of Mathematics and Science, 29 percent from the College of Business' Master of Business program, and 9 percent from the College of Business' Information Science and Operations Management program.</i>					
TOTAL	\$39,883	\$74,067	\$79,765	\$85,508	\$96,857

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$9,600	\$16,128	\$16,934	\$17,781	\$18,670
<i>Narrative/Explanation: The amounts above reflect the cost for one adjunct faculty. UCO anticipates hiring an emeritus doctoral-degree holding faculty to release current faculty so that they can teach the proposed program. UCO calculated a 5 percent cost-of-living adjustment beginning in year 2.</i>					
Graduate Assistants	\$10,000	\$21,000	\$22,050	\$23,153	\$24,310
<i>Narrative/Explanation: The program will utilize 1 graduate assistant in year 1 and 2 graduate assistants in subsequent years. UCO calculated a 5 percent cost-of-living adjustment beginning in year 2.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,500	\$2,500	\$2,625	\$2,756	\$2,894
<i>Narrative/Explanation: The amounts above are budgeted for additional software licenses.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$1,500	\$0	\$0
<i>Narrative/Explanation: The amount above is budgeted for the PSM Affiliation process planned for year 3 of the program. Re-affiliation occurs every 5 years.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$900	\$1,700	\$1,900	\$2,000	\$2,200
<i>Narrative/Explanation: The amounts above are based upon current printer lease agreements and estimated student demand.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$2,500	\$2,625	\$2,756	\$2,894	\$3,039
<i>Narrative/Explanation: The PSM Director will travel to the National Professional Science Masters' Association annual conference.</i>					

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$24,500	\$43,953	\$47,765	\$48,584	\$51,113

Certificate in Enterprise Analytics

Program purpose. The proposed program will provide students with a foundation of knowledge in the area of analytics.

Program rationale and employment opportunities. Oklahoma has many industries in various sectors, such as aerospace, energy, financial services, healthcare, and meteorology that have the need for employees equipped with the skill set of a data scientist. Students pursuing the proposed program may be obtaining or already hold a degree in another discipline, such as Statistics, Computer Science, or Engineering and wish to gain expertise in how to process business data into actionable business strategies. UCO surveyed existing graduate and undergraduate business students to determine the demand for business analytics courses and received over 60 responses that clearly identified a growing need for big data and business analytics skills. UCO is confident the proposed program will meet the needs of students seeking to enhance their employment opportunities.

Student demand. The proposed certificate program is expected to fulfill student demand within the proposed Master of Science in Business Analytics program.

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

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Marketing Analytics (494)

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. Due to distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Required Courses	12
Total	12

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

Financing and program resource requirements. The proposed certificate is embedded within the proposed Master of Science in Business Analytics 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 CENTRAL OKLAHOMA
BACHELOR OF ARTS IN TECHNICAL WRITING**

Degree Requirements	Credit Hours
General Education	42-44
Specific courses needed to fulfill General Education requirements can be found in the UCO catalog	
Written and Oral Communication	9
Quantitative Reasoning/Scientific Method	10-11
Critical Inquiry and Aesthetic Analysis	6
American Historical and Political Analysis	6
Cultural and Language Analysis	3-4
Social and Behavioral Analysis	3
Life Skills	5
Major Requirements	39-47
ENG 2303 English Cornerstone	3
ENG 2543 English Literature to 1800	3
ENG 2653 English Literature since 1800	3
ENG 2773 American Literature to 1865	3
ENG 2883 American Literature since 1865	3
ENG 3013 or ENG 3033 Shakespeare	3
ENG 3193 or ENG 3213 World Literature I World Literature II	3
ENG 4253 or ENG 4633 Chaucer Old English Literature	3
ENG 4023 Technical Writing	3
ENG 4283 English Grammar and Usage	3
ENG 4343 Linguistics	3
ENG 4553 or ENG 4653 History of Rhetoric to 1700 History of Rhetoric since 1700	3
ENG 4893 Capstone	3
Modern Language Requirement (All students shall complete the first two semesters of a second language by proof of academic work in the second language, four years of high school language courses, or transfer work from another institution)	0-8
Guided Electives	15
Complete 15 credit hours from the following courses:	

ENG 4063	Advanced Technical Writing	3
ENG 4193	Technical Editing	3
ENG 4213	Document Design	3
ENG 4273	Composition Pedagogies	3
ENG 4783	History of Scientific Writing	3
ENG 4950	Internship in English	3
*ENG 4643	Grant Writing	3
*ENG 4611	Research and Writing	1
General Electives		18-28
Select courses so that total number of credit hours equal 124.		
Total		124

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF SCIENCE IN BUSINESS ANALYTICS**

Degree Requirements		Credit Hours
Required Courses		32
STAT 5213	Applied Regression Analysis	3
*MSBA 5112	Spreadsheet Modeling	2
MBA 5062	Managerial and Operational Analytics	2
*MSBA 5302	Programming for Analytics	2
*MSBA 5222	Database Foundation for Analytics	2
*MSBA 5411	Managing Analytics	1
MBA 5022	Managerial Finance	2
*MSBA 5304	Applied Analytics	4
*MSBA 5324	Marketing Analytics	4
*MSBA 5242	Financial Analytics	2
*MSBA 5406	Advanced Applied Analytics	6
*MSBA 5232	Data Visualization	2
Total		32

**UNIVERSITY OF CENTRAL OKLAHOMA
PROFESSIONAL SCIENCE MASTERS IN COMPUTATIONAL SCIENCE**

Degree Requirements	Credit Hours
Program Core	22
*PSM 5001 Mathematical Foundations of Computation	1
*PSM 5013 Computational Science for Professionals I	3
*PSM 5113 Computational Science for Professionals II	3
*PSM 5781 Integrative Project I	1
*PSM 5881 Integrative Project II	1
*PSM 5981 Integrative Project III	1
*ISOM 5333 Project Management	3
MBA 5032 Managerial Problem Solving	2
MBA 5131 Managerial Communication I	1
MBA 5231 Managerial Communication II	1
MBA 5331 Building Effective Teams	1
MBA 5352 Managerial and Operational Analytics	2
Select 1 course (2 credit hours) from the following	
MBA 5042 Managerial Economics	2
MBA 5142 Managerial Finance	2
MBA 5172 Managerial Accounting	2
MBA 5242 Organizational Behavior	2
MBA 5572 Business Ethics and Sustainability	2
MBA 5642 Organizational Change and Innovation	2
Option (select 1 option below)	9
Computer Science Option	
Select 9 credit hours from the following	
CMSC 5043 Applications of Database Management	3
CMSC 5193 Introduction to Robotics	3
CMSC 5283 Software Engineering I	3
CMSC 5303 Mobile Application Programming	3
CMSC 5323 Computer and Network Security	3
CMSC 5373 Web Server Programming	3
CMSC 5423 Software Engineering II	3

CMSC 5433	Software Architecture and Design	3
Computational Engineering Option		
Select 9 credit hours from the following		
ENGR 5023	Heath Transfer	3
ENGR 5103	Finite Element Analysis	3
ENGR 5223	Biomedical Imaging	3
ENGR 5233	Biomedical Instrumentation	3
ENGR 5323	Digital and Analog Communication	3
ENGR 5333	Digital Signal Processing and Laboratory	3
ENGR 5343	Biomechanics	3
ENGR 5443	Fluid Dynamics	3
ENGR 5533	Thermal Systems Design	3
ENGR 5803	Mechatronics and Laboratory	3
Computational Mathematics Option		
Select 6 credit hours from the following		
MATH 5113	Operations Research I	3
MATH 5263	Numerical Linear Algebra	3
MATH 5363	Applied Numerical Analysis	3
Select 3 credit hours from the following		
MATH 5xx3	Graduate Math Course	3
STAT 5xx3	Graduate Statistics Course	3
General Elective		3
5xxx	Select 3 graduate-level credit hours from BIO, CHEM, CMSC, ENGR, MATH, PHY, or STAT.	3
Total		34

UNIVERSITY OF CENTRAL OKLAHOMA
 CERTIFICATE IN ENTERPRISE ANALYTICS

Degree Requirements		Credit Hours
Required Courses		12
STAT 5213	Applied Regression Analysis	3
*MSBA 5411	Managing Analytics	1
*MSBA 5304	Applied Analytics	4
MSBA 5062	Managerial and Operational Analysis	2
*MSBA 5232	Data Visualization	2
Total		12

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #12-d:

New Programs.

SUBJECT: Approval to offer the Associate in Science in Emergency Management and the Certificate in Emergency Preparedness and Planning.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College's requests to offer the Associate in Science in Emergency Management, via traditional and electronic delivery, and the Certificate in Emergency Preparedness and Planning, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Emergency Management.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2018; and
Graduates: a minimum of 5 students in 2018-2019.
- **Certificate in Emergency Preparedness and Planning.** The certificate is embedded within the proposed Associate in Science in Emergency Management and will be included in the regular 5-year program review if approved.

BACKGROUND:

Academic Plan

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

- The division and college curriculum committees continue to review the academic programs, courses, and scheduling to help ensure the offerings are well aligned with the needs of the business sector, community, and various entities with which the college interacts. Numerous revisions have been made to the college schedule and degree plans to achieve this objective.
- The Humanities Division continues to emphasize three areas: reading, English, and performing arts. English Composition I and II were redesigned to strengthen rhetoric and grammar preparation. In conjunction with the redesign of the English Composition classes, Humanities faculty have joined faculty teaching developmental classes across the curriculum to analyze the success rates. The Humanities Division report, "RSC Reading Study: There is Always a Way," was presented to the RSC Regents August 27, 2015. The data showed that students are successful in improving their reading skills in the courses.

- In support of the core value, diversity, the Humanities Division has placed an emphasis on globalizing their curriculum. Activities supported by academic instruction include study abroad trips, language and cultural studies classes, free ESL tutoring for students and community members, Humanities cultural events, developing relationships with international students, faculty and other educational entities; and, others.
- In collaboration with the Memorial Institute for the Prevention of Terrorism, the Social Sciences Division integrated an option into the Criminal Justice Associate in Science degree program. In addition, the Business and Information Technology Division integrated a hotel and event management option into the Business Administration Associate in Applied Science degree which will also fit into the Professional Business Studies Option of the transfer Business degree.
- The Faculty Development Initiative launched in September 2011 continues to offer workshops that include New Faculty Orientation and other topics involving instructional strategies, engaging students, D2L, instructional technologies, learning assessment, etc. In FY '15, 21 workshops were offered with attendance at 289 faculty. Rose State College began analyzing its partnership with career technology center partners beginning with the CyberSecurity and Family Services and Child Care Associate in Applied Science degree programs. Contracts for 12 programs are being forwarded to the OSRHE for approval.
- During 2013-2014, the Business and Information Technology Division embedded certificate programs in the Business Administration Associate in Applied Science degree program. The goal was to serve the part-time adult student more effectively; however, enrollment shows that this population has not returned to the College at this point.
- Renovation as a result of the recent bond issue continues to impact academic buildings and programming opportunities. Due to the changes in the Nursing Program admission requirements to include Introduction to Chemistry, an additional chemistry lab has been requested; however, it was approved only as an alternate in the bond project. Until that chemistry lab is added, enrollments are maximized.

APRA Implementation

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

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

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

Program Review

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

26	Certificates
27	Associate of Arts or Science Degrees

17	Associate of Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RSC's faculty developed the proposals, which were reviewed and approved by institutional officials. RSC's governing board approved delivery of the Associate in Science in Emergency Management and the Certificate in Emergency Preparedness and Planning at the January 21, 2016 meeting. RSC requests authorization to offer these programs as outlined below.

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

- Associate in Applied Science in Library Technical Assistant (055);
- Associate in Applied Science in E-Commerce and Webmaster Technology (121);
- Associate in Arts in English (018);
- Associate in Arts in Enterprise Development (675);
- Associate in Arts in History (125);
- Associate in Arts in Liberal Studies (047);
- Associate in Arts in Social Sciences (112);
- Associate in Science in Business (007); and
- Associate in Science in Enterprise Development (676).

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Emergency Management

Program purpose. The proposed program is designed to prepare students for employment in emergency management and provide them with the knowledge and skills to respond to natural disasters or other emergencies.

Program rationale and background. In February 2015 the Oklahoma State Department of Emergency Management reached out to RSC's Workforce and Community Development Department to discuss offering courses to its current employees and to provide an educational opportunity to create a pipeline of qualified candidates interested in emergency management as a career. According to RSC, the Oklahoma State Department of Emergency Management estimates 200-250 employees will be enrolled in and complete the program.

Employment opportunities. Although the proposed program is not designed to lead to immediate employment after graduation, students will be prepared to transfer to a similar program at a four-year institution. Upon completion of their education students interested in careers in emergency management will be able to find employment in a variety of business, industry, and government agencies. Emergency Directors will be needed to develop response plans in the event of major disasters. According to the Oklahoma Employment Security Commission careers in these areas are expected to increase approximately 15 percent through 2022. Additionally, the Director of Oklahoma Emergency Management anticipates a retirement rate of 65 percent over the next 10 years. RSC is confident students graduating from the proposed program will be prepared to continue their education at a four-year institution and will find employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2018
Minimum Graduates from the program	5	2018-2019

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

Institution	Existing Program
Redlands Community College	Associate in Applied Science in Criminal Justice (045) with an option in Emergency Preparedness/Homeland Security

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 or notified the State Regents' office of a protest. Due to difference in degree type and employment outlook, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 63 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	39
Major Requirements	24
Total	63

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

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

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

Program resource requirements. Program resource requirements for the Associate in Science in Emergency Management 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	\$72,000	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The amount above reflects funds from an Oklahoma Emergency Management grant.</i>					
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	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
<i>Narrative/Explanation: The amounts above are funds being reallocated from the deletion of an economics position.</i>					
Student Tuition	\$33,000	\$41,000	\$49,000	\$57,000	\$66,000
<i>Narrative/Explanation: Tuition was calculated based on anticipated enrollment of 20, 25, 30, 35, and 40 students in years 1 through 5 and a tuition rate of \$183 per credit hour. RSC estimates students will complete 18 credit hours per academic year.</i>					
TOTAL	\$140,000	\$76,000	\$84,000	\$92,000	\$101,000

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$62,250	\$62,250	\$62,250	\$62,250	\$62,250
<i>Narrative/Explanation: The amounts above reflect the salary and benefits for one professor.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,500	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The amounts above reflect costs for seminar/emersion support materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0

Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
<i>Narrative/Explanation: The amounts above reflect costs for faculty training.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$66,750	\$66,250	\$66,750	\$66,750	\$66,750

Certificate in Emergency Preparedness and Planning

Program purpose. The purpose of the proposed program is to meet a need requested by the Oklahoma State Department of Emergency Management to provide educational training in the area of emergency preparedness and planning.

Program rationale and employment opportunities. In February 2015 the Oklahoma State Department of Emergency Management reached out to RSC's Workforce and Community Development Department to discuss offering courses to its current employees and to provide an educational opportunity to create a pipeline of qualified candidates interested in emergency management as a career. According to RSC, the Oklahoma State Department of Emergency Management estimates 200-250 employees will be enrolled in the program. Earning a certificate in emergency preparedness and planning will also provide individuals the knowledge and skills needed for entry level positions in the field and allow them to start their career while continuing their education.

Student demand. The proposed certificate program is expected to fulfill student demand within the proposed Associate in Science in Emergency Management program.

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

Institution	Existing Program
Northeastern State University	Certificate in Emergency Management and Planning (152)

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 or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 24 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	24
Total	24

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

Financing and program resource requirements. The proposed certificate is embedded within the proposed Associate in Science in Emergency Management program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current

tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**ROSE STATE COLLEGE
ASSOCIATE IN SCIENCE IN EMERGENCY MANAGEMENT**

Degree Requirements		Credit Hours
General Education		39
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	U.S. History to 1877 U.S. History since 1877	3
POLS 1113	American Federal Government	3
	Students must select at least one Life Science and at least one Physical Science. One course must include a lab. Courses must be selected from ASTR, BIOL, CHEM ENSC 1103, GEOG 1114, GEOL HSBC 1104, HSBC 2103, HSBC 2203, PHSC, PHYS (excluding PHYS 1613), METR (excluding METR 1121 or METR 1131).	7
MATH 1473	General College Math	3
	Humanities (see current college catalog for approved list of courses)	6
	HPER Course	2
ECON 2103	Personal Finance	3
	General Education Electives	6
Major Requirements		24
*EMGT 1113	History of Emergency Management	3
*EMGT 1213	Emergency Recovery	3
*EMGT 1313	Emergency Management Preparation	3
*EMGT 1413	Emergency Management Response	3
*EMGT 2113	Leadership in Emergency Management	3
*EMGT 2123	Mitigation of Emergencies	3
*EMGT 2233	Exercise Design and Evaluation in Emergency Management	3
*EMGT 2343	Capstone in Emergency Management	3
Total		62

ROSE STATE COLLEGE
 CERTIFICATE IN EMERGENCY PREPAREDNESS AND PLANNING

Degree Requirements		Credit Hours
Required Courses		24
*EMGT 1113	History of Emergency Management	3
*EMGT 1213	Emergency Recovery	3
*EMGT 1313	Emergency Management Preparation	3
*EMGT 1413	Emergency Management Response	3
*EMGT 2113	Leadership in Emergency Management	3
*EMGT 2123	Mitigation of Emergencies	3
*EMGT 2233	Exercise Design and Evaluation in Emergency Management	3
*EMGT 2343	Capstone in Emergency Management	3
Total		24

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #12-e:

New Programs.

SUBJECT: Approval to offer the Associate in Applied Science in Healthcare Specialist/Paramedic.

RECOMMENDATION:

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

- **Associate in Applied Science in Healthcare Specialist/Paramedic.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 40 students in Fall 2018; and
Graduates: a minimum of 20 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:

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

Academic Pathways

During 2015-2016, we are implementing numerous strategies to support the creation of academic pathways for our students that will result 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
85	Degree and/or certificate programs added

Program Review

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

37	Certificates
28	Associate in Arts or Sciences Degrees
36	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

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

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Healthcare Specialist/Paramedic

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

Program rationale and background. The proposed program has operated as an option under the Associate in Applied Science in Fire and Emergency medical Services (234) and enrolled over 70 students in the Fall 2015 semester. Additionally, the Tulsa Fire Department and Tulsa Police Department currently have students enrolled in TCC's paramedic courses and discussions are underway to create a memorandum of understanding with these entities to continue this relationship. As a stand-alone program, the proposed program will allow students to earn required state and national certifications necessary for securing employment with fire departments, industrial firms, governmental agencies, fire protection companies, healthcare agencies, and emergency medical services agencies.

Employment opportunities. TCC reports that the Emergency Medical Services Authority (EMSA) is the largest employer of paramedics in the region and indicates that the need for new paramedics is high. According to EMSA, at least 36 new paramedics per year will be needed in the Tulsa area to meet the demands. Additionally, fire departments in municipalities such as Owasso, Broken Arrow, and Miller indicate they are experiencing paramedic shortages. Statewide, the Oklahoma Employment Security Commission estimates careers for emergency medical technicians and paramedics are expected to

increase 24 percent through 2022. TCC is confident the graduates of the proposed program will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	40	Fall 2018
Minimum Graduates from the program	20	2018-2019

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

Institution	Existing Program
Rose State College	Associate in Applied Science in EMT/Paramedic (115)
Murray State College	Associate in Applied Science in Applied Technology (060) with an option in Emergency Medical Technology/Paramedic
Seminole State College	Associate in Applied Science in Applied Technology (019) with an option in Emergency Medical Technician/Paramedic
Oklahoma City Community College	Associate in Applied Science in Emergency Medical Sciences (014)
Rogers State University	Associate in Applied Science in Emergency Medical Service (094)
Oklahoma State University-Oklahoma City	Associate in Applied Science in Municipal Fire Protection (009) with an option in Emergency Medical Services

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 and workforce needs, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	20
Technical Specialty	40
Total	60

Faculty and staff. Existing faculty will teach the proposed Associate in Applied Science in Healthcare Specialist/Paramedic program.

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

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

Program resource requirements. Program resource requirements for the Associate in Applied Science in Healthcare Specialist/Paramedic are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$15,550	\$15,550	\$15,550	\$15,550	\$15,550
<i>Narrative/Explanation: These funds are based on the current budget allocation for the Healthcare Specialist/EMT option available under the current Associate in Applied Science in Fire and Emergency Medical Services (234) program.</i>					
Student Tuition	\$192,672	\$192,672	\$192,672	\$192,672	\$192,672
<i>Narrative/Explanation: Tuition was calculated based on enrollment only in major courses. TCC anticipates student enrollment of 40 students each academic year. Current tuition and fees of \$120.42 per credit hour was used in the calculation</i>					
TOTAL	\$208,222	\$208,222	\$208,222	\$208,222	\$208,222

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$16,041	\$16,041	\$16,041	\$16,041	\$16,041
<i>Narrative/Explanation: The program is supported by office staff from the Liberal Arts main division office and is shared with other programs and budgets. The amounts above reflect salary and benefits prorated to the number of faculty and programs within the division.</i>					
Faculty	\$169,798	\$169,798	\$169,798	\$169,798	\$169,798
<i>Narrative/Explanation: The amounts shown reflect the cost for 1 full-time faculty, 4 adjuncts, 8 clinical instructors, and 1 clinical coordinator.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The amounts above are budgeted for expendable supplies for the program.</i>					
Library	\$0	\$0	\$0	\$0	\$0

Contractual Services	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
<i>Narrative/Explanation: The amounts above reflect the yearly fee for the Medical Director.</i>					
Other Support Services	\$750	\$750	\$750	\$750	\$4,150
<i>Narrative/Explanation: The amounts above are budgeted for annual accreditation fees and a self-study due every 5 years.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing and Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The amounts above are printing expenses that are shared through the division office.</i>					
Telecommunications	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts above are budgeted for a cell phone for the Program Director.</i>					
Travel	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<i>Narrative/Explanation: The amounts shown will be used for local travel required for on-going credentialing.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$199,589	\$199,589	\$199,589	\$199,589	\$202,989

Attachment

ATTACHMENT A

**TULSA COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN HEALTHCARE SPECIALIST/PARAMEDIC**

Degree Requirements	Credit Hours
General Education	
	20
ENGL 1113 English Composition I	3
BIOL 1314 Human Anatomy and Physiology	4
CHEM 1114 Principles of Chemistry	4
COMM 1113 or ENGL 1213 or ENGL 2333 or ENGL 2343 Public Speaking Composition II Technical/Professional Writing Business Communication	3
POLS 1113 American Federal Government	3
HIST 1483 or HIST 1493 U.S. History 1492 to Civil War Era U.S. History Civil War Era to Present	3
Technical Specialty	
	40
FEMS 1214 Principles of Fire and Emergency Medical Services	3
*EMSP 2115 Principles of Paramedic 1	5
*EMSP 2129 Paramedic Theory and Application 1	9
*EMSP 2214 Principles of Paramedic 2	4
*EMSP 2229 Paramedic Theory and Application 2	9
*EMSP 2314 Principles of Paramedic 3	4
*EMSP 2325 Paramedic Theory and Application 3	5
Total	60

*Denotes new courses

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AGENDA ITEM #13:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Northeastern Oklahoma A&M College (NEOAMC) requests authorization to delete the programs listed below:

- **Certificate in Drafting/Design (less than 2 year certificate) (074)**
- **Certificate in Drafting/Design (less than 1 year certificate) (092)**

POLICY ISSUES:

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

ANALYSIS:

NEOAMC requests authorization to delete the Certificate in Drafting/Design (less than 2 year certificate) (074). This program was approved prior to 1990. Reasons for requesting the deletion include:

- NEOAMC reports the low student demand for the program.
- There are currently no students enrolled in the program.
- Six courses will be deleted.
- No funds are available for reallocation as they will continue to be used to maintain the remaining courses which are offered as part of the Associate in Applied Science in Construction Management (014) program.

NEOAMC requests authorization to delete the Certificate in Drafting/Design (less than 1 year certificate) (092). This program was approved prior to 1990. Reasons for requesting the deletion include:

- NEOAMC reports the low student demand for the program.
- There are currently no students enrolled in the program.
- Six courses will be deleted.
- No funds are available for reallocation as they will continue to be used to maintain the remaining courses which are offered as part of the Associate in Applied Science in Construction Management (014) program.

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AGENDA ITEM #14-a:

Policy.

SUBJECT: Approval of revisions to the Credit for Prior Learning policy.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Credit for Prior Learning policy, as described below.

BACKGROUND:

The Credit for Prior Learning policy provides the framework through which students can demonstrate learning achieved through non-traditional learning environments, and provides a systematic process of validating and awarding credit on a course-by-course basis. The policy ensures the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for prior learning and provides for uniform transfer of prior learning credit among institutions of the system.

Revisions to the Credit for Prior Learning policy adopted by the State Regents in recent years are summarized below:

- July 28, 1975 – Revisions to the fee requirement for examinations.
- October 23, 1985 – Revisions removed the limits on the number of credits that can be awarded, added the procedures by which institutions can validate extracurricular learning, removed minimum scores for advanced standing exams, and removed the statement regarding fees.
- July 8, 1995 – Revisions updated terminology, reinstated the 12 hour requirement for validation of credit awarded, updated nationally recognized methods for assessing extracurricular learning, and added a statement regarding what can be charged by institutions for the assessment.
- June 29, 2006 – Revisions updated the nomenclature and publications referenced in the policy.
- January 29, 2015 – Revisions updated nomenclature and publications referenced in policy to align with language used nationally relative to credit for prior learning. Additionally, the changes to policy were made to align with the revisions to the cooperative alliance policy. Lastly, the policy title was changed from Credit for Extracurricular Learning to Credit for Prior Learning.

POLICY ISSUES:

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments.

ANALYSIS:

Revisions establish a minimum required score on an Advanced Placement (AP) examination for granting course credit for a particular lower-division course. Colleges and universities within the state system shall not require an AP score of more than three. Institutions may request an exception to the policy to require a higher AP score if institutions can demonstrate the higher score is necessary for a student to be successful in a related and more advanced course for which the lower-division course is a prerequisite.

The changes to policy are effective Fall 2016 and a copy of the proposed revisions is attached. It is recommended that the State Regents approve the revised policy.

Attachment.

[Policy Excerpt]

3.15 Credit for Prior Learning

3.15.1 Purpose

In recognition of the need to evaluate learning acquired from other sources, such as work experience, non-degree granting institutions, professional training, military training, or open source learning, the State Regents have adopted the following policy. State System institutions shall provide a systematic and comparable means through which students may be awarded credit for prior learning. State System policy should assure the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for prior learning, and provide for uniform transfer of credit for prior learning among State System institutions. State System institutions shall provide students with a means for evaluation of prior learning and shall develop institutional policies and procedures consistent with this policy. These policies should include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credits.

3.15.2 Definitions

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

“Prior Learning” is acquired outside the sponsorship of legally authorized postsecondary and higher education institutions accredited as degree-granting institutions. The term applies to learning acquired from, but not limited to, work and life experiences, non-degree granting institutions professional training, military training, or open source learning.

“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.

3.15.3 Principles

- A. Students eligible to receive credit for prior learning must be enrolled or eligible to re-enroll at the institution awarding the credit.
- B. Credit awarded to a student for prior learning must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An institutional policy exception to this provision must be requested by the institution and approved by the State Regents.
- C. State System institutions awarding credit for prior learning shall review and validate the learning on an individual basis using State Regents’ recognized or approved methods. The following publications and methods are among acceptable options for validating prior learning for awarding credit:
 - 1. American Council on Education (ACE) Guide to Evaluation of

Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE.

2. The University of the State of New York's National College Credit Recommendation Service (CCRS).
 3. Standardized examinations such as College Board Advanced Placement (AP) or College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES).
 4. Degree-relevant prior learning credit awarded and transcribed by other institutions accredited as degree-granting institutions.
 5. Assessment of individual student portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.
 6. Higher Level courses in the International Baccalaureate Organization Diploma Program.
 7. Institutionally prepared assessments developed by qualified faculty with content expertise.
 8. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with technology center programs that have been evaluated for college credit.
- D. In establishing the minimum required score on an AP examination for granting course credit for a particular lower-division course, State System institutions shall not require an AP score of more than three.
- Policy exceptions may be granted if a State System institution determines, based on evidence, that a higher score on the examination is necessary for a student to be successful in a related and more advanced course for which the lower-division course is a prerequisite.
- The process for requesting a policy exception is outlined in the *Academic Affairs Procedures Handbook*.
- E. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.
 - F. Direct instruction or coursework from technology centers shall not be utilized by State System institutions for awarding credit through this policy.
 - G. Through a faculty driven process, a systemwide technical assessment inventory shall be maintained and updated as needed by the State Regents. The inventory shall consist of State Regents approved industry, technical, and alternative assessment instruments and methods associated with technology center programs that have been evaluated for credit.

- H. Credit awarded for prior learning may be applied to a degree program subject to meeting the requirements of the institution conferring the degree.
- I. Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards and ACE recommendations.
- J. Examination scores, used to validate prior learning, must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally developed and administered advanced standing examinations shall be established by means of standard setting examinations.
- K. The institutional procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion.
- L. Institutional technical assessments, to validate learning from non-degree granting entities not associated with technology centers, shall be developed by qualified faculty. These assessments may be submitted to the State Regents for review and, if approved by the State Regents, be listed on the systemwide technical assessment inventory.
- M. Institutions shall only award credit for prior learning in programs for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded and the neutral grades of pass (P) or satisfactory (S) shall be utilized to designate credit awarded for prior learning. Conventional letter grades shall not be used. All awarded credit for prior learning shall be appropriately identified by source and method on the transcript.
- N. Costs to students to assess credit should be comparable throughout the State System and reflect as closely as possible the actual costs for institutional administration. Institutional charges for evaluating prior learning, by means other than nationally developed examination, shall be based upon the actual costs of the evaluations. Charges for administration and recording of credit for prior learning based on nationally developed examinations shall be at the rate established by the national testing agency for the particular test. No other charges shall be made for the administration or recording of this credit.
- O. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

3.15.4 Oversight and Evaluation

To protect the integrity and credibility of this policy, State System institutions shall report the following information:

1. Documentation for all credit awarded for prior learning, to include the method(s) used, the amount of credit awarded by each method, and the total number of credit hours awarded

through this policy. Detailed information on reporting is available in the *Academic Affairs Procedures Handbook*.

2. Summary information of credit awarded through prior learning assessments will be regularly reported to the State Regents.

3.15.5 Compliance with Policy

This policy shall apply at all State System institutions. It is also recommended for the consideration and use of independent institutions in order that standards of education relating to credit for prior learning be comparable for students at all institutions of Oklahoma higher education. Institutions may establish higher standards or use other validation methods to meet these standards, as approved by the State Regents.

Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995. January 29, 2015. May 27, 2016.

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AGENDA ITEM #14-b:

Policy.

SUBJECT: Approval of the Langston University remediation pilot program.

RECOMMENDATION:

It is recommended that the State Regents approve Langston University's pilot program for remediation at the Langston University – Oklahoma City campus as described below.

BACKGROUND:

Langston University has a Statewide Plan established in 1998. The design of the plan is consistent with the State Regents' 1978 action assigning LU an urban function. As an institution with an urban function, LU was charged to 1) prepare students for careers and jobs in an urban setting, 2) fit students for life in an urban society, and 3) help fit the urban community for life through its programs for research and public service. Consistent with preparing students, the proposed pilot project will provide an opportunity for students who would normally place in remedial classes at the college level when they arrive in August on the Langston main campus to complete remediation in an intensive summer program offered on the Langston-Oklahoma City campus.

For the summer of 2016, the pilot program will focus on remedial work for approximately 150 high-risk students who have been admitted to Langston University and made room deposits for the fall 2016 semester at the LU main campus. If approved, the pilot will begin June 1 and end on July 21, 2016.

POLICY ISSUES:

The proposed pilot is consistent with the Institutional Admission and Retention and Student Assessment and Remediation policies. Based on the Langston University Statewide Plan, this request will be an exception to allow LU to offer remedial education at the LU-OKC campus.

ANALYSIS:

The average ACT score for students admitted to LU in Fall 2015 was 15.65, with an average high school grade point average of 2.81. Based on the State Regents' standards in the Student Assessment and Remediation policy, 88 percent of the members of this class were admitted with at least one deficiency in English, mathematics, or reading after taking an additional assessment (Accuplacer).

To address this pattern of deficiencies and improve success in the freshmen academic year, LU designed a pilot program as described below.

Description of the goals of the pilot. Langston University will invite 150 first-time entering freshman students to its Oklahoma City campus, during the summer of 2016, who have been admitted for the 2016

fall semester and need remedial course work in mathematics and English. The purpose of the request is to provide access in Oklahoma City during the summer to remedial instruction for the students to be ready to enroll in college-level courses by the 2016 fall semester at LU-Langston.

Description of the student eligibility. The students have been admitted to Langston University, have made room deposits and initial tuition payments for the fall semester of 2016. They also have completed the Accuplacer Placement Test to determine the needed remedial course work. The majority of the students will be African American first generation students between the ages of 19-22 years.

Description of the expected number of students that will participate in the pilot. The participants will be 150 high risk non-college ready students from Oklahoma City and surrounding communities who have been admitted to Langston University for the 2016 school year.

Description or listing of the courses expected to be included as offerings at the LU-OKC campus for the pilot. The courses are as follows:

- Elementary Algebra
- Intermediate Algebra
- Contemporary Mathematics
- Basic English
- English Composition I
- College Algebra

Location for the delivery of the courses. The pilot program will be held at the Langston University-Oklahoma City Campus.

Listing of faculty and credentials of those that will deliver the courses.

- Dr. Betsy Showalter, Ph.D.- Mathematics
- Mr. Anthony Hill, M.S. - Mathematics
- Dr. Alonzo Peterson, Ph.D. -Mathematics
- Dr. S. Sivalnesan, Ph.D., Mathematics
- Dr. Benjamin Bates, English

Duration for the pilot. The pilot program will last seven weeks, beginning June 1, 2016 and ending on July 21, 2016.

Descriptions of measures of success for the pilot at the end of the requested duration. The measure of success is to get 80 percent of the students ready to take college-level courses during the 2016 fall semester. The program will be assessed to measure the students' success by reporting the passing percentages of the students as well as other statistical data.

Pilot program timelines. May, 2016 a list of the students attending the summer pilot program will be established. If approved, the pilot program will begin June 1, 2016. Data will be collected over the duration of the pilot and a final report, which will be detailed in a prescribed format, will be due on September 15, 2016.

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AGENDA ITEM #14-c:

Policy.

SUBJECT: Approval of the Oklahoma City Community College concurrent enrollment pilot project.

RECOMMENDATION:

It is recommended that the State Regents approve a pilot project proposed by Oklahoma City Community College (OCCC) beginning Fall 2016 and ending Spring 2018 that allows temporary policy exceptions for concurrent enrollment admission, course placement, and remediation, as described below. A research report on the two-year project will be submitted.

BACKGROUND:

In September 2010, Tulsa Community College (TCC) received approval for exceptions to sections of Oklahoma State Regents for Higher Education (OSRHE) policy to implement the EXCELerate Concurrent Enrollment Pilot Project between TCC and nine high schools in the Tulsa Public School (TPS) system and the Union Public School system (UPS) to increase accessibility to higher education for all students including concurrent and dual enrollment programs. The initial pilot project dates extended from Fall 2010 to Spring 2012. However, TCC received two one-semester extensions due to implementing the pilot project Spring 2011 and to accommodate students midway through the academic year. After submitting an EXCELerate report, which noted some positive outcomes between the Spring 2011 and Spring 2013 semesters, in April 2014, TCC received approval to continue the EXCELerate pilot study for two additional years. Continuation of the pilot allows students to benefit from EXCELerate while the Council on Instruction studies the findings and recommendations of policy changes.

In June 2015, Connors State College (CSC) received approval to launch a concurrent enrollment pilot project, the Accelerate Concurrent Enrollment Pilot Project, which expanded concurrent enrollment access through policy exceptions for Muskogee High School (MHS) and Warner High School (WHS) students, effective Fall 2015 and concluding Spring 2018. The purpose of the Accelerate pilot is to expand collegiate learning opportunities to capable but underserved rural students from diverse backgrounds, and increase college degree and certificate attainment in Oklahoma. In contrast to the TCC EXCELerate pilot, which increases concurrent enrollment opportunities for students residing in urban areas, the CSC Accelerate pilot will expand concurrent enrollment opportunities for high school students residing in rural areas. Additionally, based on the high percentage of Native American students at both MHS and WHS, this pilot will provide an opportunity to assess the impact that increased concurrent enrollment accessibility has on Native American student populations.

OCCC, in collaboration with The University of Oklahoma's K20 Center (K20), is requesting approval to launch a pilot corequisite concurrent enrollment project which will expand access for concurrent enrollment classes for nine Oklahoma City Public Schools (OKCPS) high schools (Capitol Hill HS, Douglass HS, US Grant HS, John Marshall HS, Oklahoma Centennial HS, Northeast Academy HS, Northwest Classen HS, Southeast HS, and Star Spencer HS) in the 2016-2017 and 2017-2018 school

years. The purpose of the project is to increase college-level learning opportunities for traditionally underserved students (low socioeconomic status, first-generation college students) from diverse backgrounds. Additionally, the project will provide an opportunity for students, who would normally place in remedial classes in college, to be remediated while earning college credit in high school.

The pilot will offer introductory statistics to 12th grade students who have passed Algebra I, Geometry, and Algebra II, but are not prepared for college-level math. The OCCC faculty will teach the Statway curriculum model created by the Carnegie Foundation and the University of Texas Charles A. Dana Center. Statway is a corequisite model providing all of the support necessary to remediate students while they earn college credit. Seniors will enroll in two semesters of coursework for one school year and will receive three credit hours of college-level math in the second semester. While this course is typically used in the college setting for underprepared students, it would provide students an additional incentive to pursue college if taught in the senior year of high school.

The OCCC Board of Regents approved the corequisite concurrent enrollment pilot at their May 16, 2016 meeting. President Jerry L. Steward submitted a formal request to Chancellor Johnson seeking State Regents approval to conduct the corequisite concurrent enrollment pilot. This pilot involves two exceptions to policy that could be considered circumvention. Therefore, it is important the State Regents review and take action on this request.

POLICY ISSUES:

Proposed exceptions include in

- *3.9 Institutional Admission and Retention* policy, section 3.9.6.I Special Admissions – Concurrent Enrollment; and
- *3.19 Assessment and Remediation*, section 3.19.4.B Entry Level Assessment and Course Placement – Basic Academic Skills Requirements.

The proposed policy exceptions are detailed below.

ANALYSIS:

OCCC and K20 will provide the support services necessary for the pilot project. Qualified OCCC instructors offer the instruction. To ensure instructors are prepared to teach the Statway curriculum, training will be provided by the Carnegie Foundation and ongoing mentoring and training of instructors will be provided by the Carnegie Foundation network of Statway professionals through an online platform. K20, through its GEAR UP for the PROMISE partnership grant with OKCPS, will provide funding for all fees, books, online course access, and additional student support services for participating students including tutoring and teacher support on days the course does not meet. If additional instructors are necessary, K20 also will fund to support full-time, dedicated instructors for this program.

Based on the current OSRHE policy for Admissions Requirements for Concurrent Enrollment of High School Seniors, only 82 of the 1,373 (or 5.9%) OKCPS juniors who took the ACT on September 29, 2015 would qualify for concurrent enrollment in math as seniors in the 2016-2017 school year. These data suggest that 94 percent of OKCPS seniors do not have access to college-level coursework during high school. Additionally, data show that when OKCPS students do enroll in college, 58 percent of them require at least one remedial course, and 53 percent are required to take remedial math. It is evident that increased access to both remedial and college-level coursework is needed.

The requested policy exceptions are detailed below.

State Regents Policy	Proposed Exception												
<p>Concurrent Enrollment Admissions for Seniors:</p> <p>19 ACT Composite or 3.0 GPA</p>	<p>Allow seniors who meet the following, to be admissible:</p> <p>16 ACT Composite or 3.0 GPA</p> <p>Rationale: In its December 2015 policy brief, Using Dual Enrollment to Improve the Educational Outcomes of High School Students, ACT recommends decreasing the length of time students take to earn a credential and help students adjust to the academic expectations of post-secondary education. In its report, ACT finds that both of these factors disproportionately affect low-income, first-generation college-going students. However, the report also stresses that students should be primed for success and not overwhelmed by the pace and subject matter depth of a college-level course. By decreasing the ACT requirement to 16, this pilot project will address the two factors ACT deems important in identifying students for dual enrollment. The partners of the project area also prepared to provide the additional in-school supports necessary to ensure students at this ACT level are provided the services to succeed in a college-level course.</p>												
<p>Course Placement Requirements:</p> <p>19 ACT Math Subject Score</p>	<p>Allow seniors, who meet the following, to enroll in the Statway course:</p> <p>16 ACT Math Subject Score and passed Algebra I, Geometry, and Algebra II</p> <p>Rationale: Statway has found, in a Quasi-Experimental Matched Cohort (44 match criteria) research project, that 33% more students enrolled in a Statway course were able to earn a college math credit than a student matriculating through the regular developmental and college-credit math course track (Yamada, 2014). Statway produced more students with college math credit in one year than the regular track produced in three years (Yamada, 2014).</p> <p>Based on data from three cohorts of students enrolled in Oklahoma City Public Schools (OKCPS) from 2003 through 2012 and enrolled in an Oklahoma Institution of Higher Education from the fall of 2010 through the spring of 2013, GEAR UP for the PROMISE has identified the likelihood of student success in college (defined as Freshman GPA, 1st Year retention, & GPA of 2.0 or greater) (Terry, Campbell, Williams, and Wilson, 2016).</p> <p>The following table shows that if a student entered with an overall GPA of 2.0 or above and earned an ACT Mathematics subtest score of [X], then they would have [Y] probability of earning a 2.0 or above as a freshman.</p> <table border="1" data-bbox="500 1640 1105 1877"> <thead> <tr> <th>ACT Math Subject Area Test [X]</th> <th>Probability of 2.0 GPA in College [Y]</th> <th># of OKCPS students Eligible</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>57 out of 100</td> <td>256</td> </tr> <tr> <td>17</td> <td>62 out of 100</td> <td>115</td> </tr> <tr> <td>18</td> <td>66 out of 100</td> <td>61</td> </tr> </tbody> </table>	ACT Math Subject Area Test [X]	Probability of 2.0 GPA in College [Y]	# of OKCPS students Eligible	16	57 out of 100	256	17	62 out of 100	115	18	66 out of 100	61
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	<table border="1"> <tr> <td data-bbox="488 191 688 254">19</td> <td data-bbox="688 191 927 254">70 out of 100</td> <td data-bbox="927 191 1107 254">35</td> </tr> </table>	19	70 out of 100	35
19	70 out of 100	35		
	<p>The difference between students with a 16 on the ACT Math Subject Score and a 19 represents 13 points. Based on the ability of the Statway curriculum to engage learners and promote a successful transition through developmental and college-credit courses and demonstrate a 33% increase in student persistence through the learning experience within a less-structured community college experience, this is an opportunity for historically first-generation college-going students to succeed in a college-level math course. Therefore, the opportunity to increase the instructional time (5 days a week for 2 semesters versus the 5 days for 1 semester model used at the community college) will offer students extra support in a corequisite concurrent mathematics course. Additionally, a rigorous research study is planned and facilitated to provide definitive data on what would be recommended after year two of the pilot.</p>			
<p>Remediation: 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.</p>	<p>Allow high school seniors enrolled in the corequisite concurrent enrollment pilot project to enroll in Statway course with remedial math content embedded in college-level statistics curriculum.</p> <p>Rationale: Because the remedial coursework is embedded within the college-level curriculum, students will enroll two semesters of coursework, receiving high school credit for semester one and three credit hours of college-level math in semester two.</p>			

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #14-d:

Policy.

SUBJECT: Acceptance of the final Tulsa Community College EXCErate Concurrent Enrollment pilot project report and approval of the policy exception to the concurrent enrollment section of the Institutional Admission and Retention policy.

RECOMMENDATION:

It is recommended that the State Regents accept the final TCC EXCErate Concurrent Enrollment Pilot Project report and approve TCC's request to continue policy exceptions to the concurrent enrollment section of the Institutional Admission and Retention policy.

BACKGROUND:

In September 2010, Tulsa Community College (TCC) received approval for exceptions to sections of Oklahoma State Regents for Higher Education's (OSRHE) policy to implement the EXCErate Concurrent Enrollment Pilot Project between TCC and nine high schools in the Tulsa Public School (TPS) system and Union Public Schools (UPS) to increase accessibility to higher education for all students including concurrent and dual enrollment programs. The initial pilot project dates extended from Fall 2010 to Spring 2012. However, TCC received two one semester extensions due to implementing the pilot project Spring 2011 and to accommodate and mitigate the stranding of students midway through the academic year. In April 2014, the pilot was extended for two more years to provide the opportunity for students to continue benefitting from the expanded criteria and further assess its overall effectiveness.

POLICY ISSUES:

The exceptions apply to sections of the following policies: 3.9 Institutional Admission and Retention, 3.9.6.I. Special Admissions – Concurrent Enrollment, 3.19 Assessment, and 3.20 Remediation. Specifically, the exceptions involve:

- Admission of concurrent enrollment students;
- Credit hour workload;
- Concurrent enrollment grade point average;
- Faculty qualifications;
- Admission requirements;
- Assessment; and
- Remediation.

ANALYSIS:

Table 1 below summarizes the policy issues, exceptions, data, TCC recommendations, and implications of the recommendations. Recommendations are based on student success and persistence rates drawn from exhaustive data analysis conducted by TCC's Institutional Research and Assessment staff.

Table 1: Summary of Policy Issues, Exceptions, Data, TCC Recommendations, and Implications

Exception 1A: Concurrent Enrollment Admission Requirements for Juniors			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow Juniors – 19 (composite) ACT or GPA of 2.5 to be admissible. <p>Current Policy:</p> <ul style="list-style-type: none"> Juniors – 21 ACT (composite) or GPA of 3.5 are admissible. 	<p>Successful completion of a college course is more closely associated with high school GPAs than composite ACT scores. Successful completion is significantly affected by lowering the high school GPA requirement.</p>	<p>TCC recommends that the admission policy for juniors be amended to allow either a composite ACT of 19 or a 3.0 high school GPA. This aligns junior and senior admission requirements.</p>	<p>81 juniors (15.3 percent) would not have been admitted. Course success for this group was 68 percent.</p>
Exception 1B: Concurrent Enrollment Admission Requirements for Seniors			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow Seniors – 19 ACT (composite) or GPA of 2.5 to be admissible. <p>Current Policy:</p> <ul style="list-style-type: none"> Seniors – 19 ACT (composite) or 3.0 are admissible. 	<p>Successful completion of a college course is more closely associated with high school GPAs than composite ACT scores. Successful completion is significantly affected by lowering the high school GPA requirement.</p>	<p>TCC does not recommend adoption of the pilot exception. TCC recommends maintaining the current State Regents' admission policy for seniors.</p>	<p>85 seniors (5.4 percent) would not have been admitted. Course success for this group was 64 percent.</p>
Exception 1C: PLAN or Aspire Test			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations

<p>Exception:</p> <ul style="list-style-type: none"> Allow high school juniors and seniors, who earn a composite ACT PLAN score or composite ACT Aspire score that is equivalent to a 19 composite ACT score, to be admissible. <p>Current Policy:</p> <ul style="list-style-type: none"> Policy does not permit the use of ACT PLAN or Aspire for concurrent enrollment. 	<p>PLAN test was the least used pilot admissions exception. The EXPLORE test was not offered at UPS and was only offered at TPS during the 2015-2016 academic year; thus, it was not used.</p>	<p>TCC does not recommend an alternative to the ACT test.</p>	<p>192 (36.4 percent) juniors and 141 (8.9 percent) seniors used the PLAN, but only 46 (8.7 percent) juniors and 35 (2.2 percent) seniors would have been excluded if a 3.0 GPA was used for both juniors and seniors and the PLAN was not available. Course success for these students is 64.2 percent (juniors) and 54.3 percent (seniors).</p>
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Exception 2: Sophomore Concurrent Enrollment

Pilot Exception	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow high school sophomores with a 15 ACT PLAN score or equivalent ACT EXPLORE test score to enroll in TCC's Strategies for Academic Success as a prerequisite for concurrent enrollment in their junior and senior years. The course will be taught by a TCC faculty member on the high school campus. <p>Current Policy:</p> <ul style="list-style-type: none"> Sophomores are not allowed to enroll in concurrent enrollment. 	<p>The one semester trial resulted in low student success. High school GPA is even more closely aligned to sophomore students' success.</p>	<p>TCC does not recommend adoption of the pilot exception at this time.</p>	<p>119 sophomores would not have participated.</p>

Exception 3: Workload			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow a combined college workload of 19 hours excluding extracurricular elective courses. <p>Current Policy:</p> <ul style="list-style-type: none"> A high school student 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. 	<p>Because definitions of electives are not similar among high schools, high schools used the exception differently. Workload over 19 hours does not significantly impact student success.</p>	<p>TCC recommends that the combined student workload be amended to 25 credit hours to allow for six credit hours of co-curricular high school activities.</p>	<p>6 applicants of 3,507 applicants would not have participated.</p>

Exception 4: GPA Requirement			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow students who receive a cumulative GPA below 2.0 to be placed on academic probation for one semester. Students must achieve a semester GPA of at least 2.0 to remain in concurrent enrollment. <p>Current Policy:</p> <ul style="list-style-type: none"> High school students may continue concurrent enrollment in subsequent semesters if they achieve a college cumulative GPA of 2.0 or above on a 4.0 scale. 	<p>Very few students are able to raise the cumulative college GPA to at least a 2.0 in the probationary semester. The first semester of a student's concurrent enrollment is predictive of future concurrent enrollment success.</p>	<p>TCC does not recommend adoption of the pilot exception.</p>	<p>1,562 applicants had college GPAs from the previous semester. Of those, 88 probationary cases would not have participated.</p>

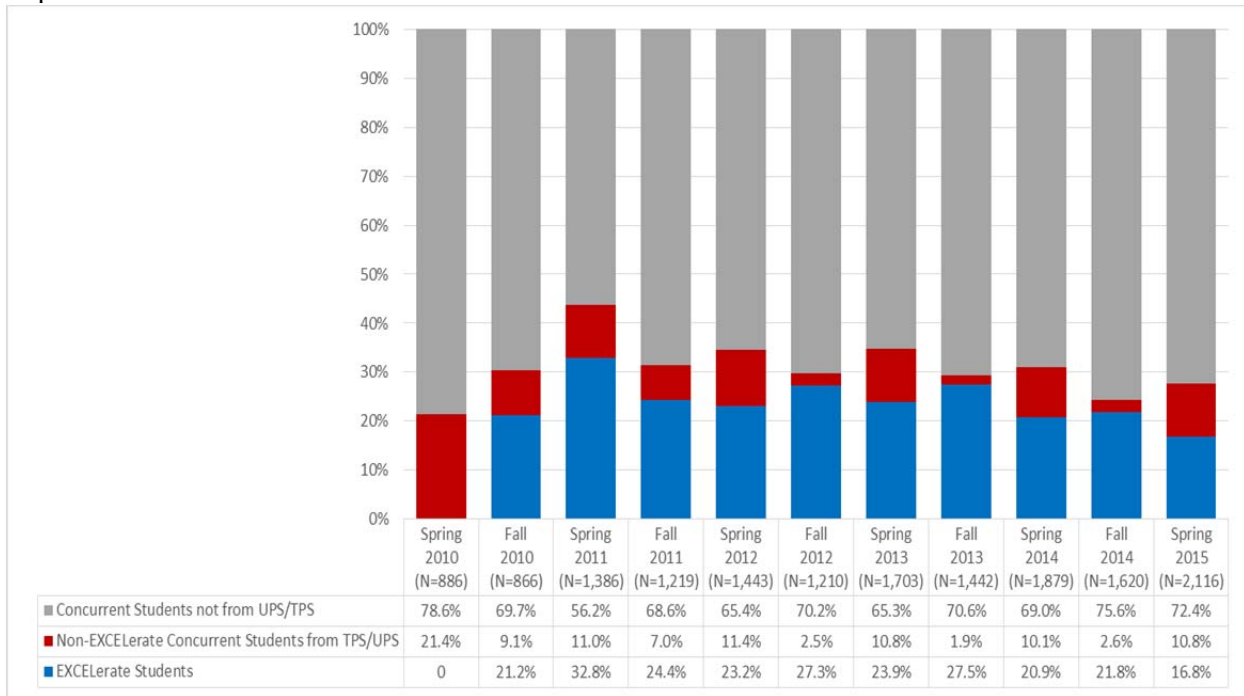
Exception 5: Faculty Qualifications			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow high school teachers who meet TCC faculty qualifications to teach concurrent enrollment courses. For review and selection, high school faculty members will be required to present undergraduate and graduate transcripts along with an updated résumé. <p>Current Policy:</p> <ul style="list-style-type: none"> To ensure the students achieve college credit through a collegiate experience, high school students must be taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. 	Little data available.	The pilot was not able to fully explore this exception due to multiple challenges. TCC makes no recommendation.	No student participation impact. The courses would have been staffed by TCC adjunct faculty if the high school teacher was not used.
Exception 6: Assessment and Remediation			
Policy Issues	Data	Recommendations	Implications of TCC Recommendations
<p>Exception:</p> <ul style="list-style-type: none"> Allow concurrently admitted students to enroll in remedial/developmental courses offered by TCC. <p>Current Policy:</p> <ul style="list-style-type: none"> Concurrently admitted high school students are not allowed to enroll in any remedial/developmental courses offered by colleges or universities which are designed to remove high school curricular or basic academic skills deficiencies. 	No data available.	TCC does not recommend adoption of this pilot exception, but does support future changes in co-requisite models, transitional models, and student support.	TCC did not assess how many sections of developmental courses would have been necessary to remediate students who did not meet enrollment requirements. No provision was made to capture this information in Banner, which is TCC's computer student information system.

As noted in Table 1, TCC suggests revising two components in the concurrent enrollment section of the Institutional Admission and Retention policy. In light of the EXCELeRate pilot concluding this semester, the Council on Instruction's Admission, Retention, and Transfer (ART) committee recently began reviewing TCC's findings and recommendations as well as discussing potential policy revisions. While the policy is under revision, it is important to recognize that the EXCELeRate pilot has produced successful outcomes with both UPS and TPS students; thus, it is critical that TCC is in a position to maintain this momentum. Therefore, it is recommended that the State Regents approve TCC's request to continue policy exceptions to the concurrent enrollment section of the Institutional Admission and Retention policy until such time that the revisions to the existing policy are approved. The policy exceptions will be consistent with the recommendations that are noted above; thus, these exceptions will be limited to the criteria that are recommended within policy exceptions 1A and 3. Equally important, consistent with the EXCELeRate pilot project, these exceptions will be limited to UPS and TPS. More detailed information regarding the findings from the EXCELeRate pilot as well as a thorough analysis of each policy exception is noted below.

Universal Student Findings

Over the life of the pilot (ten semesters), the 1,941 students participating in EXCELeRate constituted between 16.8 percent and 32.8 percent of the College's total concurrent enrollment students. See Figure 1 below. Moreover, a large percentage of the total TPS and UPS concurrent students enrolled at one of the high school sites. Another 1.9 percent to 11.4 percent of TCC concurrent students were TPS or UPS students enrolled in one of TCC's online courses or attending one of TCC's campuses. Some UPS and TPS students enrolled in courses held on the high school site as well as on a TCC campus. While students may enroll in a variety of courses on the TCC campuses, the TCC Concurrent Enrollment Programs Guidelines (CEP Guidelines) govern the range of options offered on a high school campus through the EXCELeRate program. These guidelines, developed strategically by faculty, allow only 1000 level, university transfer, and general education courses. It is notable that, despite fluctuations, every semester from Fall 2010 to Spring 2015 more TPS and UPS students enrolled in concurrent courses than before the start of the pilot in Fall 2010, thus fulfilling the pilot's mission to expand college access to high school students in Tulsa.

Figure 1. Enrollment of TPS and UPS Concurrent Students as Percentages of Total Concurrent Student Population



Demographics

The percentage of African American students enrolling in TCC concurrent courses through EXCELerate over the life of the pilot is 9.6 percent. In all other concurrent programs over the same ten semesters, African American student participation is 2.9 percent. The percentage of Hispanic students enrolling in TCC concurrent courses through EXCELerate over the life of the pilot is 9.9 percent. In all other concurrent programs over the same ten semesters, Hispanic student participation is 5.2 percent.

The EXCELerate pilot clearly increased both groups' participation substantially. In Spring 2010, prior to the EXCELerate pilot, African American students made up 2.1 percent of concurrent enrollment, and Hispanic students made up 2.9 percent. During the pilot, African American concurrent student enrollment ranged from a minimum of 2.3 percent in Fall 2012, to a high of 6.0 percent in Spring 2011. Hispanic student enrollment ranged from a minimum of 4.1 percent in Fall 2011 to a high of 6.9 percent in Spring 2011. In the Spring of 2015, African American students made up 4.0 percent and Hispanic students made up 6.1 percent of the concurrent student population. Non-white student participation has risen from 25.2 percent in Spring 2010, prior to the pilot, to 36.1 percent in Spring 2011. These findings highlight the impact that the EXCELerate pilot has on underserved minority populations who may face barriers that limit access to the early college experience.

Persistence

Data indicate that EXCELerate concurrent students persist at a significantly higher rate than other concurrent students do. Most notably, 62.9 percent of EXCELerate students versus 51 percent of other concurrent enrollment students participated in more than one semester of concurrent enrollment prior to high school graduation. Additionally, 51 percent of EXCELerate students versus 47 percent of other concurrent students enrolled at TCC for at least one course after high school graduation.

EXCELerate students who participated in concurrent enrollment under established State Regents' policies and who participated in college classes at their high schools, enrolled at schools other than TCC at over

double the rate of students entering concurrent enrollment under the broadened admissions exceptions. However, almost one fourth of the students in the broadened admissions group did continue post-secondary education at an institution other than TCC. To date, little data exist on the percentage of students graduating, in part because four of the five EXCEraterate cohort groups have not had sufficient time to do so. Furthermore, for many students, graduation may be protracted.

Policy Exceptions

Pilot Exception 1: Broadened Admission

Enrollment using expanded admissions has increased overall, but has been decreasing since Fall 2013. See Figure 2A. Over the life of the pilot, 15.2 percent of students who participated as a junior or senior used EXCEraterate admissions exceptions in at least one semester, whereas 84.8 percent of these students did not require an admission exception at any point and thus are not EXCEraterate admissions by definition. By grade classification, 38.5 percent of juniors and 5.5 percent of seniors were admitted by virtue of one of the EXCEraterate admission exceptions. Figures 2B and 2C illustrate the percentages of EXCEraterate juniors and seniors using expanded admissions.

By district, TPS used expanded admissions at a much higher rate than UPS: TPS admitted 53.2 percent of juniors and 11.4 percent of seniors by virtue of one of the approved policy exceptions while UPS admitted 20.2 percent juniors and 2.0 percent of seniors by virtue of one of the policy exceptions.

Figure 2A. Percentages of EXCEraterate Students Using Expanded Admissions

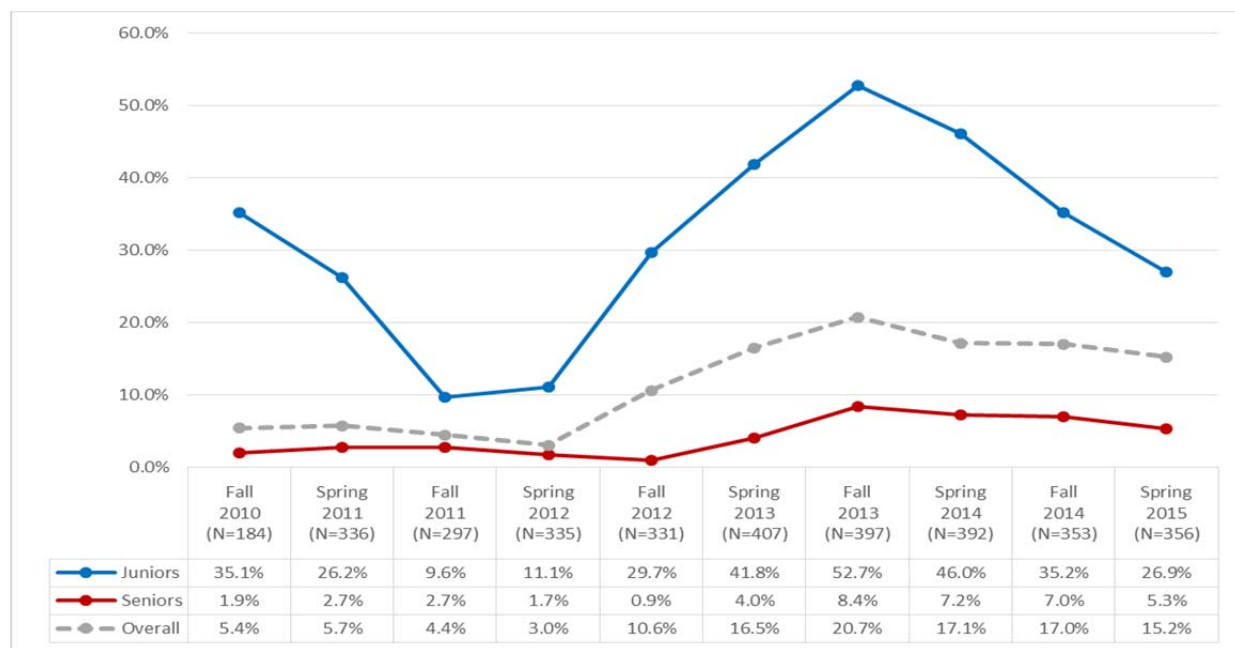


Figure 2B. Percentages of All EXCELeRate Juniors Using Each Admission Type

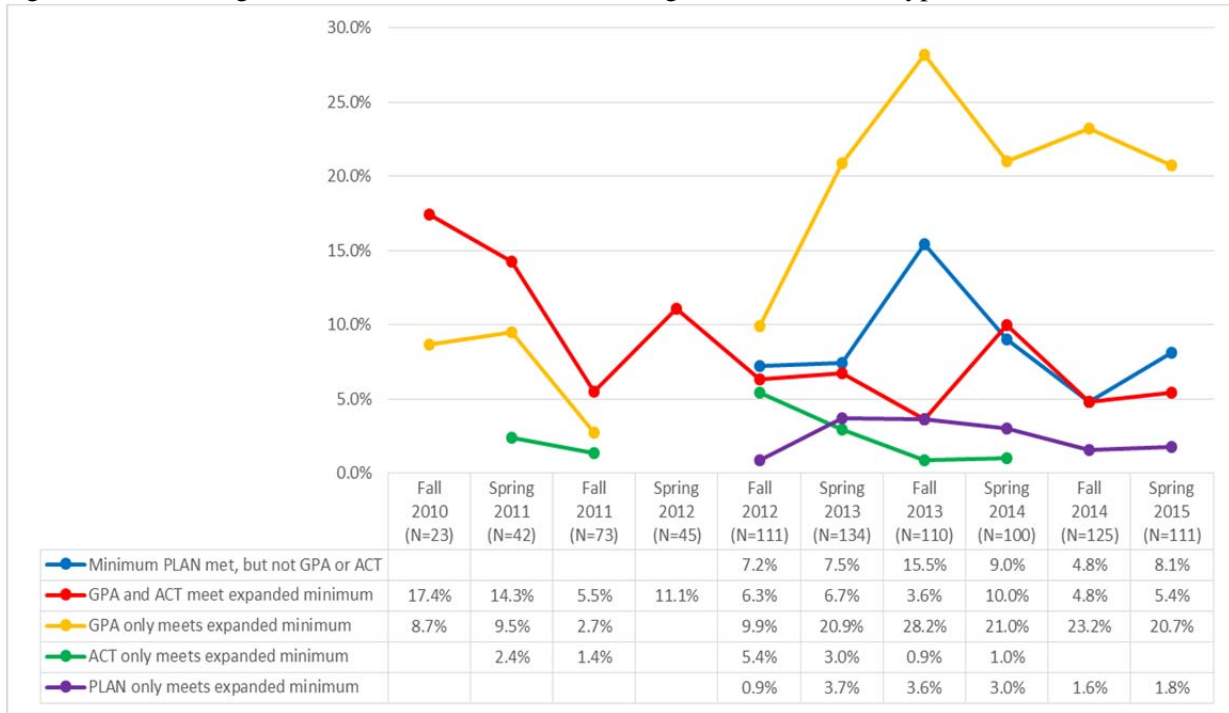


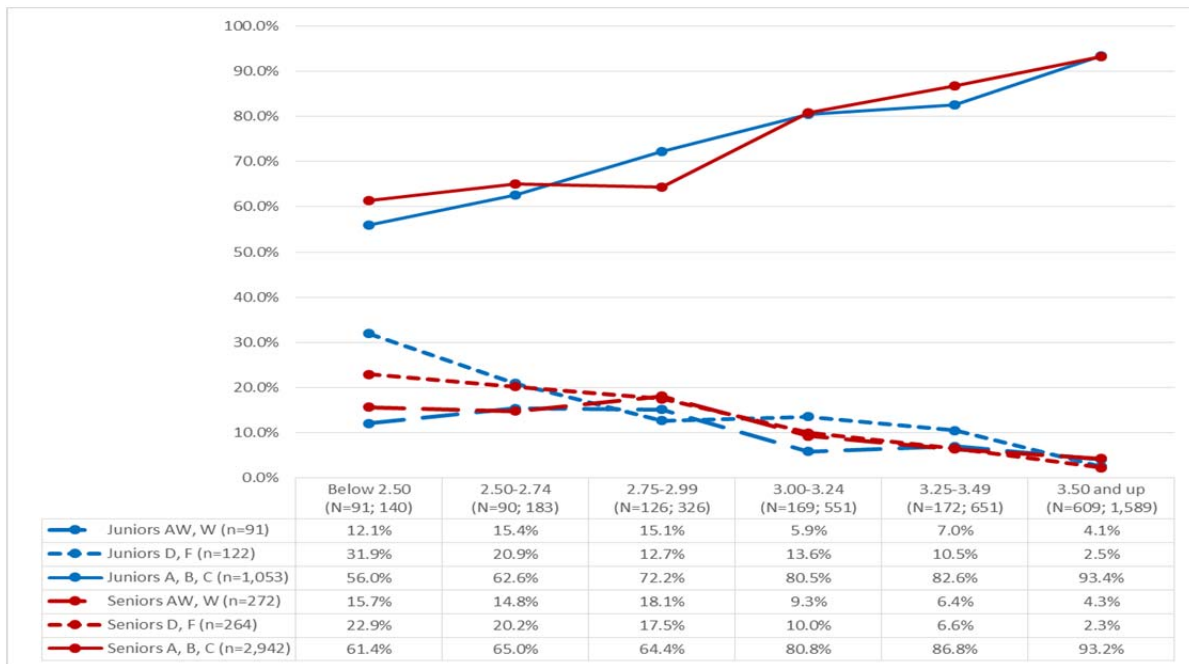
Figure 2C. Percentages of All EXCELeRate Seniors Using Each Admission Type



High School GPA

Figure 3 provides the high school GPA for each semester a student participated in the EXCELeRate program in comparison to final course grades. For the purposes of this report, success is defined as the number of students earning a “C” or higher. Most notably, juniors (80.5 percent) and seniors (80.8 percent) with a high school GPA between 3.0-3.25 succeeded at a higher rate compared to that of seniors (64.4 percent) and juniors (72.2 percent) scoring within the 2.75-2.99 range. Similarly, the number of students who did not complete the course (W or AW) was noticeably higher for juniors (15.1 percent) and seniors (18.1 percent) in the 2.75-2.99 category compared to that of juniors (5.9 percent) and seniors (9.3 percent) in the 3.0-3.24 category.

Figure 3. Final Course Grade as a Percentage of Courses Attempted for Juniors and Seniors with Different High School GPAs.

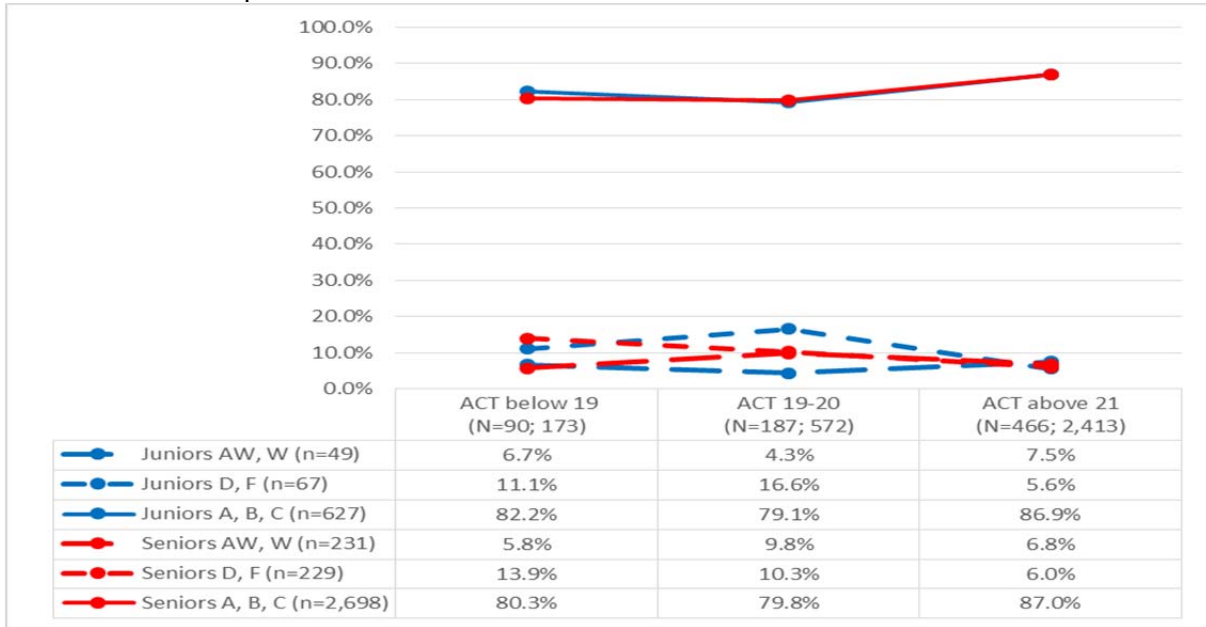


Note: N is the number of course attempts by juniors then seniors who fell into each GPA category, and the number of course attempts by juniors and seniors with final course grades in each of three categories.

ACT

Whereas the data demonstrate a significant decrease in student success as high school GPAs decline, they do not indicate a significant difference in completion and success between juniors and seniors with varying ACT composite scores. This lack of a relationship is visible in Figure 4. Additionally, the success rates for juniors and seniors in relation to the ACT were very similar.

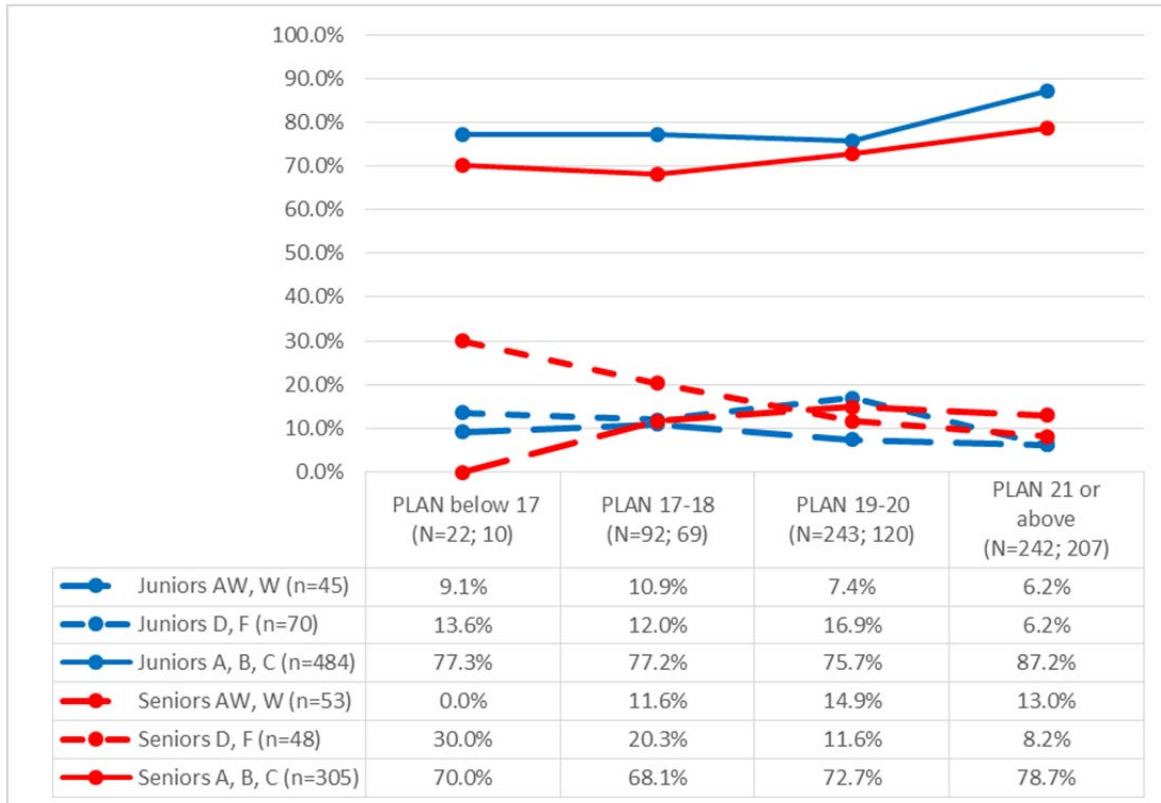
Figure 4. Final Course Grade as a Percentage of Courses Attempted for Juniors and Seniors with Different ACT Composite Scores



PLAN Test

The pilot exception, added in April of 2012, allowed TCC to admit juniors and seniors with a 19 composite PLAN test score. In the original EXCELErate proposal in September 2010, the PLAN was limited to sophomores for the purpose of a proposed tenth grade course. The 2012 expansion of the PLAN exception deviates from state policy, which establishes the ACT test as the standardized test for college admission. Additionally, the 2012 pilot expansion required that juniors and seniors must have taken the PLAN test during their sophomore year to qualify for the admissions exception.

Figure 5. Final Course Grade as a Percentage of Courses Attempted for Juniors and Seniors with Different PLAN Composite Scores.



Note: N is the number of course attempts by juniors then seniors who fell into each PLAN Composite category, and the number of course attempts by juniors and seniors with final course grades in each of three categories.

Implications and Recommendations

The data demonstrate that a high school GPA is a stronger indicator of course success than both the ACT composite and PLAN composite scores. Both juniors and seniors with a GPA of less than 3.0 had a significantly lower success rate than those with a 3.0 or above whereas lower ACT cumulative scores did not significantly affect student success. Based on this data, TCC recommends maintaining the admissions policy for seniors and amending the admissions policy for juniors to allow either a composite ACT of 19 or a 3.0 high school GPA. This aligns junior and senior admission requirements.

Using this recommended admissions policy, 81 (15.3 percent) of the 528 of the juniors that participated in EXCELeRate would not have been admitted in at least one of two semesters, and 85 (5.4 percent) of the 1,587 of the seniors would not have been admitted in at least one of two semesters. A total of 135 TPS juniors and seniors would not have been admitted. The course success for these students was 67.9 percent for the 67 juniors and 68.5 percent for the 68 seniors. A total of 31 UPS juniors and seniors would not have been admitted. The course success for these students was 70.0 percent for the 14 juniors and 40.0 percent for the 17 seniors.

The PLAN test, which was originally offered as an alternative test for sophomores, was not a widely used admissions alternative when extended to juniors and seniors and is no longer available. Therefore, TCC does not have a recommendation for the alternative test. TCC recommends that course placement for concurrent students be consistent with college-wide placement, thus alleviating the burdens of expense and time for additional testing prior to the statewide, free ACT. The PLAN exception was used by 192 (36.4 percent) juniors and 141 (8.9 percent) seniors, but only 46 (8.7 percent) juniors and 35 (2.2 percent) seniors would not have participated in the pilot if a 3.0 high school GPA was used for both juniors and seniors and the PLAN was not available. Course success for the students who would not have been admitted is 64.2 percent for juniors and 54.3 percent for seniors.

Pilot Exception 2: Sophomore Admissions

This exception provided for sophomore admissions with a 17 PLAN score or equivalent EXPLORE test score to enroll in TCC's Strategies for Academic Success as a prerequisite for concurrent enrollment. The rationale for this request was to prepare students for college classes. TCC offered the course one semester. Faculty reported multiple challenges including but not limited to curriculum challenges, high school environment, and student maturity.

Of the 119 sophomore students, 80 (67.2 percent) students successfully completed the course with a grade of C or better. Success rates were very closely aligned to the students' high school GPAs. Sophomores with a high school GPA of 2.5 – 2.99 had a success rate of 30.4 percent. When the high school GPA was 3.0-3.49, course success rose to 86.4 percent. These findings correspond to the data on high school GPA for juniors and seniors. These sophomores used the PLAN test for admissions purposes. There was a noticeable difference in course success when broken down by PLAN score. Course success rates were 56.3 percent for students with a PLAN under 17 percent, 68.8 percent for sophomores with a PLAN of 17 or 18, 83.3 percent for those with a PLAN of 19 or 20, and 92.9 percent for those with a PLAN of 21 or better.

Implications and Recommendations

Many of the challenges with the sophomore pilot course were results of the infancy of the pilot program and have been resolved. However, TCC does not currently have an adaptation of Academic Strategies for high school students. Because TCC has neither the appropriate course nor funding for sophomores, the college does not recommend adoption of this pilot exception at this time. If sophomore admissions had not been offered, 119 students would not have participated during their sophomore year.

Pilot Exception 3: Combined Workload Hours

Regents' policy states that a high school student may only 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. Each high school class is counted as three-credit hours. This exception allows TCC to enroll students in a combined workload of high school and college courses exceeding 19 credit hours. The rationale for this was to provide concurrent enrollment access to students participating in co-curricular activities.

The exception was not defined clearly and was used differently at the participating districts. Over the life of the pilot, this exception was used in 17.4 percent of EXCELeRate students' applications. TPS used the

exception for 45.3 percent of juniors and 21.3 percent of seniors. UPS used the exception for 9.4 percent of juniors and 9.0 percent of seniors.

Data do not indicate a significant difference in course completion, course success, or satisfactory academic progress (SAP) rates for students based on the number of credit hours taken in a semester. Students enrolled in 12 or fewer credit hours reported a success rate of 81.7 percent while students enrolled in 20 or more credit hours reported a success rate of 81.1 percent.

Implications and Recommendations

As interest in concurrent enrollment programs as a conduit to college completion increases, eligible students should not be denied access due to co-curricular participation. Multiple school districts are moving to seven or eight period school days, which may further preclude students from participating in concurrent enrollment courses. And, the data do not indicate any reason to limit these activities.

TCC recommends that combined student load maximum be amended to 25 credit hours to allow for six credit hours of co-curricular high school activities. Because each student applies for enrollment every semester and many of the 1,941 EXCELeRate students participated in more than one semester, a total of 3,507 applications were submitted over the life of the pilot. Applying the TCC recommendation for enrollment, six (0.2 percent) of the 3,507 applicants would not have been eligible for participation in the pilot.

Pilot Exception 4: Academic Probation Semester

Current State Regents' policy requires high school students to earn a college cumulative GPA of 2.0 or above on a 4.0 scale to continue concurrent enrollment in subsequent semesters. This exception allows TCC to place students who earn a cumulative college GPA below 2.0 on academic probation for one semester. The probationary semester provides concurrent students the option of continued enrollment and aligns concurrent policy to non-concurrent student policy. The rationale for this exception hinged on TCC's ability to provide on-site academic support for the students in the pilot. TCC has applied for grants to fund embedded student support in one high school location, Tulsa Will Rogers College High School. Funding and infrastructure have not been available for consecutive semesters until the Spring 2015 and Fall 2015 semesters. However, when TCC tutors and mentors have been available, student success in courses as well as students' confidence increases.

It should be noted that, during the pilot semesters, very rarely was a student able to increase their GPA from below a 2.0 within the probationary semester. Only 31.8 percent of probationary cases were able to increase their GPA to a 2.0 or better in the subsequent semester. In contrast, 97.1 percent of non-probationary cases (earned a 2.0 or better) remained at a 2.0 or better in the subsequent semester.

Implications and Recommendations

The data demonstrate the importance of correct admissions, course placement, and student support services. Although the college aspires to student success evidenced by all students maintaining a 2.0 or better, the data reveal that the probationary semester does not accomplish that goal. The use of on-site academic support can assist in this effort, but without adequate and consistent funding, the college cannot support all off-campus sites. Moreover, tutoring is voluntary and high school students are not compelled to participate even during the probationary semester. Also, it is noteworthy to consider that the students with GPAs below 2.0 may be at risk for financial aid probation within one semester of high school graduation.

For these reasons, TCC does not recommend adoption of the pilot exception at this time. Of the 1,562 applicants with college GPA data from the previous semester, 88 (5.6 percent) probationary cases were

allowed to enroll with a college GPA under 2.0. Based on the TCC recommendation, these 88 students would have been required to graduate from high school before continuing in college courses.

Pilot Exception 5: High School Faculty

Current Regents' policy requires that a faculty member from the higher education institution deliver concurrent courses. This policy ensures that the students achieve college credit through a collegiate experience. This exception allows TCC to assign high school teachers who are academically qualified by Higher Learning Commission (HLC) standards to concurrent enrollment courses within the teachers' high schools. The pilot proposal of 2010 states that the rationale for using high school faculty to teach college courses is to create greater access to concurrent enrollment courses and to make those courses available five days each week through a three-day lecture and a two-day student support schedule. The exception also states that TCC will provide professional development for the high school teachers through TCC faculty mentors.

Over the life of the pilot, TPS provided high school teachers at one site for three courses over four semesters. UPS was unable to utilize this exception due to financial constraints. For this reason, very little data are available to evaluate this exception. TCC has submitted the high school teacher's undergraduate and graduate transcripts and résumés to OSRHE as requested.

Implications and Recommendations

The lack of high school teachers that meet HLC requirements hindered the ability to study the exception's effects on student success and course rigor. Currently, TCC full-time and adjunct faculty are delivering all off-campus courses. Thus, TCC does not have a recommendation at this time. The Concurrent Enrollment Programs Director, Concurrent Enrollment Endowed Faculty Chair, and the TCC Faculty Association Concurrent Enrollment Committee are developing a comprehensive plan for hiring, mentoring, and reviewing high school teachers who meet the HLC minimum requirements and who wish to teach a TCC course. TCC's comprehensive plan will be based on NACEP standards, best practices from peer institutions, and input from TCC deans and faculty. Student participation is not impacted by the TCC recommendation, the courses would have been staffed by TCC faculty or adjunct faculty.

Pilot Exception 6: Remediation

State Regents' policy states that concurrently admitted high school students are not allowed to enroll in developmental courses that are designed to remove high school curricular or basic academic skills deficiencies. The pilot exception for remediation allows concurrently admitted students to enroll in developmental courses offered by TCC. The rationale for this exception, as stated in the 2013 Pilot Impact Report, asserts the need to prepare students for college-level work and acknowledges that high school students enrolling in developmental courses are not eligible for a tuition waiver and therefore will be responsible for tuition and fees. However, developmental education courses were not offered during the pilot.

Implications and Recommendations

TCC did not use the exception, and thus does not have data on remediating deficiencies in high school students. TCC does not recommend adoption of the pilot exception. TCC is committed to increasing college readiness. In the TCC five-year strategic plan, goal 6d states, "TCC will work with local high schools to improve college readiness." TCC has identified proven off-campus concurrent enrollment models that increase college readiness. One model is the high school, one-semester preparatory course that addresses specific desired student outcomes and funnels students into gateway courses prior to high school graduation. Working with high school faculty, TCC faculty can influence student learning outcomes in high schools, develop high school preparatory courses, offer professional development opportunities for high school teachers, and better ensure college readiness. Another model that provides both rigorous courses and professional development for high school personnel is the classroom embedded

online courses. These courses encourage professional development opportunities, benefit rural districts, and provide the added benefit of reduced travel time. Furthermore, TCC's embedded tutors at Tulsa Will Rogers College High School were instrumental in preparing students for college success. Finally, assigning critical thinking and writing assignments in gateway courses such as U. S. History helps prepare students- even those with developmental scores in English - for Composition I before the students leave high school. TCC did not assess the number of developmental education sections that would have been needed to remediate academic deficiencies.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #14-e:

Policy.

SUBJECT: Posting of revisions to the State Regents' Institutional Admission and Retention policy.

RECOMMENDATION:

It is recommended that the State Regents post revisions to the Institutional Admission and Retention policy, as described below.

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.

On March 3, 2016, the State Regents revised the policy to align 70 O.S. § 11-103.6. 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. As such, the policy was revised to specify that if a high school or the Oklahoma Department of Career Technology Center 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.

POLICY ISSUES:

The State Regents' Institutional Admission and Retention policy sets the curricular admission requirements for admission to associate in arts, associate in science, and baccalaureate degree programs.

POLICY ANALYSIS

The proposed revision adds statistics and probability as an option within the math section of the curricular admission requirements (see policy section 3.9.3.A). The State Department of Education (SDE) recently developed statistics and probability course standards, and math faculty at two-year and four-year state system institutions reviewed and endorsed the standards as college and career ready. Additionally, SDE stated that algebra II is the prerequisite for statistics and probability; thus, approving this course to count within the math section will not provide a means for a high school student to circumvent algebra II.

The proposed revisions were approved by COI in May 2016. The Council of Presidents (COP) posted the policy changes in May 2016 and it is anticipated that COP will approve the policy on June 1, 2016.

The changes to policy are effective Fall 2016 and a copy of the proposed revision is attached. It is recommended that the State Regents post the revised policy.

[Policy Excerpt]

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, <u>statistics and probability</u> (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, <u>government, non-Western culture</u>)
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* policy).

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.

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.

3.9.9 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 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.

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 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; revised March 3, 2016; revised June 30, 2016. 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.***

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #14-f:

Policy.

SUBJECT: Posting of revisions to State Regents Contractual Arrangements Between Higher Education Institutions and Other Entities policy.

RECOMMENDATION:

It is recommended that the State Regents post revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities policy, as described below.

BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allowed secondary and postsecondary technology center students access to college credit in technical content through approved cooperative alliance programs.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreement programs were formal programmatic agreements between the higher education institution and the technology center that led to an Associate in Applied Science (AAS) degree and subsequent employment in occupational and technical fields.

In January 2015, the policy was significantly revised after the Higher Learning Commission (HLC) determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with current HLC standards for accreditation and assumed practice. The revised policy, which was retitled the Contractual Arrangements Between Higher Education Institutions and Other Entities policy, 1) detailed the process through which higher education institutions may enter into contractual arrangements with non-degree granting entities and 2) provided a policy framework to ensure higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, increased academic rigor, transparency, and accountability.

ANALYSIS:

The policy was revised in January of 2015 with the intent that contractual arrangements would only apply to technical certificate and/or associate in applied science programs; however, there is no explicit language in the existing policy that details the types of programs that are eligible to utilize a contractual arrangement.

After a detailed discussion with the Council on Instruction (COI) Admission, Retention, and Transfer committee, it was determined that the policy should be revised to ensure that the programs for which this

policy was intended are explicitly detailed therein. Therefore, the goal statement of the policy was revised to detail the specific programs that are eligible for contractual arrangements. The revised goal statement reads as follows: “The goal of this policy is prescribe standards and expectations for contractual arrangements that allow an institution to outsource some portion of one or more of its technical certificates and/or associate in applied science programs.” Additionally, the revisions included references to “technical areas” and “technical” as well as a definition of “technical” to further emphasize the type of education that would be associated with contractual arrangement programs.

The proposed revisions were approved by COI in May 2016. The Council of Presidents (COP) posted the policy changes in May 2016 and it is anticipated that COP will approve the policy on June 1, 2016.

The changes to policy are effective Fall 2016 and a copy of the proposed revision is attached. It is recommended that the State Regents post the revised policy.

[Policy Excerpt]

3.6 Contractual Arrangements Between Higher Education Institutions and Other Entities

3.61 Purpose

The purpose of the *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy is to ensure that appropriate assurances and sufficient information are received to document institutional compliance with the standards and requirements within State Regents policy and within Higher Learning Commission (HLC) Criteria, Assumed Practices, and Obligations of Affiliation.

When contracting certain functions, the institution is responsible for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions. Although a related entity may affect an institution's ongoing compliance with State Regents or HLC standards, the State Regents will review and hold responsible only the state system institution for compliance to its policy.

3.62 Definitions

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

“Accredited” refers to institutions or entities that have achieved recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

“Contractual Arrangement” is typically one in which an institution enters an arrangement for receipt of courses or programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution, service provider, or entity.

“Contractual Course Inventory/Technical Crosswalk” refers to the approved technical courses approved systemwide and applicable to degree requirements within contractual arrangements. The inventory of approved technical courses is maintained and updated annually by the State Regents through a faculty-driven process.

“Entity” refers to an organization that has an identity and operation independent, separate and distinct from the institution.

“Institution” refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents *Governance* policy (1.7).

“Technical” refers to courses, certificate, or degree programs that provide educational preparation for semi-skilled and skilled jobs that generally require education below the baccalaureate level and often involve some type of professional certification or state licensure in addition to education.

“Unaccredited” refers to institutions or entities that have not achieved recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

3.6.3 Principles and Goals

The principle is to allow the institution to best serve the technical educational needs of its service area while leveraging the resources available through other entities.

The goal of the policy is to prescribe standards and expectations for contractual arrangements that allow an institution to outsource some portion of one or more of its ~~educational~~ technical certificates and/or associate in applied science programs to any of the following:

- A. an unaccredited, degree-granting institution or entity;
- B. an accredited, non-degree-granting institution or entity;
- C. an institution or entity not accredited by an accrediting agency recognized by the U.S. Department of Education; or
- D. a corporation or other entity.

3.6.4 Requirements of a Contractual Arrangement

A State System institution may lend the prestige and authority of its accreditation to validate courses or programs offered under contractual arrangements with entities not appropriately recognized (as stipulated above) only when the following requirements are met with evidence:

- A. A contractual arrangement is executed only by duly designated officers of the institution (i.e. the president or his/her designee) and their counterparts in the related entity.
- B. The contract establishes definite understandings between the institution and the related entity regarding the work to be performed, the period of the arrangement, and the conditions for renewal, continuation, renegotiation, or termination of the contract.
- C. The primary purpose of offering such a course or program under a contractual arrangement is educational and where the program or course is not available in its entirety at the institution through

existing offerings or resources, or where there is sufficient demand to warrant a contractual arrangement in addition to the institutional offering. The institution must employ appropriately qualified full-time faculty to offer the program.

- D. Any course or program offered through a contractual arrangement shall be consistent with the institution's mission and approved function.
- E. Courses offered through a contractual arrangement and the value and level of their credit shall be determined in accordance with established State Regents and institutional procedures and under usual mechanisms of review. A guidance document is available in the *Academic Affairs Procedures Handbook* and pertains to the contractual course inventory that will be annually maintained and updated through a faculty-driven process.
- F. Courses offered for credit shall remain under the sole and direct control of the State System institution granting the credit for the offering, and the institution shall have in place a process to ensure continued responsibility for the quality and academic integrity in the performance of the contractual arrangement. The institution shall provide evidence of provisions to ensure that the content and instruction in the contractual courses meet the standards of regular courses.
- G. The contractual arrangement shall clearly establish the responsibilities of the institution and the related entity regarding elements of the contract.

3.6.5 Elements within Contractual Arrangements

The elements of the contract shall include, but are not limited to, the following:

A. Curriculum

1. Contractual arrangements may be utilized to offer high quality, high demand college-level certificate and degree programs in technical areas conferred by the State System institution, that comply with applicable policies of the State Regents and meet the certification, licensure, and training standards of business and industry.
2. Programs engaged in contractual arrangements shall be subject to the State Regents *Academic Program Approval* and *Academic Program Review* policies. The Criteria for Evaluation (3.4.5) include centrality to mission, curriculum, academic standards, faculty, support resources, demand for the program, complement existing programs, unnecessary duplication, cost, and review.

3. The institution will participate in a statewide contractual course inventory/technical crosswalk approved for inclusion in contractual arrangements. This contractual course inventory will be maintained and updated as needed by the State Regents through a faculty-driven process. All awarded credit through contractual arrangements shall be appropriately identified by source and method on the transcript.
4. An advisory committee composed of faculty, staff, employers, and practitioners appropriate to each program shall assist in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the business and industry community.

B. Quality Assurance

1. Faculty

- a. The institution shall employ appropriately qualified full-time faculty to provide direct control over the entirety of the college-level certificate or degree program offered in a contractual arrangement. This institutional faculty member will serve as the designated liaison with content expertise to provide oversight of the contractual arrangement.
- b. All faculty teaching in contractual arrangements shall adhere to established HLC standards and assumed practices regarding faculty qualifications. Faculty must possess an academic degree relevant to what they are teaching and at least one degree level above the level at which they are teaching except in programs when equivalent experience is established (i.e. at the Certificate level, the faculty must have an Associate Degree; at the Associate Degree level, the faculty must have a Bachelor Degree, etc.). The appropriate institutional academic administrator reviews all faculty credentials and recommends all faculty for approval prior to approval of the course through a contractual arrangement.
- c. Any exception to the requirements for faculty qualification in this section of policy must be approved by the appropriate designee for Academic Affairs at the institution and evidence of equivalent experience must be provided. When faculty are appointed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment of such faculty.
- d. In accordance with established guidelines and procedures of the higher education institution, an assessment of faculty and appropriate credentials in contractual arrangements will be conducted routinely.

2. Program Quality

- a. The college-level certificates and degree programs in technical areas offered in contractual arrangements shall be appropriate to

higher education and engage students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments.

- b. The institution shall offer technical college-level certificates and degree programs in contractual arrangements only in content areas for which it employs appropriately qualified full-time faculty.
- c. The institution shall refrain from entering into contractual arrangements and/or transcribing credit that will not apply to its own college-level certificate or degree programs in technical areas.
- d. The institution shall designate specific full-time faculty with appropriate qualifications to oversee contractual arrangement programs.
- e. All contractual arrangements shall be included in the annual institutional program assessment activities.

3. Advisory Committees

- a. Advisory committees shall be composed of faculty, staff, employers, and practitioners appropriate to each program and ensure relevant curricula for the technical college-level certificate or degree program.
- b. Full-time institutional faculty shall serve on the advisory committee, in addition to representatives from the contractual entity.
- c. Recommendations for additions, changes, and/or deletions to credit offerings within a contractual arrangement shall be based on recommendations from the advisory committee and faculty, and on changes in accreditation and/or certification. These recommendations shall be reviewed and approved by the institution's internal curriculum review process and then provided to the State Regents for final approval.

4. Continuous Improvement

- a. Each contractual arrangement shall be reviewed in accordance with the institution's annual internal assessment program.
- b. The results of the annual internal assessment program shall be used to ensure the continuous improvement of program and course content.

C. Criteria for admissions

- 1. College admission requirements approved by the State

Regents (see State Regents' *Institutional Admission and Retention* policy and *Academic Affairs Procedures Handbook*) for admission to the institutions or contractual arrangements shall be listed in the institution's catalog and shall apply to high school graduates and adults.

2. High school juniors and seniors are admissible to enroll in only contractual arrangement courses as approved by the State Regents (see State Regents' *Academic Affairs Procedures Handbook*).
3. High school students must provide a letter of support from a counselor at the high school or other entity and written permission from a parent or legal guardian.
4. High school students enrolled in college courses through contractual arrangements may continue enrollment in subsequent semesters if they earn a college CGPA of 2.0 or above on a 4.0 scale (see State Regents' *Institutional Admission and Retention* policy).
5. The contractual arrangement shall explain the role of the contractual partner in admissions and the controls in place to ensure that appropriately qualified students are admitted.

D. Student Support Services

1. The institution and contractual entity will provide integrated and comprehensive academic advising and support services to students enrolled in contractual arrangements.
2. Counselors and faculty at the institution and the contractual entity may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student's previous academic record, recommendations from high school administrators/counselors/teachers, a high school Plan of Study, and personal knowledge of the student to advise the student.
3. High school students must be advised of the State Regents' *Institutional Admission and Retention* policy (3.9.6.I.1) regarding the workload requirement of enrolling in a total number of credit hours combining college courses, including all courses in the contractual arrangement, and high school courses.

E. Financial

1. The financial arrangements for the contractual arrangement must

identify the following elements:

- a. student costs (tuition, fees, etc.);
 - b. differentiation of tuition costs from other programs at the institution, if any;
 - c. contractual partner to which the student remits payments (tuition, fees, etc.), if any;
 - d. description of how the contractual partner is compensated for involvement in the program, if any;
 - e. allocation of payments (tuition, fees, etc.) among parties, if any.
2. A standardized statewide academic service fee established by the State Regents will apply for contractual arrangements (see State Regents' *Academic Affairs Procedures Handbook*).

F. Marketing and Outreach

1. The marketing goals of the contractual arrangements are to create awareness and to promote the advantages to potential students and to the community, including high school teachers, faculty, staff, administrators, governmental agencies, and employers.
2. All publications and advertisements shall identify the higher education institution that is awarding the credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements listed in the State Regents' *Institutional Accreditation* policy (3.1.7) that prohibit higher education institutions or other entities from making misleading, deceptive, and/or inaccurate statements in brochures, Web sites, catalogs, and/or other publications. Failure to comply with this requirement may result in the nullification of the contractual arrangement(s).

G. Institutional Reporting Requirements

1. The institution shall annually provide an accurate list of college-level certificate and degree programs in technical areas available through contractual arrangements to the State Regents.
2. The institution shall annually provide an accurate list of courses available through contractual arrangements to the State Regents.
3. An annual summary report to the State Regents on the performance of contractual arrangements during the previous fiscal year is required, including information on enrollment,

retention and graduation, student and program assessment reports, financial arrangements, marketing endeavors, cost, and other notable accomplishments and challenges

3.6.6 Procedures

An Oklahoma State System institution seeking approval for a contractual arrangement upon approval of its governing board shall have the president submit the contractual arrangement to the Chancellor for State Regents' consideration.

3.6.7 Reporting

The State Regents' staff will provide periodic reports to the State Regents summarizing the status of contractual arrangements. Such reports shall contain information about effectiveness and efficiency of the contractual arrangements individually and as a model for offering academic programs. Reporting to the institutions and contractual entities will be conducted during regularly scheduled workshops.

Approved October 17, 1988. Revised January 24, 1997; June 29, 2001; February 12, 2009, January 29, 2015, June 30, 2016

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AGENDA ITEM #15:

Intensive English Programs.

SUBJECT: Approval of English as a Second Language Program at Oklahoma City Community College.

RECOMMENDATION:

It is recommended that the State Regents approve the English as a Second Language Program at Oklahoma City Community College for five years.

BACKGROUND:

English language centers have been reviewed through the State Regents' Intensive English Program Approval and Review policy since 1980 (formerly Policy Statement on Admissions of Students for Whom English is a Second Language). Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language (ESL) programs have been hired to conduct the reviews.

In Fall 1996, an English Language Institute committee was convened to work with State Regents' staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997. The policy was reviewed again and updated in 2009.

In response to federal legislation requiring accreditation status for Intensive English Programs (IEPs) by December 2014, the policy was updated in 2012 to allow IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the United States Department of Education (USDE) to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents.

The approval process includes a self-study report and an external evaluation team visit. The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, three or four years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center's staff has the opportunity to provide a written response to the evaluators' report.

POLICY ISSUES:

Consistent with State Regents' Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for

undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

IEP's are evaluated on criteria for the language program, administration, faculty, student services, finances and physical facilities, following the standards in the Intensive English Program Approval and Review policy. Embedded in these broad categories are standards for the curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program and standards for advising and orientation services offered to students enrolled in the program.

ANALYSIS:

As required by policy, a team of out-of-state evaluators reviewed the IEP and a summary of the two-person evaluation teams' credentials is provided followed by an outline of the recommendations for the IEP reviewed.

The English as a Second Language Program (ESLP) at Oklahoma City Community College was reviewed by the following evaluators:

- **Scott Swanson (team chair)**, Program Manager, ESL and Foreign Languages, Scott Community College, Bettendorf, Iowa.
Credentials: Master of Education in Teachers of English to Speakers of Other Languages from Temple University and a Bachelor of Arts in Linguistics from the University of Iowa.

- **Craig Machado**, Division Director, English as a Second Language, Norwalk Community College, Norwalk, Connecticut.
Credentials: Master of Arts in Teachers of English to Speakers of Other Languages from San Francisco State University and a Bachelor of Arts in Spanish from the University of California at Davis.

English as a Second Language Program	
Date of Visit:	March 30-31, 2016
Evaluators' Recommendation:	Approval with reexamination in five years.
Summary of Evaluators' Report:	<ul style="list-style-type: none"> ➤ Highly dedicated faculty and staff, including Arts and Humanities dean, vice president for Academic Affairs, admissions and academic counseling staff who are very supportive of the English as a Second Language (ESL) Academic Bridge Program and maintain collegial relations all around; ➤ Excellent support services in admissions and advising; ➤ High student program completion rate; ➤ High student satisfaction rate; ➤ Very nice facilities to support learning and academic growth such as offices, classrooms, meeting rooms, language lab (the latter especially well equipped and staffed), student commons, library, performing arts center, etc. ➤ Good use of online learning resources through Moodle and world languages lab which provides abundant materials for self and small group study; ➤ Excellent teacher-student relationships fostered through close interaction and relatively small class size; ➤ Timely record keeping, including teacher and student evaluations

English as a Second Language Program	
Center's Staff Comments	ESLP accepted the report.
State Regents' Staff Comments	State Regents' staff concurs with these recommendations.

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AGENDA ITEM #16:

Deleted Item.

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AGENDA ITEM #17:

Deleted Item.

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AGENDA ITEM #18:

Commendations.

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

RECOMMENDATION:

It is recommended that the State Regents accept this report and commend staff for state and national recognitions.

RECOGNITIONS:

State Regents' staff received the following state and national recognitions:

- **Jared Bellinger**, fiscal analyst, received a Master of Business Administration degree from the University of Oklahoma.
- **Regent Jimmy Harrel** was named as the Southwestern Oklahoma State University 2016 Cecil Perkins Service Award recipient. The award is named for Cecil Perkins, the former SWOSU Athletic Director who pioneered the direction of the Bulldogs' athletic programs for more than a quarter century, elevating the SWOSU Athletic Department to the NCAA Division II level.
- **Mary Heid**, executive director for OCAP, has been elected to serve as chair-elect of the National Council of Higher Education Resources (NCHER) being July 1, 2016. NCHER represents a nationwide network of guaranty agencies, secondary markets, lenders, loan servicers, collection agencies, schools and other organizations involved in the administration and servicing of federal and private education loans.
- **Chelsea Hunt**, student portal assistant, received a Master of Business Administration Degree in Health Care from Southern Nazarene University.
- **Cheri Jensen**, circuit provisioning coordinator for OneNet, received a Master of Arts Degree in Applied Sociology-Nonprofit Leadership from Oklahoma City University.
- **Chancellor Glen D. Johnson**, made presentation to Senate Pages at the State Capitol in Oklahoma City; provided remarks at the annual Governor's Cup awards banquet in Oklahoma City; provided remarks at Southeastern Oklahoma State University's Aviation Reunion Banquet in Durant; provided remarks and served as master of ceremonies for the Oklahoma's Promise Day at the State Capitol rally in Oklahoma City; participated in interview with Garland McWatters for *ionOklahoma*; made presentation to the Oklahoma Health Center Foundation Board of Directors in Oklahoma City; provided remarks at the dedication of the E.E. Tourtellotte Student Center at Eastern Oklahoma State College in Wilburton; participated in radio interview with Eastern Oklahoma State College's

Mountaineer Radio to discuss higher education issues; provided remarks and served as master of ceremonies for Council of Presidents Retirement Dinner in honor of Carl Albert State College President Garry Ivey and Oklahoma Panhandle State University President David Bryant at Quail Creek Golf and Country Club in Oklahoma City.

- **Kelli Kelnar**, OCAP outreach services specialist, made a presentation at the Indian Education Retreat in Roman Nose. Kelli provided information to the Native American educators on the UCanGo2 program which includes resources on planning, preparing and paying for college. Additionally, she spoke on the upcoming changes to the FAFSA process which is an important step in helping students and their families apply for federal and state aid.
- **Robert Nordmark**, director of Network Services for OneNet, received a Master of Technology from Southeastern Oklahoma State University.
- **Von Royal**, executive director for OneNet represented OneNet at the 2016 Schools, Health & Libraries Broadband Coalition conference in Washington DC. While in attendance, he participated in a press conference to announce the release of the broadband action plan called “Connecting Anchor Institutions: A Vision of our Future”. His participation was on behalf of the research and education network community, where he highlighted OneNet’s 100Gbps network ring. The press conference was broadcast across the internet to a worldwide audience.

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AGENDA ITEM #19:

Executive Session.

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

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AGENDA ITEM #20-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)
 - 17 degree program requirement changes
- University of Oklahoma (OU)
 - 6 degree program requirement changes
 - 4 degree program option deletions
- Northwestern Oklahoma State University (NWOSU)
 - 2 degree program requirement changes
- Oklahoma Panhandle State University (OPSU)
 - 1 degree program option deletion
- Southwestern Oklahoma State University (SWOSU)
 - 5 degree program requirement changes
 - 7 degree program option additions
 - 1 degree program name change
 - 4 degree program option deletions
 - 3 degree program option name changes
- Carl Albert State College (CASC)
 - 1 degree program requirement change
- Northern Oklahoma College (NOC)
 - 1 degree program option addition
- Northeastern Oklahoma A&M College (NEOAMC)
 - 4 degree program requirement changes
 - 1 degree program option name change
 - 1 degree program name change
 - 1 degree program option addition

Redlands Community College (RCC)

5 degree program requirement changes

1 degree program name change

3 degree program option additions

4 degree program option deletions

2 degree program option name changes

POLICY ISSUES:

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

ANALYSIS:

OSU – Doctor of Philosophy in Veterinary Biomedical Science (203)

Degree program requirement change

- Remove the requirement for students to hold a master's degree for admissions into the program.
- The proposed change is consistent with current degree practices and promotes timely degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Aerospace Engineering (424)

Degree program requirement changes

- For "General Education" requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - Change credit hours required for "Analytical and Quantitative Thought" from 13 to 10.
 - Change credit hours required for "Natural Sciences" from 4 to 8.
 - Change credit hours required for "General Education" from 41 to 42.
- Change credit hours required for "College/Departmental Requirements" from 34 to 30.
- Change credit hours required for "Major Requirements" from 49 to 52.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Architectural Engineering in Architectural Engineering (020)

Degree program requirement changes

- For "General Education" requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - Remove PHYS 2114 from "Natural Sciences" and allow students to complete any natural science course with a laboratory.
- Remove ASTR 1014, BIOL 1114, CHEM 1314, CHEM 1515, GEOG 1114, GEOL 1014, and GEOL 1114 from "Basic Science" and require PHYS 2114.
- Change credit hours required for "Major Requirements" from 85 to 79.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Architecture in Architecture (021)

Degree program requirement change

- For “General Education” requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Biosystems Engineering (010)

Degree program requirement changes

- For “General Education” requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - Change credit hours required for “Natural Sciences” from 4 to 8.
 - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
 - Add 3 credit hours of “Additional General Education” to be selected from courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
 - Change credit hours required for “General Education” from 41 to 42.
- For the “Biomechanical” option:
 - Change credit hours required for “College/Departmental Requirements” from 39 to 38.
- For the “Bioprocessing and Food Processing” option:
 - Change credit hours required for “College/Departmental Requirements” from 33 to 38.
 - Change credit hours required for “Major Requirements” from 48 to 42.
- For the “Environmental and Natural Resources” option:
 - Change credit hours required for “College/Departmental Requirements” from 37 to 38.
 - Change credit hours required for “Major Requirements” from 44 to 42.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Chemical Engineering (041)

Degree program requirement changes

- For “General Education” requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - Change credit hours required for “Natural Sciences” from 5 to 9.
 - Change credit hours required for “General Education” from 42 to 43.
- For the “Biomedical/Biochemical” option:
 - Change credit hours required for “College/Departmental Requirements” from 39 to 40.
 - Change credit hours required for “Major Requirements” from 44 to 42.
- For the “Pre-Medical” option:
 - Change credit hours required for “College/Departmental Requirements” from 40 to 41.

- o Change credit hours required for “Major Requirements” from 47 to 45.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Civil Engineering (047)

Degree program requirement changes

- For “General Education” requirements:
 - o Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - o Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - o Change credit hours required for “Natural Sciences” from 4 to 7.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Engineering Technology in Construction Management Technology (076)

Degree program requirement changes

- For “General Education” requirements:
 - o Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - o Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - o Change credit hours required for “Natural Sciences” from 4 to 7.
- For the “Building” option:
 - o Remove CMT 3463 and CMT 4273 and add CMT 4333 and CMT 4533.
- For the “Heavy” option:
 - o Remove CMT 4333 and CMT 4533 and add CMT 3463 and CMT 4273.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Computer Engineering (467)

Degree program requirement changes

- For “General Education” requirements:
 - o Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - o Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - o Change credit hours required for “Natural Sciences” from 4 to 8.
 - o Change credit hours required for “General Education” from 41 to 42.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Engineering Technology in Electrical Engineering Technology (077)

Degree program requirement changes

- For “General Education” requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - Change credit hours required for “Analytical and Quantitative Thought” from 11 to 5.
 - Change credit hours required for “Natural Sciences” from 12 to 8.
 - Remove PHYS 1214 and CHEM 1314 from “Natural Sciences” and allow students to complete any course designated ‘L’ and ‘N.’
 - Add 3 credit hours of “Additional General Education” to be selected from any foreign language, speech or courses designated ‘D,’ ‘H,’ ‘I,’ or ‘S.’
 - Change credit hours required for “General Education” from 47 to 40.
- For the “Electrical Engineering Technology” main program:
 - Change credit hours required for “College/Departmental Requirements” from 27 to 30.
 - Change credit hours required for “Major Requirements” from 53 to 60.
 - Remove 3 credit hours of “Controlled Electives.”
- For the “Computer” option:
 - Change credit hours required for “College/Departmental Requirements” from 30 to 33.
 - Change credit hours required for “Major Requirements” from 54 to 53.
 - Remove 3 credit hours of “Controlled Electives.”
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Electrical Engineering (071)

Degree program requirement changes

- For “General Education” requirements:
 - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - Change credit hours required for “Natural Sciences” from 4 to 8.
 - Add 3 credit hours of “Additional General Education” to be selected from any foreign language, speech or courses designated ‘D,’ ‘H,’ ‘I,’ or ‘S.’
 - Change credit hours required for “General Education” from 41 to 42.
- Change credit hours required for “College/Departmental Requirements” from 33 to 32.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Engineering Technology in Fire Protection and Safety Engineering Technology (079)

Degree program requirement changes

- For “General Education” requirements:
 - Change credit hours required for “Natural Sciences” from 4 to 8.
 - Remove SPCH 2713 as required for “Social and Behavioral Sciences” and allow any 6 credit hours of courses designated ‘S.’
 - Add 3 credit hours of “Additional General Education” to be selected from any foreign language, speech or courses designated ‘A’ or ‘N.’

- o Change credit hours required for “General Education” from 37 to 44.
- For “College/Departmental Requirements:”
 - o Change credit hours required for “Engineering Sciences” from 6 to 9 to be selected from: ENSC 2113 or GENT 2323 and ENSC 2213 or GENT 3433 or GENT 4433 or ENSC 2613 or PHSY 1214 or PHYS 2114.
 - o Change credit hours required for “College/Departmental Requirements” from 36 to 30.
- Change credit hours required for “Electives” from 6 to 5.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Industrial Engineering and Management (134)

Degree program requirement changes

- For “General Education” requirements:
 - o Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - o Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - o Change credit hours required for “General Education” from 45 to 42.
- Change credit hours required for “Major Requirements” from 51 to 54.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Mechanical Engineering (144)

Degree program requirement changes

- For “General Education” requirements:
 - o Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - o Change credit hours required for “Analytical and Quantitative Thought” from 13 to 10.
 - o Change credit hours required for “Natural Sciences” from 4 to 8.
 - o Change credit hours required for “General Education” from 41 to 42.
- Change credit hours required for “College/Departmental Requirements” from 34 to 30.
- Change credit hours required for “Major Requirements” from 46 to 49.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Mechanical Engineering Technology (081)

Degree program requirement changes

- For “General Education” requirements:
 - o Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
 - o Change credit hours required for “Analytical and Quantitative Thought” from 11 to 5.
 - o Add PHYS 2014 as an alternative course for PHYS 1114 and PHYS 2114 as an alternative course to PHYS 1214.

- o Add 3 credit hours of “Additional General Education” to be selected from any foreign language, speech or courses designated ‘A’ or ‘N.’
- o Change credit hours required for “General Education” from 47 to 44.
- Change credit hours required for “College/Departmental Requirements” from 21 to 26.
- Change credit hours required for “Electives” from 5 to 3.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Human Sciences in Hotel and Restaurant Administration (130)

Degree program requirement changes

- For “General Education” requirements:
 - o Change credit hours required for “Natural Sciences” from 6 to 8.
 - o Change credit hours required for “Social and Behavioral Sciences” from 3 to 6.
 - o Add 10 credit hours of “Additional General Education” to be selected from courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
 - o Change credit hours required for “General Education” from 38 to 40.
- Change credit hours required for “Professional Electives” from 14 to 12.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- 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 Human Sciences in Nutritional Sciences (097)

Degree program requirement changes

- For “General Education” requirements:
 - 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.
 - o Add 10 credit hours of “Additional General Education” and require BIOL 1114, SPCH 2713 or SPCH 3723, and STAT 2013 or STAT 2023.
 - o Change credit hours required for “General Education” from 38 to 40.
- For the “Allied Health,” “Community Nutrition,” and “Dietetics” options:
 - o Change credit hours required for “Natural Sciences” from 13-14 to 9.
 - o Change credit hours required for “General Education” from 50 to 43.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Engineering in Engineering (065)

Degree program option deletions

- Delete options “Pre-Architecture,” “Engineering-Environmental Elective,” “Large Systems Plan,” and “Pre-Med Plan.”

- The proposed deletions are the result of the curriculum already being offered in other departments and programs.
- There are currently no students enrolled in the options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Regional and City Planning in Regional and City Planning (199)

Degree program requirement change

- Remove 6 credit hours of “Electives.”
- The proposed change is the result of the annual program review process which recommended reducing the credits to be more competitive with other programs in the United States.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 50 to 44.
- No funds are requested from the State Regents.

OU – Master of Arts in Applied Linguistic Anthropology (360)

Degree program requirement changes

- Remove ANTH 5003 as an alternative course to ANTH 5223.
- Require students to earn a grade of ‘B’ or better in “Anthology Core” courses.
- The proposed changes will better serve students as they progress through the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Arts in English (069)

Degree program requirement changes

- For students concentrating in “Composition/Rhetoric/Literacy Studies”:
 - Change credit hours required for “Electives from 15-18 to 12 to 18.
 - Change credit hours required for ENGL 5960 from 3 to 2.
- For students concentrating in “Literary Studies”:
 - Change credit hours required for “Electives from 21-24 to 18-24.
 - Change credit hours required for ENGL 5960 from 3 to 2.
- The proposed changes allow students to make satisfactory progress toward degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 33 to 30-32.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Environmental Sustainability (381)

Bachelor of Science in Environmental Sustainability (382)

Degree program requirement changes

- Remove GIS 4013 and add GIS 2023.
- The proposed changes will provide students with a better understanding of introductory concepts.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OU – Master of Business Administration in Business Administration (025)

Degree program requirement changes

- For the “Business Administration” option:
 - Change credit hours required from BAD 5100 from 0 to 1 (5101) and for BAD 5200 from 0 to 1.
 - Require students to earn a grade of ‘B’ or better in BAD 5902.
- The proposed changes are the result of course requirement restructuring.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degrees will change from 47 to 49.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Business Administration in Accounting (001)

Bachelor of Business Administration in Business Administration (007)

Degree program requirement change

- Add MATH 2013 to “Foundation Core.”
- The proposed change is the result of changes to the university’s general education requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OPSU – Associate in Science in Criminal Justice (062)

Degree program option deletion

- Delete option “Collegiate Officer Programs.”
- The proposed deletion is the result of low productivity in the option.
- No new courses will be added and ten courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Engineering Technology (128)

Degree program requirement changes

- Remove MFET 4951 and MFET 4962 and add MFET 4753.
- The proposed changes improve efficiency and quality for students’ capstone experience.
- One new course will be added and 2 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Master of Music in Music (099)

Degree program requirement changes, degree program option additions, degree program option deletion, and degree program option name change

- Add options “Performance” and “Music Therapy.”
 - The proposed options provide students with expertise in the discipline.
 - The proposed “Music Therapy” option is the result of minimum degree requirement changes set forth by the American Music Therapy Association.
- Delete option “Piano Pedagogy.”
 - The proposed deletion is the result of low student demand.
 - There are currently no students enrolled in the option.
- For the “Choral Emphasis” option:

- o Change option name to “Choral Music Education.”
- For the “Instrumental Emphasis.”
 - o Change option name to “Instrumental Music Education.”
- The proposed option name changes better reflect the focus of the curriculum.
- For all options:
 - o Add MUSIC 5283 as an alternative to MUSIC 5112.
 - o Remove MUSIC 5302, MUSIC 5512, MUSIC 5252, MUSIC 5762, and MUSIC 5882.
 - o Remove MUSIC 5482 and MUSIC 5542 and add MUSIC 5132.
 - o Remove 3-6 credit hours of “Individual Lessons-Major Instrument” and add 2 credit hours of “Individual Lessons and/or Ensembles.”
 - o Remove 2-4 credit hours of “Instrumental Ensemble” and 5-10 credit hours of “Electives.”
- The proposed changes are the result of recommendations from the National Association of Schools of Music to add rigor to the program.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Parks and Wildlife Law Enforcement (146)

Degree program requirement changes

- For all options:
 - o Change credit hours required for NRM 4996 from 6 to 5 (4995).
- For the “CLEET” option:
 - o Change credit hours required for PRM 4676 from 6 to 4 (4674)
 - o Remove PLSC 2211 and add PRM 4961
- For the “Standard” option:
 - o Change credit hours required for option from 5 to 6.
- The proposed changes are in response to market demands
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Parks and Recreation Management (049)

Degree program option deletions, degree program option name change, and degree program requirement changes

- Delete options “Aquatics,” “Fitness,” and “Sport and Recreation Activity.”
 - o The proposed deletions are the result of low student demand.
 - o There are currently no students enrolled in the options.
- For the “Park Law Enforcement” option:
 - o Change option name to “Parks and Wildlife Law Enforcement.”
 - o Change credit hours required
 - o The proposed change will better reflect the focus of the coursework.
- For all options:
 - o Remove KINES 4063 as an alternative course to PRM 4113.
 - o Change credit hours required for PRM 4996 from 6 to 5 (4995).
 - o Change credit hours required for the options from 8 to 9.
- The proposed changes are the result of market demand.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

SWOSU – Master of Science in Nursing in Nursing Education (163)

Degree program name change and degree program option additions

- Change program name to Nursing.
- Add options “Education,” “Administration,” and “Informatics.”
- The proposed changes will create a single nursing degree and result in cost savings for the department.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Associate in Science in Wildland Firefighting (156)

Degree program option additions

- Remove KINES 2212 and NRM 2996.
- Change credit hours required for NRM 2143 from 3 to 2 (2142).
- Add options “Internship Option” and “Standard Option.”
- The proposed changes add flexibility to the program and are in response to market demand.
- 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.

NOC – Associate in Science in Health, Physical Education, and Recreation (047)

Degree program option addition

- Add option “Personal Training.”
- The proposed option will prepare students to become a Certified Personal Trainer through the National Academy of Sports Medicine.
- 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 – Associate in Applied Science in Nursing (041)

Degree program requirement changes

- Remove BIO 2155 and SOC 1113 from “General Education” and add CHEM 1025.
- Change credit hours required for NUR 1103 from 3 to 1 (1101), for NUR 2110 from 10 to 9 (2119) and for NUR 2210 from 10 to 9 (2219).
- The proposed changes better aligns the program to others in the state.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 72 to 67-68.
- No funds are requested from the State Regents.

NEOAMC – Associate in Applied Science in Computer Science (011)

Degree program requirement changes and degree program option name change

- For the “Computer Support Specialist” option:
 - Change option name to “Computer and Network Security.”
 - Remove PSYC 1113 and add 3 credit hours to be selected from: ECON 2013, ECON 2013, STAT 2023, or MATH 2013.
 - Remove CS 2424 and CS 1103 from “Technical/Occupational Specialty Courses” and add CS 1243 and CS 2413.

- The proposed changes update the curriculum to better prepare students for careers in the field.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Applied Science in Business Administration Technology (032)

Degree program requirement changes

- Remove ACCT 2103 as an alternative course to ACCT 1203.
- For the “Entrepreneurship” option:
 - Remove ENTR 2023.
- The proposed changes will better suit students’ needs and removes courses that have consistent low enrollment.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Science in Physical Education and Recreation (040)

Degree program name change

- Change program name to “Physical Education.”
- The proposed change better aligns the program name to the curricular focus.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Certificate in Child Development (121)

Degree program option addition

- Add option “Infants and Toddlers.”
- The proposed options will prepare students to work in day care programs.
- 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.

NEOAMC – Associate in Applied Science in Medical Laboratory Technician (058)

Degree program requirement changes

- Remove OIS 1113 and FYE 1011 from “Technical Occupational Support.”
- The proposed changes remove courses that are not relevant to the overall curricular content of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 69 to 66.
- No funds are requested from the State Regents.

RCC – Associate in Science in Pre-Agriculture (027)

Degree program name change, degree program option deletions, degree program option name changes, degree program option additions, and degree program requirement changes

- Change program name to “Agriculture.”
- Add options “General Agriculture,” “Agribusiness,” and “Animal Science.”
- Delete options “Enology” and “Animal Reproduction.”
 - There are currently 5 students enrolled in each option who will be provided with a teach-out plan.

- For the “Pre-Agriculture Education” option:
 - Change option name to “Agriculture Education.”
 - Remove AGRI 2143, MATH 1513 and 3 credit hours of “Agriculture Electives.”
 - Add AGRI 2301 and ANSI 1124.
- For the “Agriculture Communication” option:
 - Change option name to “Agriculture Communications.”
 - Remove AGRI 2223 and AGRN 1124 or AGRN 1214.
 - Add AGRI 2302 and AGRI 2301.
- For all options:
 - Remove CHEM 1215 as an alternative course to CHEM 1315.
 - Remove MATH 1473 as an alternative course to MATH 1513.
 - Add MATH 2193 or MATH 1613 and AGRI 2113 or CMSC 1223 to “General Education” and remove AGECE 1374.
 - Remove ANSI 1124 and AGRI 2303 from “Program Core” and add AGECE 1374
- The proposed changes better aligns the program with similar programs at four-year institutions and will facilitate articulation of the degree.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 64 to 65.
- No funds are requested from the State Regents.

RCC – Associate in Applied Science in Child Development (007)

Degree program requirement change

- Remove ART 1033.
- The proposed change removes a course no longer needed in the discipline to prepare students for employment.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 64 to 61.
- No funds are requested from the State Regents.

RCC – Associate in Arts in Criminal Justice (044)

Degree program requirement changes

- Remove MATH 1473 as an alternative course to MATH 1513 and add MATH 1303.
- The proposed changes provide students with a course more conducive to the overall program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RCC – Associate in Arts in General Studies (070)

Degree program requirement changes

- Remove MATH 1473 as an alternative course to MATH 1513 and add MATH 1303.
- Change credit hours required for “Program Requirements” from 24 to 21.
- The proposed changes provide students with a course more conducive to the overall program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will change from 64 to 61.
- No funds are requested from the State Regents.

RCC – Associate in Arts in Psychology (034)

Degree program requirement changes

- Remove MATH 1473 as an alternative course to MATH 1513 and add MATH 1303.

- Remove PSY 1203, PSY 2043, PSY 2033, and PSY 2213.
- Remove 9 credit hours to be selected from SOC 2133, SOC 2173, and SOC 2183 and require SOC 2183.
- Require 9 credit hours to be selected from PSY 2043, PSY 2033, CU 2053, CJ 2063, CJ 2073, CJ 2083, SOC 2133, and SOC 2173
- Change credit hours required for “Program Requirements” from 24 to 21.
- The proposed changes provide students with courses more conducive to the overall program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will change from 64 to 61.
- No funds are requested from the State Regents.

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AGENDA ITEM #20-a (2):

Programs.

SUBJECT: Program Suspensions. Ratification of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to suspend existing academic programs, as described below.

BACKGROUND:

University of Oklahoma (OU) requested authorization to suspend the program listed below:

- Bachelor of Science in Engineering in Engineering (065)

Carl Albert State College (CASC) requested authorization to suspend the programs listed below:

- Associate in Arts in Communications (014)
- Associate in Arts in Visual and Performing Arts (002)

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:

OU requested authorization to suspend the Bachelor of Science in Engineering in Engineering (065).

- OU reports there has been no enrollment over the past ten years.
- OU will reinstate or delete the program by May 31, 2019.

CASC requested authorization to suspend the Associate in Arts in Communication (014).

- CASC reports low enrollment and a reduction to instructional staff in the area of fine arts.
- CASC will reinstate or delete the program by May 31, 2017.

CASC requested authorization to suspend the Associate in Arts in Visual and Performing Arts (002).

- CASC reports low enrollment and a reduction to instructional staff in the area of fine arts.
- CASC will reinstate or delete the program by May 31, 2017.

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

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AGENDA ITEM #20-b:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of an institutional request to participate in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify Family of Faith College's request 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 May 27, 2016, State Regents' staff received a SARA application from Family of Faith College (FFC). As a result of meeting the SARA eligibility requirements, FFC was approved by the Chancellor to participate in SARA. State Regents' ratification is requested.

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AGENDA ITEM #20-c:

GEAR UP.

SUBJECT: Ratification of GEAR UP Partnership Support for Oklahoma School Districts.

RECOMMENDATION:

It is recommended that the State Regents ratify incentive monies to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Partnerships are required to implement and sustain professional learning and direct student services as part of the federal GEAR UP project.

BACKGROUND:

The college entrance assessment accepted throughout Oklahoma is the ACT exam. Nationally, Oklahoma scores below average on all ACT college readiness benchmark scores. Because ACT is paid for by students, the ACT benchmark scores reflect a subpopulation of the students in Oklahoma. Students do not have the resources and support necessary to explore their opportunities of a post-secondary education due to a higher than recommended student to counselor ratio; therefore, implementing interactive college readiness information and access plans to middle and high school students through direct student services and additional college advisement are crucial to addressing the lack of preparedness of Oklahoma students.

Research shows that middle and high school teachers with demonstrated knowledge of their subject area produce stronger results with students than teachers without a major in their subject area or a teaching certificate. Nationally, the most recent U.S. Department of Education survey indicates that in high poverty schools, 27 percent of core academic classes are taught by teachers without a major in the subject they teach. Supporting teacher collaboration and pedagogical practice through high quality professional learning communities is critical for creating a culture of high expectation for both faculty and students.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides support to 24 Oklahoma school districts to implement and sustain professional learning and educational programs designed to address the teacher weakness described above and to also incorporate "college access" activities for students and parents by way of direct student services, which will build local capacity. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

The support of professional learning for teachers, as well as early intervention services for students are important components of the U.S. Department of Education's GEAR UP programs. The partnership support provided through the Oklahoma GEAR UP program offers opportunities for the GEAR UP

school districts to take advantage of available supportive services such as professional learning and educational programs. School districts also have opportunities to customize counseling and outreach efforts to meet specific needs identified by the local school district. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

As a participation requirement school districts must implement Direct Student Service (DSS) activities. These activities include:

- College Visits
- Senior Transition Services
- 11th Grade ACT Testing
- 9th Grade Transition Program
- Financial Aid Night
- College Preparation Seminars
- Gallup Poll for Student Well Being

Apart from DSS, school districts will be offered professional development for classroom teachers and administrators in developing a college going culture in the school and community.

- Professional Learning Communities – training to provide teachers and administrators the skills for collaboration and team building with the end result being increased student support. This training is provided in a variety of formats determined by each district based on specific needs/resources.
- Student Advocacy – training for programs and projects at school sites which involve faculty and staff creating support systems for students within the school structure. There are a variety of programs which promote student advocacy. Each site selects the program/project that best serves the needs of their students/community.
- The Grant Writing Institute – The GEAR UP Grant Writing Institute is a two day summer training session for school districts as well as school site superintendents, administrators, teachers and counselors to acquire the skills and strategies necessary to identify and write effective grant proposals.

Twenty-four school districts will receive Oklahoma GEAR UP partnership support in 2016-2017. The following table lists the school districts that are receiving project funding. Partnership funding will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is \$1,800,000 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	School District/School Site	City or Community	County
1	Caney Valley	Ramona	Washington
2	Catoosa	Catoosa	Rogers
3	Checotah	Checotah	McIntosh
4	Henryetta	Henryetta	Okmulgee
5	McLoud	McLoud	Pottawatomie
6	Newkirk	Newkirk	Kay
7	Okmulgee	Okmulgee	Okmulgee
8	Roland	Roland	Sequoyah
9	Sapulpa	Sapulpa	Creek
10	Stilwell	Stilwell	Adair
11	Ardmore	Ardmore	Carter
12	Davis	Davis	Murray
13	Kingston	Kingston	Marshall
14	Little Axe	Norman	Cleveland
15	Madill	Madill	Marshall
16	Marietta	Marietta	Love
17	Tecumseh	Tecumseh	Pottawatomie
18	Duncan	Duncan	Stephens
19	Elk City	Elk City	Beckham
20	Hobart	Hobart	Kiowa
21	Guymon	Guymon	Texas
22	Woodward	Woodward	Woodward
23	Harrah	Harrah	Oklahoma
24	Luther	Luther	Oklahoma
			Total 1,800,000

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AGENDA ITEM #20-d:

Brad Henry International Scholarship Program.

SUBJECT: Ratification of the Brad Henry International Scholarship Program 2016-2017 Scholarship Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Brad Henry International Scholarship Program Awardees for the 2016-2017 academic year and ratify payment of the scholarship award.

BACKGROUND:

The Brad Henry International Scholarship Program was established by the Oklahoma State Regents for Higher Education in June 2008 and provides tuition, fees, and accommodations plus a \$1,500 stipend for students to participate in a semester-long study abroad program at Swansea University in Swansea, Wales. Academic credit for this program is awarded by Oklahoma regional universities, and students are nominated by their institution.

POLICY:

The Brad Henry International Scholarship Program policy requires the recipients to: (1) be at least eighteen years of age; 2) be an undergraduate student from an Oklahoma regional university; (3) be an Oklahoma resident; (4) be enrolled full time; (5) be in good academic standing; and (6) have completed at least 30 hours of college coursework/credits.

The nominees are required to submit an application, a resume, a transcript of all college or university work, a typewritten essay explaining their academic and/or professional goals and how their experience as a Brad Henry International Scholar will advance those goals, and two letters of recommendation. Individuals chosen as a Brad Henry International Scholar have excellent academic performance, outstanding writing and communication skills, exemplary character and exceptional leadership, maturity and judgement.

Due to budget constraints, the Oklahoma State Regents for Higher Education (OSRHE) are no longer able to fund participants from every Oklahoma regional university. Each institution will have the opportunity to participate on a randomly selected rotation, beginning with the 2016-17 academic year. The randomly selected order for the Brad Henry International Scholarship Program is as follows:

1. University of Science and Arts of Oklahoma
2. Northeastern State University
3. Northwestern Oklahoma State University
4. Southwestern Oklahoma State University
5. University of Central Oklahoma

6. Langston University
7. East Central University
8. Southeastern Oklahoma State University
9. Rogers State University
10. Cameron University
11. Oklahoma Panhandle State University

It is recommended that the State Regents approve the following randomly selected individuals as 2016-17 Brad Henry International Scholars recipients:

Fall 2016

Ms. Catherine Beautiful-Joy Fields – Langston University
Ms. Erin Long – Northeastern State University

Spring 2017

Mr. Brady Boyd – Southwestern Oklahoma State University
Ms. Sydnie Lowe – Northwestern Oklahoma State University
Ms. Morgan Mackey – East Central University
Ms. Bridget Byers – University of Science and Arts of Oklahoma
Ms. Katelyn LanCaster – University of Central Oklahoma

Each recipient will receive a scholarship in the amount of \$13,000 for the fall 2016 semester or \$13,500 for the spring 2017 semester. The total amount for the scholarships is \$93,500.

Institutions that were not selected to participate in the 2016-17 academic year (Southeastern Oklahoma State University, Rogers State University, Cameron University, and Oklahoma Panhandle State University) will have top priority in selection for the next academic year.

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AGENDA ITEM #20-e:

Agency Operations.

SUBJECT: Ratification of Purchases in excess of \$25,000 but not in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between March 21, 2016 and April 29, 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 March 21, 2016 and April 29, 2016, there are 6 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Cory's Audio Visual Services LLC in the amount of \$31,545.98 for the replacement of Regents Conference Room audio and video control components that are at end of life / end of support. (Funded from 210-Core).
- 2) Dell Marketing in the amount of \$25,731.77 for four servers. One server will provide a dedicated storage location for video files and the other three servers will provide improved reliability and redundancy for the Oklahoma State Regents for Higher Education production level Microsoft SQL database servers. (210-Core).

OneNet

- 3) Pioneer Telephone Cooperative Incorporated in the amount of \$54,500.00 for Oklahoma Educational Television Authority (OETA) to upgrade to digital transmission to utilize OneNet's aerial towers. This expense will be reimbursed by OETA. (Funded from 718-OneNet).
- 4) Pioneer Telephone Cooperative Incorporated in the amount of \$30,004.37 for fiber construction to extend the route from the Norman hub site located at One Partner Place in Norman to Oklahoma City Community College in Oklahoma City and into the Newcastle tower at Highway 62 just North of SE 32nd Street in Newcastle. (Funded from 718-OneNet).

- 5) Office of Management and Enterprise Services in the amount of \$48,654.00 cyber network risk insurance coverage for the Oklahoma State Regents for Higher Education networks. (Funded from 718-OneNet).

OCAN

- 6) AtLink Services LLC in the amount of \$36,300.00 for the extension of the Oklahoma Community Anchor Network (OCAN) fiber into the data center located at 7725 West Reno Avenue Oklahoma City. (Funded from 720-OCAN).

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AGENDA ITEM #20-f:

Resolution.

This item will be available at the meeting.

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AGENDA ITEM #21-a:

Programs.

SUBJECT: Current Status report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

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

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

Supplement available upon request.

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AGENDA ITEM #21-b (1):

Annual Reports.

SUBJECT: Chiropractic Education Scholars Program 2015-16 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated \$36,095 from appropriations made by the 2015 Oklahoma Legislature for the 2015-16 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Scholarship Program for the 2015-16 academic year. The award distribution to each participating institution for the 2015-16 academic year is indicated below.

Institution	2015-16	
	Awardees	Amount
Cleveland College Kansas City, KS	9	\$15,363.35
Parker College Dallas, TX	5	\$11,810.13
Sherman College Spartanburg, SC	2	\$5,863.07
Logan College of Chiropractic Chesterfield, MO	1	\$1,589.90
TOTAL	17	\$34,626.45

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AGENDA ITEM #21-b (2):

Annual Reports.

SUBJECT: Future Teachers Scholarship Program 2015-16 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated \$90,237 from appropriations made by the 2015 Oklahoma Legislature for the 2015-16 Future Teachers Scholarship. Funding was also available from previous year carryover. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to \$1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2015-16 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Family and Consumer Sciences, Special Education, School Psychologist, English, Elementary Education, Early Childhood Education, Physical Education/Health, Music and Art. One hundred and eight students at twenty-one institutions were approved for program participation for the 2015-16 academic year. Expenditures totaled \$93,342.

The attached report reflects the award distribution to each participating institution for the 2015-16 academic year.

Oklahoma State Regents for Higher Education
 Future Teachers Scholarship
 2015-16 Year End Report

Institution	Students in Program	Awarded
University of Oklahoma	19	\$14,750
Oklahoma State University	6	\$7,625
University of Central Oklahoma	12	\$12,625
East Central University	5	\$5,625
Northeastern State University	24	\$21,000
Northwestern Oklahoma State University	6	\$4,173
Southeastern Oklahoma State University	6	\$5,000
Cameron University	10	\$7,171
Langston University	2	\$1,500
Oklahoma Panhandle State University	1	\$588
Rogers State University	1	\$500
University of Science and Arts of Oklahoma	3	\$2,250
Oklahoma Baptist University	2	\$1,285
Oklahoma Christian University	1	\$1,500
Oklahoma City University	1	\$1,000
Oral Roberts University	2	\$3,000
Southern Nazarene University	1	\$1,000
Oklahoma City Community College	1	\$500
Rose State College	2	\$750
Tulsa Community College	2	\$1,000
Western Oklahoma State College	1	\$500
Total	108	\$93,342

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #21-b (3):

Annual Reports.

SUBJECT: William P. Willis Scholarship 2015-16 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached report shows the award distributions to twenty-eight students totaling \$54,800.00 for the 2015-16 academic year.

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2015-16 Year End Report

Institution	First Name	Last Name	Amount
Cameron University	Jon	Phillips	\$ 2,400.00
Carl Albert State College	Edward	Pate	\$ 2,000.00
Connors State College	Elizabeth Hope	Van Orsdol	\$ 2,000.00
East Central University	Michelle	Daffern	\$ 2,400.00
Eastern Oklahoma State College	Michelle	Body	\$ 2,000.00
Langston University	Brianne	Washington	\$ 2,400.00
Northeastern Oklahoma A&M College	Terrell	Bluejacket	\$ 1,000.00
Northeastern Oklahoma A&M College	Austin	Key	\$ 1,000.00
Northeastern State University	Sylvia	Bodiford	\$ 2,400.00
Northeastern State University	Jonathan	Greene	\$ 2,400.00
Northern Oklahoma College	McKayla	Branson	\$ 2,000.00
Northwestern Oklahoma State University	Shanley	Russo	\$ 2,400.00
Oklahoma Panhandle State University	Sierra	Schoonover	\$ 2,400.00
Oklahoma State University	Brieseida	Sarabia	\$ 3,000.00
Redlands Community College	Hannah	Armitage	\$ 1,000.00
Redlands Community College	Shelbi	Reed	\$ 1,000.00
Rogers State University	Audrianna	Collins	\$ 2,400.00
Rose State College	Lacee	Smith	\$ 2,000.00
Seminole State College	Raven	McClain	\$ 2,000.00
Southeastern Oklahoma State University	Brianna	Akins	\$ 2,400.00
Southwestern Oklahoma State University	Anna	Smith	\$ 2,400.00
Tulsa Community College	Maria	Irvine	\$ 2,000.00
University of Central Oklahoma	Candace	Justice	\$ 2,400.00
University of Oklahoma	Sharina	Lopez	\$ 3,000.00
University of Science and Arts of Oklahoma	Cheyenne	Spencer	\$ 1,200.00
University of Science and Arts of Oklahoma	Erian	Stone	\$ 1,200.00
Western Oklahoma State College	Racheal	Bruce	\$ 1,000.00
Western Oklahoma State College	Andy	Molina	\$ 1,000.00
		Total	\$ 54,800.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #21-b (4):

Annual Reports.

SUBJECT: George and Donna Nigh Scholarship 2015-2016 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 1999 Oklahoma Legislature authorized the State Regents to establish the George and Donna Nigh Scholarship as a part of the George and Donna Nigh Public Service Institute. The goal of the institute is to provide scholarship opportunities to outstanding students who are preparing for careers in public service. Oklahoma public and private colleges and universities are authorized to nominate one student from their institution. A component of the scholarship program is participation in seminars on public service offered by the institute.

Institute officials select the scholarship recipients. The State Regents' staff disburses scholarship funds to the universities on behalf of the recipients.

ANALYSIS:

For the spring 2016 semester, each recipient of the George and Donna Nigh Scholarship has been awarded \$1,000 and participated in leadership academies offered through the Nigh Institute. Attached is a roster of recipients who received awards totaling \$32,000.

Oklahoma State Regents for Higher Education
George and Donna Nigh Scholarship
2015-16 Year End Report

Institution	First Name	Last Name	Amount
Cameron University	Nikki	Kirk	\$1,000.00
Carl Albert State College	Aubree-Ana	Garrett	\$1,000.00
Connors State College	Brady	Womack	\$1,000.00
East Central University	Delaney	Lippard	\$1,000.00
Eastern Oklahoma State College	Kelsey	Chambers	\$1,000.00
Langston University	Kyara	Little	\$1,000.00
Murray State College	Macy	Cothran	\$1,000.00
Northeastern Oklahoma A&M College	Tyson	Howard	\$1,000.00
Northeastern State University	Seth	Clark	\$1,000.00
Northern Oklahoma College	Riley	Tate	\$1,000.00
Northwestern Oklahoma State University	Dakota	Buckhaults	\$1,000.00
Oklahoma City Community College	Derek	Scarsella	\$1,000.00
Oklahoma Panhandle State University	Jacob	Murphy	\$1,000.00
Oklahoma State University	Ashton	Patton	\$1,000.00
Oklahoma State University – Oklahoma City	Ana	Bugarin	\$1,000.00
Oklahoma State University Institute of Technology	Amber	Walker	\$1,000.00
Redlands Community College	Serena	Kline	\$1,000.00
Rogers State University	Logan	Hathcoat	\$1,000.00
Rose State College	David	Magar	\$1,000.00
Seminole State College	Kathyren	White	\$1,000.00
Southeastern Oklahoma State University	Taylor	Gregory	\$1,000.00
Southwestern Oklahoma State University	Mason	Howe	\$1,000.00
Tulsa Community College	Efua	Okoruwa	\$1,000.00
University of Central Oklahoma	Austin	Sheehy	\$1,000.00
University of Oklahoma	Derrick	Jones	\$1,000.00
University of Science & Arts of Oklahoma	Ethan	Steakley	\$1,000.00
Western Oklahoma State College	Chris	Crismon	\$1,000.00
Oklahoma Baptist University	Lucas	Adams	\$1,000.00
Oklahoma Christian University	Cody	Milner	\$1,000.00
Oklahoma City University	Kyle	Johnson	\$1,000.00
St. Gregory's University	Ruby	Arani	\$1,000.00
Southern Nazarene University	Corbyn	Holliday-Frees	\$1,000.00
		Total	\$32,000.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #21-b (5):

Annual Reports.

SUBJECT: Tulsa Reconciliation Education and Scholarship Program 2015-16 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The scholarships are one-time awards of \$1,000.

ANALYSIS:

Eleven students received awards during the 2015-16 academic year at an award level of \$1,000. The recipients attended four different Oklahoma institutions—four at Oklahoma State University, one at the University of Central Oklahoma, one at Langston University, one at Oklahoma Baptist University, and four at Tulsa Community College.

TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2015-16

Name	High School	College	Award
Katherine Henry	Booker T. Washington	OSU	\$ 1,000.00
Levi Miller	Booker T. Washington	OSU	\$ 1,000.00
Perla Perez	East Central High School	TCC	\$ 1,000.00
Esmeralda Perez	East Central High School	TCC	\$ 1,000.00
Myshal Morris	Edison Prep HS	LU	\$ 1,000.00
Laja Jefferson	McLain High School	TCC	\$ 1,000.00
Mykeionna Meade	McLain High School	TCC	\$ 1,000.00
Caressa Bossa	Tulsa School of Arts and Sciences	OSU	\$ 1,000.00
Oscar Gutierrez-Garcia	Tulsa School of Arts and Sciences	OSU	\$ 1,000.00
Travis Hytche	Will Rogers High School	OBU	\$ 1,000.00
Bre'Ann Gant	Will Rogers High School	UCO	\$ 1,000.00
		Total	\$ 11,000.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #21-b (6):

Annual Reports.

SUBJECT: College Student Developmental Education/Remediation Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the twenty-fourth annual student developmental education report.
- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need developmental education.
- Nationally, little change in the number of students enrolled in developmental education courses has taken place in the last few years. Community colleges report the greatest percentage of developmental education, with math being the most cited area of deficiency.
- Financial costs of developmental education are being addressed in different ways by various states, with some requiring additional fees from the developmental education student. Others have proposed that the developmental education costs be borne by the secondary schools that graduated the student needing developmental education. Nationally, developmental education costs are less than 1 percent of the total public higher education budget.
- Oklahoma students pay more for developmental education courses at State System institutions. Those developmental education fees, set by the individual institution, generated \$3.37 million in 2014-15.

OKLAHOMA INITIATIVES:

- The State Regents approved the adoption of a College Completion agenda at its October 20, 2011 meeting which includes reform in developmental education as a key component. The agenda incorporates the Complete College America and National Governors Association Complete to Compete metrics, recommits to a revised Brain Gain performance program, and makes college completion a top priority with commitments to state and campus goals, action plans and measures of progress. The State Regents have committed the Oklahoma State System of Higher Education to statewide reform and redesign of developmental education through redesign projects and a common framework established by the OSRHE and implemented by all colleges and universities.

- The State Regents Council of Presidents and the Council on Instruction are currently guiding institutions through reviews of existing developmental education programs to work toward a reform that advances the student's time of completion and learning outcomes. All campuses are involved in redesign projects with several piloting academic assessment, placement, and delivery reforms with a common evaluation framework. Policy and program redesign efforts continue through 2014-2015.
- Prior measures which the State Regents have taken to reduce developmental education include: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools, and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.
- Educational Planning and Assessment System (EPAS) – a voluntary student assessment and instructional support program that provides feedback to middle and high schools about their performance in preparing students for college – is funded and supported by the State Regents. Currently, 98 percent of all K-12 public school districts, more than 80 private schools and two Bureau of Indian Affairs schools participate in EPAS, reaching more than 98 percent of the state's eighth and 99.5 percent of tenth graders. ACT reports that, from 1993 to 2015, the percent of Oklahoma students taking the ACT has increased from 61 percent to 80 percent and the mean score for Oklahoma's students has increased from 20.1 to 20.7.
- Oklahoma GEAR UP helps prepare middle and high school students for college through academic preparation programs for students, professional learning opportunities for educators that strengthen classroom instruction, and college access information for families. Specifically, GEAR UP serves more than 18,976 students in 24 school districts across Oklahoma with early intervention strategies that enhance learning and achievement. Many of these students have service, infrastructure and opportunity needs. GEAR UP specifically provides programs and services that help educators better understand the contributions of a district, school and individual teachers on a student's academic gains so adjustments can be made to help students achieve more academically. GEAR UP also helps students identify their academic strengths and weaknesses and sets goals to take the right courses and prepare early for college. In 2014-15, 9,141 GEAR UP students in grades 7-12 attended a college/university tour. A total of 845 students completed 6,552 hours of concurrent enrollment in 2014-15. Also in 2014-15, of the 1,158 GEAR UP classroom teachers, 854 completed GEAR UP professional development training and 61 students participated in three different weeklong, residential, summer STEM institutes on college campuses. A total of 2,668 GEAR UP high school juniors took a national ACT exam. Also in November 2015, 1,946 high school seniors started 2,378 college applications during Oklahoma College App Week with the assistance of onsite, knowledgeable volunteers and GEAR UP staff. Additionally, GEAR UP and OCAP, through a collaborative effort, have provided 18,613 students in seventh through 12th grade with college and career information, financial literacy, college match, and instruction on scholarships, college enrollment and college entrance information.
- Legislation passed in 2005 established a college preparatory track with strengthened graduation requirements and made it the default curriculum. The new high school graduation standard requiring satisfactory completion of end-of-instruction tests became effective for the spring 2012 graduating class.

FINDINGS:

- 29,089 students enrolled in at least one developmental education course in 2014-15: 0.4 percent (111 students) at the research universities, 21.6 percent (6,290 students) at the regional universities, 0.3 percent (98 students) at the liberal arts university, and 77.7 percent (22,590 students) at the community colleges. (Figure 1)
- Of fall 2014 first-time freshmen, 38.9 percent enrolled in developmental education courses, which is a decrease from 39.3 for the prior year freshmen. (Figure 2)
- Of fall 2014 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 38.5 percent enrolled in developmental education courses, compared to 25.8 percent of freshmen who completed the high school core curriculum. (Figure 3)
- Developmental education by subject for fall 2014 first-time freshmen was as follows: 34.3 percent mathematics, 16.5 percent English, 8.0 percent reading, and 1.1 percent science. (Figure 4)
- From 2005-06 to 2014-15, the developmental education rate for first-time freshmen direct from Oklahoma high schools increased from 36.8 to 40.1 percent. The 2014-15 rate of 40.1 percent is slightly higher than the 38.9 percent for all first-time freshmen. This is the first year that the Oklahoma high school students' rate has been higher than for all students and may be reflective of the change in methodology discussed below. (Figure 5)
- Older freshmen require more developmental education. During the 2014-15 academic year, a higher percentage of first-time freshmen 21 years of age and older (50.0 percent) enrolled in developmental education courses than freshmen less than 21 years of age (36.3 percent). (Figure 6)
- In 2014-15, Oklahoma State System institutions generated \$3.37 million from student-paid developmental education course fees.
- Several changes to the methodology of this report have occurred over the past several years, which limit the comparability of data from year to year. In 2010-11, improvements were made to the method of identifying developmental courses, and in 2013-14, changes were made in the methodology for several sub-sections of this report, namely: 1) the determination of the prior year's Oklahoma high school graduates who were first-time freshmen in 2013-14 was revised to track individual public high school graduates, and 2) the identification of those students taking the 15-unit high school core curriculum was refined to follow the State Regents' admission policy requirements more closely.

CONCLUSIONS:

- Continuing reforms in entry assessment and developmental education should result in more students retained in the higher education system through better targeted rapid learning, with reduced time to degree.
- Community colleges continue to be the primary source of developmental education in the State System. This is consistent with the community college's mission.
- Shifts in the enrollment patterns among colleges and universities in the state over the last two years may account for decreases in overall developmental rates. Enrollment at research universities (where remediation is minimal) has increased, while enrollment at regional universities and community colleges (where remediation is most concentrated) has decreased.

- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests. Colleges and universities are encouraged to continue monitoring the relationship between cut scores for course placement, developmental education effectiveness and the academic success of the developmental students.
- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need developmental education than students 21 years of age and older (36.3 and 50.0 percent, respectively).
- The financial costs associated with developmental education are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

FIGURE 1
Tier Distribution of Oklahoma Students Taking Developmental Education Courses

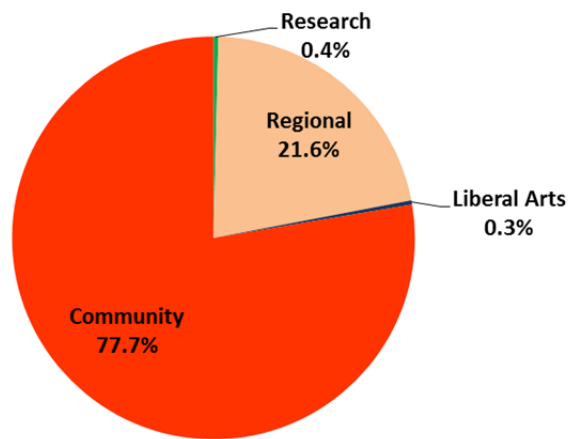
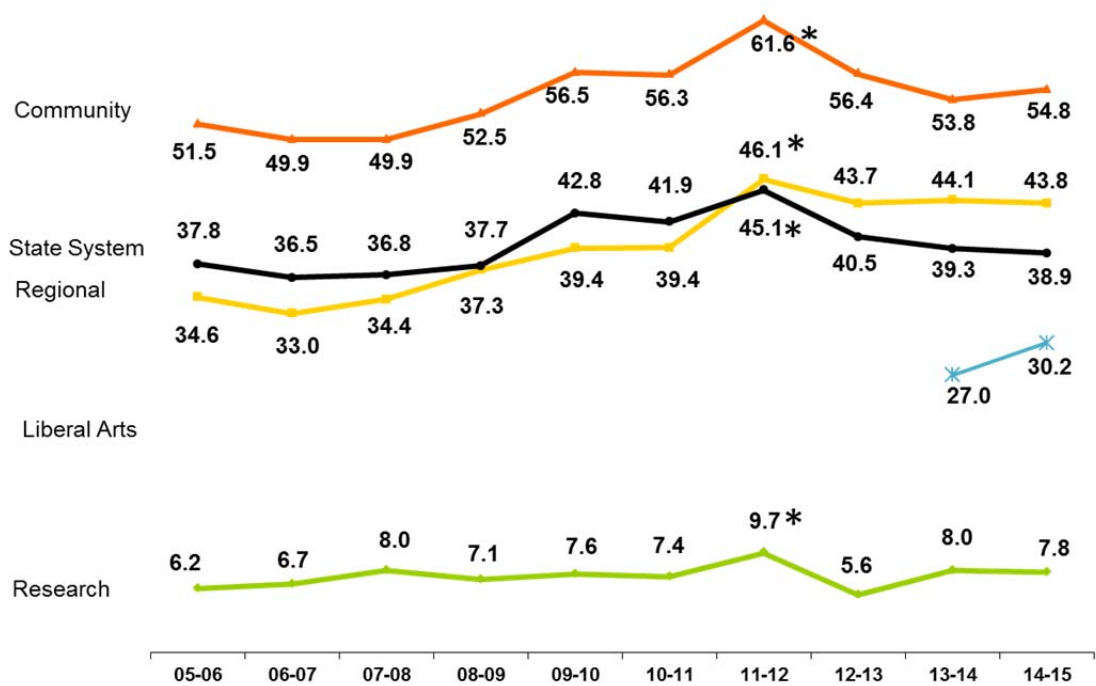


FIGURE 2
Percent of First-Time Freshmen Enrolled in Developmental Education Courses



Notes: * Data format changes necessitated a revision in methodology so that a comparison of data, beyond 2011-12, to prior years is limited.

FIGURE 3

Percent of Developmental Education and High School Core Curriculum

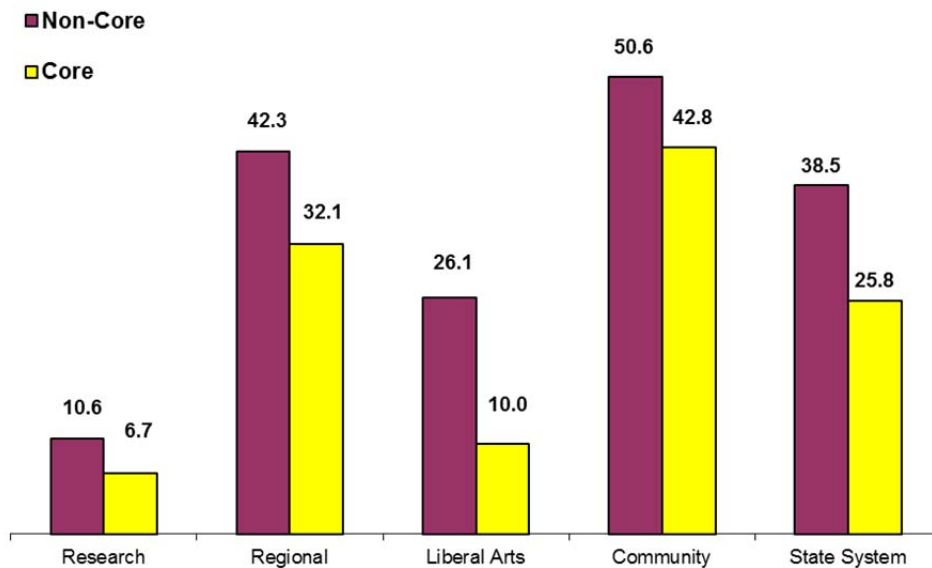


FIGURE 4

Percent of First-Time Freshmen Enrolled in Developmental Courses in 2014-15 by Subject

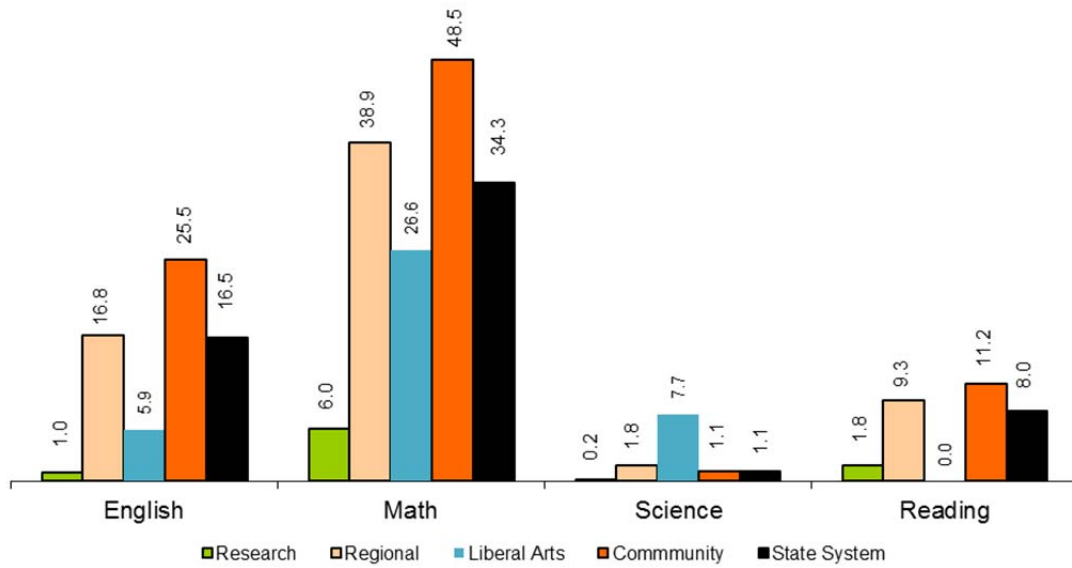
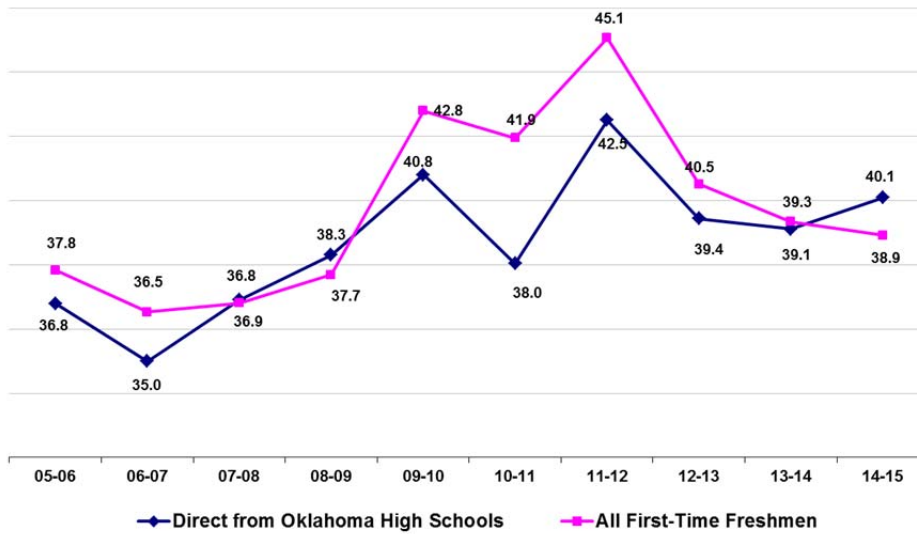


FIGURE 5

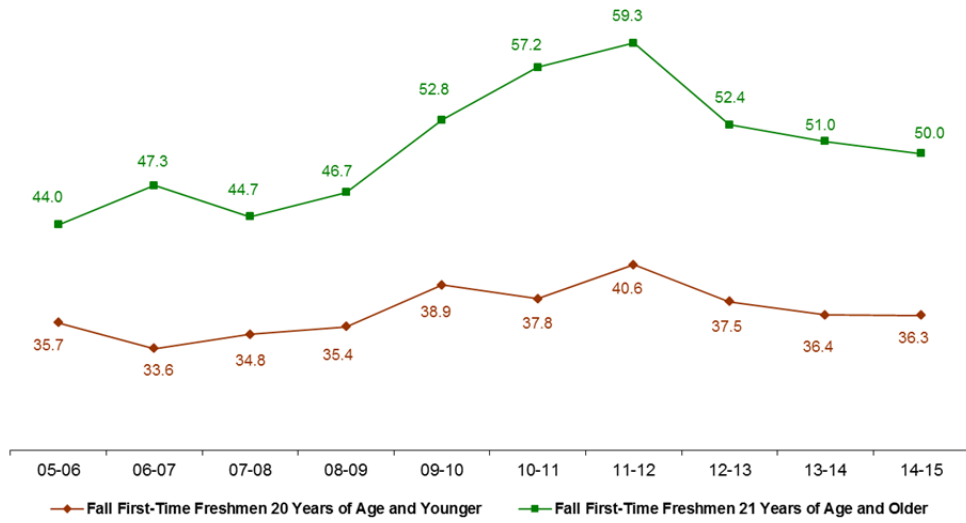
Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools Enrolled in Developmental Education Fall 2005 to Fall 2014



Notes: Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited. Beginning in 2013-14, the methodology for determining "Direct from Oklahoma High Schools" changed, allowing for tracking individual Oklahoma public high school graduates

FIGURE 6

Percent of First-Time Freshmen Enrolled in Developmental Education Courses by Age
Fall 2004 to Fall 2013



* Data format changes necessitated a revision in methodology so that a comparison of data, beyond 2011-12, to prior years is limited.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2016

AGENDA ITEM #21-b (7):

Annual Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2015-16 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2016-17 academic year, the State Regents allocated \$1,533,178 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2015-16 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2015-16 academic year, National Guard members received waivers totaling \$3,686,179, an increase of 14.5 percent or \$468,842 from 2014-15. The total number of hours waived increased by 6.68 percent. Of the total dollar amount waived, \$2,635,823 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY17 allocation to be approved along with the FY17 E&G budget item.

The current allotment is not sufficient to cover the total dollars waived in FY16, by a minimum of approximately \$1,084,439. The funds available will cover only 59 percent of the total amount eligible for reimbursement.

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2015-16 Year-End Report

Institution	2014-15							2015-16							Difference from Previous Year	Percent of Total	Pro-Rata Share of Available for FY16 Reimbursement
	Total Dollars Waived	Total Hours	Average amount	Minumum Hours Required	Number of Hours above minimum	Dollars waived above minimum and basis for FY15 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours	Average amount	Minumum Hours Required	Number of Hours above minimum	Dollars waived above minimum and basis for FY16 Allocation	Percent of Total Dollars above Minimum			
	Waived	per hour	by FTE	minimum			Waived	per hour	by FTE	minimum							
Univ. Center of Southern OK (Ardmore)	\$ 3,756	105	\$ 35.77	300	-195		0.0%	\$ 2,724	72	\$ 37.83	300			0.0%	-		
Cameron University	114,007	925	\$ 123.25	300	625	\$ 77,032	3.4%	188,398	1,411	\$ 133.52	300	1,111	\$ 148,342	5.6%	71,310	5.6%	\$ 87,311
Carl Albert State College	810	12	\$ 67.48	300	-288		0.0%	3,990	55	\$ 72.55	300			0.0%	-		
Connors State College	4,168	53	\$ 78.64	300	-247		0.0%	24,663	293	\$ 84.17	300			0.0%	-		
East Central University	138,087	985	\$ 140.19	300	685	\$ 96,030	4.2%	148,573	991	\$ 149.92	300	691	\$ 103,596	3.9%	7,567	3.9%	\$ 60,975
Eastern Oklahoma State College	10,398	117	\$ 88.87	300	-183		0.0%	13,648	143	\$ 95.44	300			0.0%	-		
Langston University	14,871	138	\$ 107.76	300	-162		0.0%	21,514	194	\$ 110.89	300			0.0%	-		
Murray State College	27,916	254	\$ 109.91	300	-46		0.0%	19,220	166	\$ 115.78	300			0.0%	-		
Northeastern Oklahoma A&M College	6,923	90	\$ 76.92	300	-210		0.0%	8,970	115	\$ 78.00	300			0.0%	-		
Northeastern State University	141,217	1,017	\$ 138.86	450	567	\$ 78,731	3.5%	131,219	888	\$ 147.77	450	438	\$ 64,723	2.5%	(14,009)	2.5%	\$ 38,095
Northern Oklahoma College	25,579	347	\$ 73.71	300	47	\$ 3,465	0.2%	26,548	342	\$ 77.63	300	42	\$ 3,260	0.1%	(204)	0.1%	\$ 1,919
Northwestern Oklahoma State	26,995	198	\$ 136.34	300	-102		0.0%	9,991	63	\$ 158.58	300			0.0%	-		
Oklahoma City Community College	135,428	1,700	\$ 79.66	450	1,250	\$ 99,579	4.4%	147,562	1,738	\$ 84.90	450	1,288	\$ 109,355	4.1%	9,776	4.1%	\$ 64,364
Oklahoma Panhandle State University	5,580	42	\$ 132.86	300	-258		0.0%	6,113	42	\$ 145.55	300			0.0%	-		
Oklahoma State University	607,627	4,120	\$ 147.48	750	3,370	\$ 497,015	22.0%	693,244	4,667	\$ 148.54	750	3,917	\$ 581,838	22.1%	84,822	22.1%	\$ 342,458
Oklahoma State University - OKC	118,193	1,261	\$ 93.73	450	811	\$ 76,014	3.4%	114,049	1,289	\$ 88.48	450	839	\$ 74,234	2.8%	(1,781)	2.8%	\$ 43,693
Oklahoma State University - Okm	62,606	545	\$ 114.87	300	245	\$ 28,144	1.2%	75,819	622	\$ 121.90	300	322	\$ 39,250	1.5%	11,107	1.5%	\$ 23,102
Redlands Community College	13,920	113	\$ 123.19	300	-187		0.0%	13,459	104	\$ 129.41	300			0.0%	-		
Rogers State University	86,385	738	\$ 117.05	300	438	\$ 51,269	2.3%	120,543	994	\$ 121.27	300	694	\$ 84,162	3.2%	32,893	3.2%	\$ 49,536
Rose State College	76,262	905	\$ 84.27	450	455	\$ 38,342	1.7%	68,694	768	\$ 89.45	450	318	\$ 28,444	1.1%	(9,898)	1.1%	\$ 16,741
Seminole State College	5,327	67	\$ 79.50	300	-233		0.0%	13,018	156	\$ 83.45	300			0.0%	-		
Southeastern Oklahoma State	126,222	865	\$ 145.92	300	565	\$ 82,445	3.6%	120,586	680	\$ 177.33	300	380	\$ 67,387	2.6%	(15,059)	2.6%	\$ 39,662
Southwestern Oklahoma State University	240,668	1,632	\$ 147.47	300	1,332	\$ 196,428	8.7%	354,333	2,252	\$ 157.34	300	1,952	\$ 307,130	11.7%	110,703	11.7%	\$ 180,771
Tulsa Community College	193,935	2,243	\$ 86.46	750	1,493	\$ 129,088	5.7%	189,519	2,105	\$ 90.03	750	1,355	\$ 121,994	4.6%	(7,094)	4.6%	\$ 71,803
University of Central Oklahoma	573,630	3,439	\$ 166.80	750	2,689	\$ 448,529	19.8%	657,494	3,765	\$ 174.63	750	3,015	\$ 526,519	20.0%	77,990	20.0%	\$ 309,899
University of Oklahoma	437,106	4,125	\$ 105.97	750	3,375	\$ 357,632	15.8%	470,787	3,709	\$ 126.93	750	2,959	\$ 375,589	14.2%	17,957	14.2%	\$ 221,064
University of Oklahoma Health Sciences	7,155	52	\$ 137.60	300	-248		0.0%	22,339	156	\$ 143.20	300			0.0%	-		
University of Science and Arts	3,320	20	\$ 166.00	300	-280		0.0%	7,020	38	\$ 184.74	300			0.0%	-		
Western Oklahoma State	9,249	131	\$ 70.60	300	-169		0.0%	12,143	172	\$ 70.60	300			0.0%	-		
TOTAL	\$ 3,217,337	26,239	\$ 122.62	11,100	15,139	\$ 2,259,743	85.7%	\$ 3,686,179	27,990	\$ 131.70	11,100	19,321	\$ 2,635,823	100.0%	\$ 376,080	100.0%	\$ 1,551,393

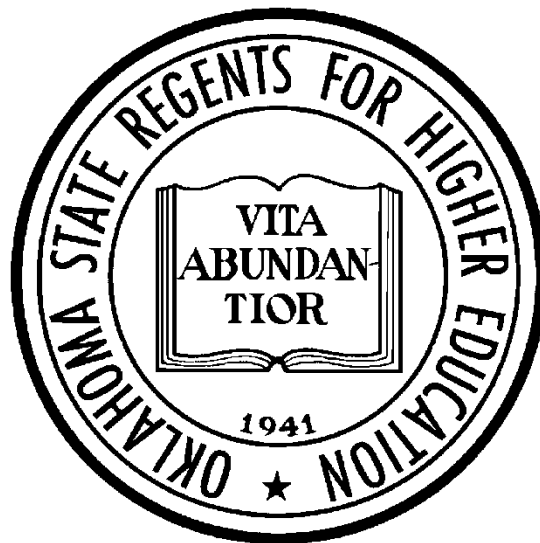
*Note: OSU-Tulsa reported with the OSU Main Campus *UCO hours include 9 Graduate-level hours, thus resulting in higher average amount per credit hour.

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

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

MINUTES

Seven Hundred Seventy-Third Meeting



April 21, 2016

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

Minutes of the Seven Hundred Seventy-Third Meeting
April 21, 2016

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Seventy-Third Meeting
of the
Oklahoma State Regents for Higher Education
April 21, 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 10:00 a.m. on Thursday, April 21, 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 **February 25, 2016**. 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 and Jimmy Harrel.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent White, to approve the minutes of the State Regents' regular meeting on March 3, 2016. Voting for the motion were Regent Helm, Parker, Holloway, Glass, Harrel, Stricklin, and White. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Stricklin stated that Oklahoma's Promise Day at the Capitol on April 19, 2016 was very well done with a very passionate group of students in attendance. He also attended and spoke at the President's Leadership Banquet at Southwestern Oklahoma State University on March 28, 2016 with an impressive group of students.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also distributed an article from *The Oklahoman* detailing college completion efforts at Oklahoma higher education institutions. Additionally, Chancellor Johnson stated the reception for Regent Marlin "Ike"

Glass, Jr. was held on April 20, 2016 to commend his 18 years of service to the Board. Finally, Chancellor Johnson announced that the Council of Presidents' day at the Capitol will be April 27, 2016.

6. RECOGNITION. Regent Parker made a motion, seconded by Regent Helm, to approve the resolutions to Regent Marlin "Ike" Glass Jr., and the Oklahoma Business Roundtable. Voting for the motion were Regent Parker, Holloway, Glass, Harrel, Stricklin, White and Helm. Voting against the motion were none.

- a. The State Regents approved and presented a resolution for Regent Glass honoring his 18 years of service to the Board. The State Regents commended him on his selfless service and his commitment to the quality and integrity of higher education.
- b. The State Regents approved and presented a resolution for the Oklahoma Business Roundtable recognizing its partnership with and support of the Oklahoma state system of higher education.

7. AWARDS.

- a. Regent Holloway made a motion, seconded by Regent Helm, to ratify the awards to the following 2016-2017 Chancellor Hans Brisch Scholarship recipients: Cy Tennesen Calhoun, Granite High School and Evan Tyler George, Cheyenne High School. Voting for the motion were Regent Holloway, Glass, Harrel, Stricklin, White, Helm and Parker. Voting against the motion were none.
- b. Regent Parker made a motion, seconded by Regent Helm, to recognize the 2016 Newman Civic Fellows for their achievements. The 2016 Oklahoma Newman Civic Fellows were Andrea Balay, Northern Oklahoma College; Jordan Evans, Northwestern Oklahoma State University; Anna Hollingshead, Oklahoma Baptist University; Molly Danielson, Oklahoma State University; Aron Smith, Oklahoma State University Institute of Technology; Katelyn Gamble, Rogers State University; Lindsey Johnson, Rose State College; Emma Leffler, Southwestern Oklahoma State University; Andrea Haddox, Tulsa

Community College; and Katie Richard, University of Central Oklahoma. Voting for the motion were Regent Glass, Harrel, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

8. NEW PROGRAMS.

- a. Regent White made a motion, seconded by Regent Turpen, to approve the request from the University of Oklahoma to offer the Graduate Certificate in Geospatial Technologies, the Graduate Certificate in Media Management, the Graduate Certificate in Strategic Planning, and the Graduate Certificate in The Business of Energy. Voting for the motion were Regent Harrel, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.
- b. Regent White made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma College of Law to offer the Master of Legal Studies in Oil, Gas and Energy Law. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.
- c. Regent Glass made a motion, seconded by Regent Helm, to approve the request from Oklahoma State University to offer the Master of Arts in Teaching, the Graduate Certificate in Big Data Analytics, and the Graduate Certificate in College Teaching. Voting for the motion were Regent White, Helm, Parker, Holloway, Glass, Harrel and Stricklin. Voting against the motion were none.
- d. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from East Central University to offer the Master of Science in Water Resource Policy and Management. Voting for the motion were Regent Helm, Parker, Holloway, Glass, Harrel Stricklin, and White. Voting against the motion were none.
- e. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from the University of Science and Arts of Oklahoma to offer the Bachelor of Arts in

Public Policy. Voting for the motion were Regent Parker, Holloway, Glass, Harrel, Stricklin, White, and Helm. Voting against the motion were none.

- f. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Northern Oklahoma College to offer the Certificate in the Administration and Management of Child Care Programs. Voting for the motion were Regent Holloway, Glass, Harrel, Stricklin, White, Helm, and Parker. Voting against the motion were none.
- g. Regent Glass made a motion, seconded by Regent Holloway, to approve the request from Western Oklahoma State College to offer the Associate in Science in Infants and Toddlers and the Certificate in Infants and Toddlers. Voting for the motion were Regent Glass, Harrel, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.

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

- The University of Oklahoma requested to delete the Graduate Certificate in Area Studies (377) and the Graduate Certificate in Global Studies (380).
- Oklahoma State University – Oklahoma City requested to delete the Certificate in Pharmacy Technology (104).
- Oklahoma Panhandle State University requested to delete the Bachelor of Arts in Liberal Arts (061).
- Redlands Community College requested to delete the Certificate in Electronics Technology (071).

Voting for the motion were Regent Harrel, Stricklin, White, Helm, Parker, Holloway and Glass.

Voting against the motion were none.

10. POLICY. Regents reviewed revisions to the *Credit for Prior Learning* policy. This item was for posting only and did not require State Regents' action.

11. E&G BUDGETS. Regent Helm made a motion, seconded by Regent Turpen, to approve the reduction in FY2016 allocations and to authorize the submission of revised budgets as required. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Glass, and Harrel. Voting against the motion were none. Chancellor Johnson gave a brief presentation detailing the FY2016 budget reductions and the impact of those cuts on the agency and the institutions. Additionally, the following presidents gave remarks on how the budget cuts have impacted their institution:

- President Tim Faltyn, Connors State College;
- President David Boren, The University of Oklahoma (via videoconference);
- President John McArthur, Cameron University;
- President Burns Hargis, Oklahoma State University;
- President Jeff Hale, Northeastern Oklahoma A&M College;
- President John Hargrave, East Central University;
- President James Utterback, Seminole State College;
- President Cheryl Evans, Northern Oklahoma College;
- President Garry Ivey, Carl Albert State College; and

12. MASTER LEASE REAL PROPERTY. Regent Helm made a motion, seconded by Regent Turpen, to approve the listing of projects for submission to the Council of Bond Oversight for the 2016 Master Lease Real Property Projects. Voting for the motion were Regent White, Helm, Parker, Holloway, Glass, Harrel, and Stricklin. Voting against the motion were none.

13. CONTRACTS AND PURCHASES. Regent Helm made a motion, seconded by Regent Turpen, to approve the following purchases for amounts in excess of \$100,000:

- a. Presidio in the amount of \$500,000 in hardware for Juniper Network equipment.
- b. Dell in the amount of \$282,058.46 for a scheduled refresh of existing OneNet servers in both the Oklahoma City and Tulsa datacenters.

- c. Aurora Learning Community Association in the amount \$174,079 to provide a longitudinal data system to all 24 GEAR UP school sites.

Voting for the motion were Regent Helm, Parker, Holloway, Glass, Harrel, Stricklin, and White.

Voting against the motion were none.

- 14. **INVESTMENTS.** Regent Parker made a motion, seconded by Regent Holloway, to approve new investment manager Montauk Triguard Fund VII. Voting for the motion were Regent Parker, Holloway, Glass, Harrel, Stricklin, White, and Helm. Voting against the motion were none.
- 15. **COMPLIANCE AUDIT REPORT.** Regent Harrel made a motion, seconded by Regent Turpen, to approve the Compliance Audit Report on the Nonresident Tuition Waiver Scholarships. Voting for the motion were Regent Holloway, Glass, Harrel, Stricklin, White, Helm, and Parker. Voting against the motion were none.
- 16. **COMMENDATIONS.** Regent Turpen made a motion, seconded by Regent Harrel, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Glass, Harrel, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.
- 17. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.
- 18. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Turpen, to approve the following consent docket items:
 - a. Programs.
 - (1) Program Modifications. Approval of institutional requests.
 - (2) Program Suspensions. Ratification of approved institutional requests to suspend degree programs.
 - b. Reconciliation. Approval of an institutional request for a degree program inventory reconciliation.

- c. Electronic Delivery. Northern Oklahoma College. Approval of request to offer existing degree programs via online delivery.
- d. State Authorization Reciprocity Agreement. Ratification of institutional requests to participate in the State Authorization Reciprocity Agreement.
- e. Agency Operations. Ratification of purchases over \$25,000.
- f. Non-Academic Degrees.
 - (1) Ratification a request from Oklahoma State University to award two honorary degrees.
 - (2) Ratification of a request from University of Oklahoma to award a posthumous degree.
 - (3) Ratification of a request from Oklahoma Panhandle State University to award an honorary degree.
 - (4) Ratification of a request from Oklahoma Panhandle State University to award a posthumous degree.
 - (5) Ratification of a request from East Central University to award a posthumous degree.
- g. Regents' Officers. Approval of Regent Massey to serve as chairman for the purpose of signing a diploma.

Voting for the motion were Regent Harrel, Stricklin, White, Helm, Parker, Holloway, and Glass.

Voting against the motion were none.

19. REPORTS. Regent White made a motion, seconded by Regent Parker, to accept the following reports:

- a. Programs. Status report on program requests.
- b. Annual Reports.
 - (1) Academic Policy Exception Quarterly Report.
 - (2) Oklahoma High School Indicators Project.

- a. High School to College-Going Rates for Oklahoma Public High School Graduates Attending Oklahoma Colleges.
- b. Developmental Education (Remediation Rates) for Oklahoma Public High School Graduates in Oklahoma Public Higher Education.
- c. Headcount, Semester Hours, and GPA Report.
- d. Mean ACT Scores of Oklahoma High School Graduates.

(3) Regents Education Program Annual Report.

Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Glass, and Harrel.

Voting against the motion were none.

20. 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.

21. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Stricklin announced that the next regular meetings are scheduled to be held on Thursday, May 26, 2016 at 10:30 a.m. and Friday, May 27, 2016 at 9:00 a.m. at the State Regents Office in Oklahoma City.

22. 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, April 20, 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, April 20, 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 April 8, 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, Ron White, Jody Parker, Ann Holloway, Ike Glass, Mike Turpen and John Massey. Regent Stricklin called the meeting to order and presided.
3. **EXECUTIVE SESSION.** Regent Turpen made a motion, seconded by Regent Massey, to go into executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

4. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor Amanda Paliotta stated that March was the first time the incoming state revenue had met the estimated amount but it was still 18 percent lower than the original March estimates. She also stated that she is working with the Oklahoma Tax Commission to establish reliable estimates for oil gross production taxes. She stated that these taxes are divided into three revolving funds and the Oklahoma State Regents for Higher Education receives two of those revolving funds.
5. **LEGISLATIVE UPDATE.** Vice Chancellor Hollye Hunt gave a brief legislative update highlighting the following legislation:
 - HB 3098 – This bill would allow an Oklahoma resident 21 years or older and not a convicted felon or involved in a crime to carry a handgun concealed or open without a self-defense act license.
 - HJR 1009– This ballot question would affirm the second amendment as a fundamental right. Regulations by the state on the right to keep and bear arms would be subject to strict scrutiny.
 - HB 3058 – This bill would allow the Office of Management and Enterprise Services (OMES) to reconcile all state agency revolving funds following the reconciliation criteria created by the Director of OMES by the first Monday of August each year, then potentially take those funds.

Ms. Hunt stated it would be preferable for these bills to be sent to conference.

6. **ANNUAL REPORT.** Associate Vice Chancellor Angela Caddell, gave a brief update on the 2015 Annual Report. The report contains an overview of public higher education, the Oklahoma State Regents for Higher Education's public agenda, key initiatives and outlines programs and

services in several areas. The report also includes a profile for every public higher education institution in the state and lists some of the most popular fields of study. Ms. Caddell stated that the report also details the cost of tuition and mandatory fees for Oklahoma institutions and shows Oklahoma ranking third lowest for average student cost at a public four-year institution in the nation.

- 7. DISTINGUISHED SERVICE AWARD PRESENTATION.** Chancellor Glen D. Johnson presented Speaker of the House Jeff Hickman with the Higher Education Distinguished Service Award, on behalf of the State Regents and Council of Presidents, for his leadership and to recognize his support higher education. Speaker Hickman stated he was honored and thanked the State Regents for the award.

- 8. COMPLETE COLLEGE AMERICA.** Chancellor Johnson stated that all institutions have been asked to give a brief presentation on their Institutional Degree Completion plans at the upcoming Committee-of-the-Whole meetings. The institutions presenting at the April meeting were: Northern Oklahoma College, Oklahoma Panhandle State University, Carl Albert State College, Connors State College and Tulsa Community College.
 - a. Northern Oklahoma College (NOC). President Cheryl Evans gave a brief presentation on NOC's CCA initiatives. President Evans began by reviewing their mission, vision, locations and recent rankings and acknowledgments, specifically being ranked for the third time by the Aspen Institute as one of the top 150 community colleges in the nation. NOC's CCA goal is to add an additional 21 new degrees per year and they have surpassed that goal each year. NOC has a reverse transfer program, a gateway program at Oklahoma State University, partnerships with 15 area high schools, improved remediation models, and improved academic advising, all structured to help advance their CCA goal.
 - b. Oklahoma Panhandle State University (OPSU). President David Bryant gave a brief presentation on OPSU's CCA initiatives. President Bryant began by stating that OPSU has a Hispanic Student Services program that targets the 70 percent Hispanic population in Guymon Public Schools as well as Upward Bound grants. Additionally, OPSU offers concurrent enrollment, a tutoring lab, the University College, and programs for adult learners. OPSU's CCA goal is to add an additional 7 degrees per year and they have surpassed that goal each year.
 - c. Carl Albert State College (CASC). President Garry Ivey, gave a brief presentation on CASC's CCA initiatives. President Ivey began by stating that because 70 percent of students coming to CASC have at least one deficiency, they have implemented intrusive advising, academic planning, an early alert system, reverse transfer with eight institutions, and student gap funding. He also stated that only 21 percent of CASC students graduate with student debt, at an average of \$1,653 per student.
 - d. Connors State College (CSC). President Tim Faltyn, gave a brief presentation on CSC's CCA initiatives. President Faltyn began by stating that CSC graduation rates have increased to 78 percent, and 40 percent of their majors are general education. CSC has focused on readiness, reworked scholarship awards and has reverse transfer programs with other institutions. He stated that allied health is the largest growing program at CSC. Their CCA goal is to add an additional 11 degrees per year and they have surpassed that goal each year.

- e. Tulsa Community College (TCC). President Leigh Goodson, gave a brief presentation on TCC's CCA initiatives. President Goodson began by stating that TCC's CCA goal is to add an additional 71 degrees each year and they have surpassed that goal each year. TCC has focused on concurrent enrollment, college readiness, remediation reform, guided pathways, the Reach Higher program, the Tulsa Achieves program and the EXCErate program to boost their degree completion.
- 9. REVERSE TRANSFER.** Dr. Jay Corwin, Associate Vice President for Student Affairs at the University of Central Oklahoma (UCO), gave a brief report on Operation Degree Completion. Dr. Corwin began by stating that Operation Degree Completion is a two-step program: 1) tracking down students who have not graduated but have completed almost all of their requirements and guiding them through to graduation and 2) identifying transfer students who have enough credits to receive an associate's degree and completing a reverse transfer. UCO has reverse transfer initiatives with Northern Oklahoma College, Oklahoma City Community College, Oklahoma State University – Oklahoma City and Rose State College. Since 2012, over 2,100 degrees or certificates have been awarded through reverse transfer from these institutions. Additionally, UCO has awarded an additional 1,427 through the "Almost Grad" outreach bringing the total to 3,592. Dr. Corwin finished by stating that funding this initiative in the future is a concern as their grant ends May 31, 2016.

10. TASK FORCE REPORTS.

- a. **Online Education Task Force.** Vice Chancellor Blake Sonobe updated the Regents on the status of the Online Education Task Force. He stated that the third annual Online Quality Summit was held on April 8, 2016 and over 160 people attended. It was held at Northeastern State University – Broken Arrow and 20-23 institutions were represented.
- b. **State Regents Safety And Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the Campus Best Practices Workgroup is evaluating several different vendor options for campus safety smart phone apps and will make a recommendation to the Council of Presidents upon selection.

Additionally, she stated that the task force is preparing for the 2016 Campus Safety and Security Summit. It will be held on Monday, November 7, 2016 at the Reed Center in Midwest City and may have upwards of 400 participants.

- 11. "BEST OF HIGHER EDUCATION" REPORT.** Regents received the April 2016 update on institutional activities.

12. CALENDAR OF EVENTS. Chancellor Johnson discussed several upcoming events:

- Thursday, May 26, 2016 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.
- Friday, May 27, 2016 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.
- Wednesday, June 29, 2016 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

- Thursday, June 29, 2016 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.

13. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

Toney Stricklin, Chairman

Ron White, Secretary