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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# Agenda

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June 30, 2016

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 30, 2016 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on June 30, 2016.

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

# **A G E N D A**

Thursday, June 30, 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.

## **FISCAL**

6. **E&G Budget.**
  - a. Approval of FY17 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 3.
  - b. Ratification of the final revenue failures for FY2016 allocations. Page 5.
  - c. Approval of allocation from Cigarette and Tobacco Tax Revenue for OU and OSU. Page 7.
7. **Tuition and Fees.**
  - a. Approval of institutional requests for changes to Academic Services Fees for Fiscal Year 2017. Page 9. (Supplement)
  - b. Approval of FY17 Tuition and Mandatory Fees. Page 11.
8. **Grant.** Acceptance of the Mathematics Success Initiative Grant. Page 13.
9. **EPSCoR.**
  - a. Approval of the contract and allocation of matching funds for the National Science Foundation. Page 17.

- b. Approval of INBRE grant allocations. Page 21.
  - c. Approval of matching funds for NASA EPSCoR projects. Page 23.
  - d. Approval of contract/agreement for facilities. Page 25.
  - e. Acceptance of the 2015 Oklahoma EPSCoR Advisory Committee Annual Report. Page 29. (Supplement)
  - f. Posting of the revised Oklahoma EPSCoR Committee bylaws. Page 35.
10. **Capital.** Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission. Page 41. (Supplement)
11. **Contracts and Purchases.**
- a. Approval of FY-2017 Purchases in excess of \$100,000. Page 43.
  - b. Approval of the ACT agreement for 2016-2017. Page 47.
12. **Investments.** Approval of new investment managers. Page 63.

## **ACADEMIC**

13. **New Programs.**
- a. University of Oklahoma. Approval to offer the Master of Science in Geography and the Graduate Certificate in Nonprofit Management. Page 65.
  - b. Oklahoma State University. Approval to offer the Bachelor of Science in Nursing in Nursing. Page 73.
  - c. Oklahoma State University - Center for Health Sciences. Approval to offer the Graduate Certificate in Forensic Arson and Explosives Investigation. Page 83.
  - d. East Central University. Approval to offer the Master of Management in Management. Page 89.
  - e. Langston University. Approval to offer the Associate in Arts in General Studies. Page 95.
  - f. Northeastern State University. Approval to offer the Bachelor of Science in Applied Physics, the Bachelor of Science in Cyber Security, and the Bachelor of Science in Cell and Molecular Biology. Page 101.
  - g. Northwestern Oklahoma State University. Approval to offer the Certificate in Grief and Bereavement. Page 121.
  - h. University of Central Oklahoma. Approval to offer the Master of Arts in Composition and Rhetoric, the Master of Arts in Creative Writing, the Master of Arts in Literature, and the Master of Arts in Teaching English as a Second Language. Page 127.

- i. University of Science and Arts of Oklahoma. Approval to offer the Bachelor of Arts in Multidisciplinary Studies. Page 151.
  - j. Murray State College. Approval to offer the Associate in Science in International Studies. Page 157.
  - k. Oklahoma State University Institute of Technology. Approval to offer the Associate in Applied Science in Engineering Graphics and Design Drafting Technologies, the Associate in Applied Science in Civil Engineering/Surveying Technology, and the Associate in Applied Science in Manufacturing Technologies. Page 163.
  - l. Seminole State College. Approval to offer the Associate in Applied Science in Physical Therapist Assistant and the Associate in Science in Agriculture. Page 177.
  - m. Redlands Community College. Approval to offer the Certificate in Athletic Trainer, the Certificate in Personal Trainer, the Certificate in Human/Social Services Assistant, the Certificate in Criminal Justice-Corrections, and the Certificate in Criminal Justice-Law Enforcement. Page 189.
14. **Program Deletions.** Approval of institutional requests for program deletions. Page 201.
15. **Policy.**
- a. Approval of revisions to the State Regents' Contractual Arrangements Between Higher Education Institutions and Other Entities policy. Page 205.
  - b. Approval of revisions to the State Regents' Institutional Admission and Retention policy. Page 215.
16. **Policy Exceptions.** Requests for exceptions to the Credit for Prior Learning policy.
- a. Request from Oklahoma State University for approval to transcript credit for prior learning before a student completes 12 credit hours. Page 241.
  - b. **Deleted Item.** Page 243.
  - c. **Deleted Item.** Page 245.
17. **Temporary Assistance to Needy Families.**
- a. Approval of amendments to the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families program. Page 247.
  - b. Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families program pursuant to the contracts with the Department of Human Services. Page 251.

18. **Scholars for Excellence in Childcare.**
  - a. Approval of contract and contract modifications between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Scholars for Excellence in Childcare program. Page 253.
  - b. Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Childcare program pursuant to the contract with the Department of Human Services. Page 265.
19. **Intensive English Programs.** Approval to offer Intensive English Programs. Page 267.
20. **Teacher Education.** Acceptance of Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A, Supplemental Allocation of State Grant Program funds from the U.S. Department of Education. Page 269.
21. **Oklahoma Tuition Aid Grant.** Approval of the 2016-2017 Oklahoma Tuition Aid Grant Award Schedule. Page 273.
22. **Oklahoma Tuition Equalization Grant.** Approval of methodology for distribution of 2016-2017 funding. Page 277.

#### **EXECUTIVE**

23. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 281.
24. **Executive Session.** Page 283.
  - 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**

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

- a. Programs. Program Modifications. Approval of institutional requests. Page 285.
- b. Electronic Delivery. Approval of Northeastern State University's request to offer the Master of Education in Teaching via online delivery. Page 333.
- c. State Authorization Reciprocity Agreement. Ratification of institutional request to participate in the State Authorization Reciprocity Agreement. Page 335.
- d. High School Courses Approved for College Admission. Ratification of approval of high school courses at Epic Charter School for college admission. Page 337.
- e. Agency Operations.
  - (1) Purchasing. Ratification of purchases over \$25,000 to \$99,999. Page 339.
  - (2) Approval of the renewal of the contract for legal services with the Office of the Attorney General for Fiscal Year 2017. Page 341.
- f. Resolutions. Approval of resolutions honoring retiring staff for their service. Page 345.

## **REPORTS**

- 26. **Reports.** Acceptance of reports listed.
  - a. Programs. Current status report on program requests. Page 347. (Supplement)
  - b. Annual Reports.
    - (1) Low-Productivity Programs Report. Page 349.
    - (2) Annual Report on system wide Teacher Education Review. Page 353.
    - (3) Academic Policy Exception Quarterly Report. Page 377.
    - (4) Current Income and Expenditure Report for Oklahoma State Colleges and Universities, Fiscal Year 2014-2015. Page 379.
- 27. **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.
- 28. **Officers.** Election of State Regents' officers for 2016-2017.
- 29. **Recognition.** Recognition of outgoing Chairman Toney Stricklin.

30. **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."
31. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, August 31, 2016 at 10:30 a.m. and Thursday, September 1, 2016 at 9 a.m. at the State Regents Office in Oklahoma City.
32. **Adjournment.**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 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 May 13, 2016 through June 16, 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 May 13, 2016 through June 16, 2016:

- Participated in conference call with Superintendent Joy Hofmeister to discuss the New Skills for Youth grant initiative.
- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Attended and provided remarks at Oklahoma State University – Oklahoma City's commencement ceremony at the State Fair Arena in Oklahoma City.
- Met with Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Speaker-Elect Charles McCall in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Hall of Fame Class of 2016 media announcement and luncheon in Oklahoma City.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Participated in conference call with Senator Clark Jolley to discuss higher education issues.
- Met with Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Attended and chaired EPSCoR Advisory Committee meeting in Oklahoma City.
- Participated in conference call with Western Oklahoma State College (WOSC) President Phil Birdine to discuss higher education issues.
- Attended and chaired Campus Safety and Security Task Force meeting in Oklahoma City.
- Participated in conference call with NextThought President and CEO Ken Parker to discuss higher education issues.
- Attended Oklahoma Business Roundtable Annual Membership Meeting at Southern Hills Country Club in Tulsa.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Provided remarks and served as master of ceremonies for annual State Regents' Employee Recognition Event held at Langston University-Oklahoma City.

- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss OETA.
- Met with University of Oklahoma College of Public Health Dean Gary Raskob in Oklahoma City to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) President David Boren to discuss higher education issues.
- Participated in conference call with Secretary of Education and Workforce Development Natalie Shirley, Secretary of Science and Technology Stephen McKeever, Katie Altshuler, and Jake Yunker to discuss Governor Fallin's fourth annual STEM Summit.
- Participated in Oklahoma Educational Television Authority (OETA) Executive Committee conference call to discuss OETA.
- Met with University of Central Oklahoma (UCO) President Don Betz and Oklahoma City Community College (OCCC) President Jerry Steward in Oklahoma City 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 Southern Regional Education Board (SREB) Executive Committee conference call.
- Met with EPSCoR State Director Jerry Malayer to discuss EPSCoR.
- Attended State Chamber Annual Meeting at the National Cowboy & Western Heritage Museum in Oklahoma City.

Meeting of the  
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**AGENDA ITEM #6-a:**

**E&G Budget.**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #6-b:**

**E&G Budget.**

**SUBJECT:** Approval of reduced FY2016 allocations and authorization to submit revised budgets as required.

**RECOMMENDATION:**

**It is recommended that the State Regents approve revised FY2016 allocations and budget revisions to be submitted to the Office of Management and Enterprise Services in response to the final FY2016 oil gross production revenue shortfalls from funds appropriated to the Oklahoma State Regents.**

**BACKGROUND:**

In response to the declaration of a revenue shortfall by the OMES for the current fiscal year, the Chancellor on December 23, 2015, notified institutional presidents that in accordance with 70 O.S. 2001, §3903(g), institutional allotments of state appropriations would be reduced by an annualized 3.0 percent for the remainder of the fiscal year. On March 3, 2016, a second declaration of revenue shortfall was announced of an additional 4.0 percent cut, bringing the General Revenue failure to a total of 7.0 percent for FY2016.

On February 12, 2016, the Oklahoma Tax Commission notified the Oklahoma State Regents of the expected additional revenue shortfall in the FY2016 oil gross production revolving funds appropriated to the Oklahoma State Regents which results in the need for further budget reductions in the amount of 2.7 percent from the original FY2016 total appropriation of \$963.4 million. These funds are not certified funds so no action was noted on the projected shortfall in the Board of Equalization meeting held on February 16, 2016. On March 9, 2016, the Oklahoma Tax Commission notified the Oklahoma State Regents that the oil gross production revenue projections made in February would not meet expectations for the remainder of the year, subsequently resulting in a second oil gross production revenue failure to be declared in the amount of 0.5 percent. On June 7, the Oklahoma Tax Commission identified that oil gross production revenue collections for April and May would necessitate a third oil gross production revenue reduction equal to 0.28 percent. This reduction ensures that the State Regents for Higher Education maintain allotments equal to the total revenue available for FY'16 while preserving the ability to remit all required debt service payments due in FY'16.

**POLICY ISSUES:**

The recommendation is consistent with Regents' policy and actions.

**ANALYSIS:**

Oil Gross Production

The FY2016 appropriations to the Oklahoma State System of Higher Education included \$47.4 million from both the Higher Education Capital Revolving Fund and the Oklahoma Tuition Scholarship Revolving fund, for a combined total of \$94.7 million. The source of revenue to the two revolving funds was oil gross production proceeds.

Due to the decline in monthly revenue available for allocation from these two revolving funds, the Oklahoma Tax Commission issued revised projections for the remainder of the fiscal year. The Oklahoma Tax Commission's revised final estimates are \$31.3 million to be received from each the two funds, resulting in a shortfall of \$16.1 million to each, with the total shortfall being \$32 million or 3.4 percent from the original FY2016 total appropriation. The final reduction schedule is included and results in an additional reduction of \$4.4 million for the June allotments.

Institutions filed the necessary revisions with the Office of Management Enterprise System as was requested.

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**AGENDA ITEM #6-c:**

**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 \$533,264.56 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$533,264.56 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The fund currently has on deposit \$1,066,529.12. This amount is sufficient for a transfer of \$533,264.56 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 \$67,528,679.07.

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 Total	\$5,704,842.55



Meeting of the  
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**AGENDA ITEM #7-a:**

**Tuition and Fees.**

**SUBJECT:** Approval of institutional requests for changes to Academic Services Fees for Fiscal Year 2017.

**RECOMMENDATION:**

**It is recommended that the State Regents approve all institutional requests for changes to academic services fees for Fiscal Year 2017 as reported in the supplemental schedules.**

**BACKGROUND:**

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

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

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2017 were posted at the State Regents' meeting held March 3, 2016. A public hearing was held on Thursday, April 21 2016 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

**POLICY ISSUES:**

This item is consistent with the State Regents' policy and procedures relating to tuition and student fees.

**ANALYSIS:**

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2017. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by

the institution. Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

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

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

It is recommended that the State Regents approved these institutional requests for changes to academic services fees for Fiscal Year 2017.

(Supplement)

Meeting of the  
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**AGENDA ITEM #7-b:**

**Tuition and Fees.**



Meeting of the  
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**AGENDA ITEM #8:**

**Grant.**

**RECOMMENDATION:**

**It is recommended that the State Regents accept a grant for \$128,000 from the Charles and Lynn Schusterman Family Foundation and the Tulsa Community Foundation to support the Mathematics Success Initiative in FY 2017.**

**BACKGROUND:**

In October 2011, the State Regents adopted a college completion agenda that incorporates Complete College America (CCA) and National Governors Association (NGA) Complete to Compete and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress. Since the State Regents have identified college completion as their number one goal, campuses have exceeded the goal to increase the number of degrees and certificates earned by an average of 1,700 per year to 50,900 by 2023.

However, based on the latest data submitted to CCA, lack of success in mathematics has been identified as a significant barrier. Of the 28.7 percent of community college students enrolled in mathematics remediation only, 63.9 percent complete mathematics remediation and 9.8 percent complete the college-level mathematics course in one year. Of the 18.3 percent of university students enrolled in mathematics remediation only, 66.1 percent complete mathematics remediation and 16.7 percent complete the college-level mathematics course in one year.

In 2013, the Mathematics Success Group was established with recommendations from the Council on Instruction. The Mathematics Success Group consists of 35 mathematics faculty, department chairs, and teacher educators with 7 from research universities, 11 from comprehensive universities, and 17 from community colleges. Also included is the Secondary Mathematics Director from the State Department of Education. To improve retention and graduation rates of all students, the Mathematics Success Group was charged with developing a sustainable strategic plan with the following goals:

- Goal 1: Improve mathematics preparation of students entering college;
- Goal 2: Reform mathematics remediation to be more effective; and
- Goal 3: Strengthen mathematics preparation for all majors.

In 2014, the Mathematics Success Group held a Strategic Plan Implementation meeting to identify priorities and an implementation process using the feedback collected from outside groups. They began work in 2015 on each of the priorities:

1. Hold regular local conversations between high school teachers and college faculty with common agenda including curriculum alignment in mathematics, mathematics and science crossovers, teaching persistence, include business community,
2. Offer 12th grade courses for various levels and in multiple formats,
3. Reform remediation to be more effective by improving vertical alignment within college and offering co-requisites and modules,

4. Improve course placement by using multiple assessments, and
5. Create multiple pathways that are standardized by discipline (see attached document).

### **POLICY ISSUES:**

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

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

### **ANALYSIS:**

In the past, the Charles and Lynn Schusterman Family Foundation (CLSFF) has funded some specific activities related to the Oklahoma Math Success Initiative (OMSI). The work has progressed from the strategic planning phase to the implementation phase and the CLSFF has offered to fund the implementation work for FY 2017.

The State Regents are providing coordination, communication and data resources. The focus is on the following activities:

- Math Success Group (MSG),
- MSG Steering Committee,
- Five (OMSI) work teams,
- Dana Center Mathematics Pathways to Completion Project task force and work teams,
- CCA Corequisite Remediation to Scale Initiative,
- Course Equivalency Project with learning outcomes, and
- Jobs for the Future (JFF) Postsecondary Policy Network and Redesign of Developmental Education Task Force.

Some expertise is being provided by the external organizations, such as Complete College America (CCA), The Charles A. Dana Center, Southern Regional Education Board, and Jobs for the Future. However, embedded mathematics content expertise at the State Regents is needed to assist in efficient and effective communication for daily inquiries and meetings recognizing and leveraging resources across the math related activities. Although the cooperation and participation among faculty have been extraordinarily helpful, faculty speaking directly with faculty adds tremendous value to these activities.

### **Math Facilitator Responsibilities**

- Consult daily with State Regents staff, institutional faculty and external organizations
- Facilitate faculty meetings

- Develop meeting agendas
- Liaison with math professional associations
- Write technical progress reports
- Chair the Math Success Group Steering Committee
- Provide leadership for the Math Pathways Task Force and Corequisite Remediation Work Team
- Support institutional faculty with expertise and materials

**Timeline**

The CCA Corequisite Remediation to Scale began in November 2015 with an Academy for state teams and Oklahoma committed to implementing corequisite models in Fall 2017. The Dana Center Mathematics Pathways to Completion began in November with webinar for state liaisons and Oklahoma is expected to implement a statewide plan with at least two pathways in Fall 2017 and Spring 2018.

State Regents staff has and will continue to coordinate the logistics and respond to the project requirements. However, especially summer and fall 2016 and spring 2017 the focus will be on supporting math faculty on State System groups and all faculty at each institution on implementing reform in math remediation and required college-level courses.

**Deliverables**

Summer 2016

- Facilitate consensus on corequisite models and math pathways to be adopted in Oklahoma
- Convene OMSI work teams for planning
- Participate in JFF Redesign of Developmental Education Task Force meeting
- Review course placement data

Fall 2016

- Provide expertise and resources for regional and institutional corequisite implementation workshops
- Draft implementation plans for high school conversations, 12<sup>th</sup> grade preparation, and course placement

Spring 2017

- Draft implementation plan for the CCA Corequisite to Scale Initiative
- Draft implementation plan for Mathematics Pathways to Completion Project

**Accountability**

The Math Success Initiative, the CCA Corequisite Remediation to Scale and the Dana Center Mathematics Pathways to Completion are directed by Dr. Debra L. Stuart. She will work closely with the Math Faculty Facilitator to ensure effective coordination and that each activity is adequately supported. The Math Faculty Facilitator will have office space and IT support at the State Regents.

**Budget for FY17**

<b>Math Faculty</b>	
Facilitator stipend for 40 days	\$20,000
Travel	\$20,000
<ul style="list-style-type: none"> <li>• In-state travel to State System and regional meetings</li> <li>• In-state to each of the 27 institution at least once</li> <li>• 3 or more national conferences and project meetings</li> </ul>	

<b>Regional and institutional meetings to implement corequisite, mathways, 12<sup>th</sup> grade course, and course placement</b>	
Refreshments	\$12,000
Consultants	\$10,000
Stipends for institutional travel	\$16,000
<b>Team out-of-state travel</b>	
Registrations for national conferences	\$5,000
Travel expenses	\$45,000
<ul style="list-style-type: none"> <li>• Jobs for the Future State Postsecondary Policy Network—4 team members twice annually (4 X \$3,500 X 2 =\$28,000)</li> <li>• 3 or more national conferences for groups of faculty (\$19,000)</li> </ul>	
<b>Total</b>	<b>\$128,000</b>

It is recommended that the State Regents accept a grant for \$128,000 from the Charles and Lynn Schusterman Family Foundation and the Tulsa Community Foundation to support the Mathematics Success Initiative in FY 2017.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #9-a:**

**EPSCoR.**

**SUBJECT:** Approval of the contract and allocation of matching funds for the National Science Foundation

**RECOMMENDATION:**

**It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of \$800,000 for this program for FY 2017.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning June 1, 2013 in the amount of \$20 million. The grant application provides a matching commitment of \$800,000 per year from the Oklahoma State Regents of Higher Education.

The award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty; and
- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of climate research. The award, “Adapting Socio-ecological Systems to Increased Climate Variability,” will facilitate research and learning opportunities for college faculty, college students and K-12 students. The NSF award is a multi-institutional collaborative project that includes researchers from Oklahoma State University, The Samuel Roberts Noble Foundation, the University of Oklahoma and the University of Tulsa.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for the third year of the award.

**Agreement Between the  
Oklahoma State Regents for Higher Education  
and  
Oklahoma State University  
Pertaining to  
Experimental Program to Stimulate Competitive Research**

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 30th day of June 2016.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to provide matching funds for this project; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

- 1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to \$800,000 for the period of June 1, 2016 through May 31, 2017. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.
- 2) OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:
  - a. The Principal Investigator (PI) shall have final budget authority for all expenditures of State Regents matching funds.
  - b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.
  - c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.
  - d. A no-cost extension may be requested for any unspent funds at the end of this agreement.

- e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.
- 3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.
- 4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University

Oklahoma State Regents for Higher Education

By: \_\_\_\_\_  
Vice President for Research

By: \_\_\_\_\_  
Chancellor

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #9-b:**

**EPSCoR.**

**SUBJECT:** Approval of INBRE grant allocation.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an allocation of \$500,000 to participating universities for the second year of the National Institutes of Health INBRE (“Oklahoma IDeA Network of Biomedical Research Excellence”) grant award.**

**BACKGROUND:**

The Institutional Development Award (IDeA) program broadens the geographic distribution of National Institutes of Health (NIH) funding. The program fosters health-related research, enhances the competitiveness of investigators, and provides statewide research infrastructure in states for which the aggregate success rate for applications to NIH has historically been low. The IDeA program increases the competitiveness of investigators by supporting faculty development and statewide research infrastructure enhancement at institutions in 23 states and Puerto Rico, which includes Oklahoma. The NIH IDeA program is similar in many respects to the National Science Foundation’s EPSCoR program. In May 2014, The University of Oklahoma Health Sciences Center successfully competed for and was awarded an IDeA renewal award for \$18.6 million to continue the “Oklahoma IDeA Network of Biomedical Research Excellence” (INBRE) program through the year 2019. The INBRE application included a letter of endorsement from the Chancellor with a commitment of \$500,000 per year for INBRE activities upon funding by the NIH. The primary goal of the Oklahoma INBRE Program is to establish a statewide biomedical research network between various primarily undergraduate, community college, and research-intensive institutions. INBRE funds research programs for faculty and students at ten campuses in Oklahoma: Southeastern Oklahoma State University, Northeastern State University, Langston University, the University of Central Oklahoma, Cameron University, Southwestern Oklahoma State University, Oklahoma City Community College, Comanche Nation College, Redlands Community College, and Tulsa Community College. The INBRE program also funds interdisciplinary science curriculum development to modernize and upgrade the educational opportunities for students at the undergraduate campuses.

**POLICY ISSUES:**

This section is consistent with State Regents’ policy and actions.

**ANALYSIS:**

State Regents’ funding has greatly expanded the INBRE network to include more institutions in the NIH-funded Oklahoma INBRE program. While the six primarily undergraduate campuses and four community colleges cited above are formally included in the INBRE network, five other campuses have

only been able to participate due to support by the State Regents. These include East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. State Regents' funds are requested to be continued for the following INBRE initiatives for institutions both within and outside of the INBRE network as follows: 1) support of one-year research and equipment grants submitted by faculty. These applications are subjected to rigorous peer-review by a panel of biomedical research experts from throughout the state and only those judged to be highly meritorious are eligible for funding. 2) Support to add additional students to the ongoing INBRE undergraduate summer research program. 3) Assistance in recruiting new science, technology, engineering and math (STEM) faculty with active research programs to Oklahoma. 4) Support for grant writing and interdisciplinary curriculum development.

State Regents' funding will further enhance the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improve the science curriculum and STEM education offered to undergraduate students, encourage students to consider STEM careers, and enhance the biomedical research pipeline in the state of Oklahoma. The requested funds will extend State Regents' support for INBRE activities during the third year of the five-year award for the 2016-2017 academic year.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #9-c:**

**EPSCoR.**

**SUBJECT:** Approval of matching funds for NASA EPSCoR projects.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$163,000 to the University of Oklahoma for NASA EPSCoR projects.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

In February 2014, the State Regents committed \$150,000 in matching funds for a three-year Research Infrastructure award from the NASA EPSCoR program for the proposal "*Radiation Smart Structures with H-rich Nanostructured Multifunctional Materials.*" In September 2014, the proposal submitted by the University of Oklahoma was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the third year of this award.

In March 2015, the State Regents committed \$150,000 for a three-year award through the 2015 NASA Cooperative Agreement Notice. In June 2015, the proposal, *Extracting the Photonic Spectrum for the Long-Range Exploration of Space: A Hybrid Photovoltaic Photon Upconversion and Biological System for Energy Production and Life Support*, was selected for funding in the amount of \$750,000 from NASA EPSCoR. It is recommended that the State Regents approve the allocation of \$50,000 for the second year of this award.

Also in March 2015, the State Regents committed \$189,000 for a three-year award through the NASA EPSCoR Research Infrastructure Development Program. The proposal was selected for funding in the amount of \$375,000 from NASA EPSCoR. It is recommended that the State Regents approve the allocation of \$63,000 for the second year of this award.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #9-d:**

**EPSCoR.**

**SUBJECT:** Approval of contract/agreement for facilities.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the FY 2017 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2016.**

**BACKGROUND:**

The INBRE Sponsored Program Coordinator is housed in the State Regents' office facilities, which are leased from the University of Oklahoma Health Sciences Center. The INBRE administration utilizes space designated for one INBRE office. The purpose of this agreement is to expense the cost of the administrative facilities to the University of Oklahoma Health Sciences Center.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

This request for approval serves to formalize the attached agreement with the State Regents and the Board of Regents of the University of Oklahoma. The attached agreement outlines the costs that are being charged to the University of Oklahoma Health Sciences Center, including square footage and telecommunication services.

## MEMORANDUM OF AGREEMENT

### Between the Oklahoma State Regents for Higher Education and the Board of Regents of the University of Oklahoma

This agreement, effective July 1, 2016, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

WHEREAS, OU and the OSRHE are partners in Oklahoma IDeA Network of Biomedical Research Excellence (INBRE), an enterprise dedicated to improving federal funding support for Oklahoma institutions of higher education; and

WHEREAS, OU and the OSRHE both desire to provide adequate resources, including mutually convenient office space, to support Oklahoma INBRE and its related initiatives; and

WHEREAS, OU and the OSRHE have both committed significant staff resources to Oklahoma INBRE; and

WHEREAS, OU wishes to help defray some of the costs incurred in housing INBRE in exchange for continued opportunities to utilize space the OSRHE have dedicated to Oklahoma INBRE;

IN CONSIDERATION WHEREOF, the OSRHE and OU agree as follows:

1. The OSRHE will dedicate, from space it currently leases from OU, one office for INBRE use.
2. One person identified to the OSRHE by OU will have full access to the designated space for the conduct of INBRE business and will, at all times, be subject to the same rules and requirements of tenants within the OSRHE space.
3. OU will pay to the OSRHE the amount of \$464 per month as per the attached supplement.
4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and OU.
5. This Agreement will terminate June 30, 2017, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.
6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

**OKLAHOMA STATE REGENTS FOR  
HIGHER EDUCATION**

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Signature

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Printed Name

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Title

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Date

**BOARD OF REGENTS OF THE  
UNIVERSITY OF OKLAHOMA**

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Signature

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Printed Name

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Title

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Date

**Memorandum of Agreement Supplement  
Between the University of Oklahoma Board of Regents  
and the Oklahoma State Regents for Higher Education**

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma INBRE according to the following schedule for the period of July 1, 2016 to June 30, 2017:

	Square Footage	Term Cost 7/1/16 - 6/30/17 \$16.00 sf
Dawn Hammon office	228	3,648.00
Central Services		1,500.00
OneNet		180.00
Parking		240.00
<b>Annual Cost</b>		<b>\$5,568.00</b>
<b>Monthly Cost</b>		<b>\$464.00</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #9-e:**

**EPSCoR.**

**SUBJECT:** Acceptance of the 2015 Oklahoma EPSCoR Advisory Committee Annual Report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the 2015 Oklahoma EPSCoR Advisory Committee Annual Report.**

**BACKGROUND:**

In July 2000, the Oklahoma Experimental Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

During 2015, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, and the National Aeronautics and Space Administration. The attached report provides detailed information on Oklahoma's participation in each of these programs. The report includes examples of accomplishments and areas of activity. In addition, specific examples of Oklahoma research accomplishments funded by the National Aeronautics and Space Administration, and taken from their 2015 highlights publication, are attached for information.

**Annual Report of EPSCoR/IDeA Activities - 2015**  
**Submitted to Oklahoma State Regents for Higher Education**  
**By the Oklahoma EPSCoR Advisory Committee**

Oklahoma's EPSCoR/IDeA Program remained robust in 2015, participating in federal EPSCoR/IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, and the National Aeronautics and Space Administration.

**State EPSCoR Advisory Committee**

In an effort to broaden representation and participation of Oklahoma's diverse communities in higher education, science and engineering, and business, we have begun an expansion of the EPSCoR Advisory Committee from 18 to 24 members.

In the fall of 2014, a subcommittee of the EPSCoR Advisory Committee was appointed by the Chancellor to begin a thorough review of Oklahoma's EPSCoR programs, including the organization and operational practices of the State Committee and State Director. This review and planning process was completed in 2015, resulting in approximately 35 specific recommendations. Implementation strategies have been developed across several domains of activity, including improvement of national engagement and visibility, facilitating the execution of the state's science and technology strategic plan, program structures, networking and support for researchers across the state, and proposal development processes.

Several of the recommendations arising from the review of Oklahoma's EPSCoR programs involved specific areas of the Committee By-Laws. A subcommittee of the EPSCoR Advisory Committee was appointed by the Chancellor to begin a thorough review of the Committee By-Laws to assure these properly reflect proposed modifications to Committee activities, goals and objectives. Proposed revisions will be presented for approval to the Oklahoma State Regents for Higher Education in 2016.

Oklahoma again competed successfully in major EPSCoR/IDeA grant competitions and participated in the following federal EPSCoR/IDeA or equivalent programs during 2015:

**National Science Foundation**

Dr. Raymond Huhnke was approved in June 2015 as the new Program Director for Oklahoma NSF EPSCoR. Dr. Huhnke led the previous successful Research Infrastructure Improvement Award Track-1 effort in biofuels and is an experienced and respected leader for our science and technology program efforts.

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The five-year program theme is "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma". This project will continue our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma.

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of

underrepresented minorities, with emphasis on the current RII science theme where appropriate. A partnership between Oklahoma EPSCoR and the Oklahoma Museum Network provided funds for over 12,000 K-12 students across our state (many from rural areas) to visit one of the five science-based museums in Oklahoma. Oklahoma EPSCoR outreach programs (2008-2014) have reached more than 41,000 individuals, including 23,250 K-12 students, 860 K-12 teachers, 9,103 university students, and 2,421 university faculty members. The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma's 13 public universities).

### **National Institutes of Health**

The National Institutes of Health (NIH) administers two programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program.

IDeA Network of Biomedical Research Excellence (INBRE): A five-year, \$18.4 million renewal of the Oklahoma INBRE program began in the summer of 2014.

NIH INBRE researchers have improved the understanding of the pathogenesis of neonatal E. coli septicemia that affects thousands of newborns each year. The team is developing novel prevention and treatment modalities against the disease. Research has demonstrated that neonatal clinical E. coli isolates show differences in their intestinal invasion ability, and that highly invasive isolates are genetically different from those with low invasion properties. These results have been recently published. (Susana Chavez-Bueno, PI, University of Oklahoma Health Sciences Center)

NIH INBRE and COBRE researchers continue to develop therapies for cancer, one of the top health issues in the U.S. and the state of Oklahoma. Investigators are researching how to suppress cancer cell viability through various interactions. (Danny Dhanasekaran and Wei-Qun Ding, PIs, University of Oklahoma Health Sciences Center)

An NIH INBRE-funded project is working to reduce hospital stay and increase quality of life for people with spinal cord injuries. Intelligent models through a novel phone app are being developed that could classify whether a given wheelchair tilt and recline setting would be favorable for an individual to reduce pressure ulcer risk. (Jicheng Fu, PI, University of Central Oklahoma)

NIH INBRE researchers are examining the development of new drugs to treat malaria, a neglected tropical disease that causes about 515 million cases each year killing 1-3 million people. Current US military personnel remain susceptible to malaria. The result of in vivo studies on some compounds has revealed that there can be potential anti-fungal drug candidates. (M.O. Faruk Khan, PI, Southwestern Oklahoma State University)

NIH INBRE investigators are researching low-cost production of large quantities of a potentially important new clot-buster for stroke victims. Every year in the United States, more than 795,000 people suffer from stroke with 150,000 deaths from stroke. Using an alternative plant seed-based platform, the team is working to produce active, safe and inexpensive therapies. Research has shown that properties in tobacco leaves and seeds significantly dissolves human blood clots. (Kevin Wang, PI, Northeastern State University)

Centers for Biomedical Research Excellence (CoBRE): At the beginning of 2015, Oklahoma was the recipient of seven CoBRE grants with aggregate value over \$70 million. These were distributed at the University of Oklahoma Health Sciences Center, two at the Oklahoma Medical Research Foundation, one

at OU-Norman, and one at OSU in the Center for Veterinary Health Sciences, and frequently involve collaboration among the institutions.

NIH investment in the Vision Research COBRE has contributed to enhanced knowledge and the translation of that knowledge to better treat and prevent debilitating and blinding eye diseases. Using the eye as a model of disease, much of the research had been made immediately applicable to more generalized areas of disease. (Robert Anderson, PI, University of Oklahoma Health Sciences Center)

NIH COBRE research in diabetes is focusing on pathogenesis of neurodegeneration and neuroprotective genes in the retina. Photoreceptor degeneration has been found in many blinding diseases. Using gene knockout animal models and molecular biology approaches such as microarray, proteomics, yeast-two-hybrid system and gene delivery, the team is identifying genes responsible for the degeneration. (Jian-Xing Ma, PI, University of Oklahoma Health Sciences Center)

IDEA Clinical and Translational Research (OSCTR): In 2014, Oklahoma received a new five-year, \$20.3 million OSCTR award to support clinical and translational research to improve health and healthcare for underserved and underrepresented populations, and all citizens. The OSCTR leveraged a \$14.8 M award from the Agency for Healthcare Research and Quality to disseminate best practices to reduce cardiovascular disease throughout Oklahoma in partnership with 300 physicians and clinics throughout Oklahoma and enhance best practices in rural communities.

### **National Aeronautics and Space Administration**

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. In 2012, Oklahoma again competed successfully for support for its RID core, receiving \$125,000 annually for 3 years (through 2016). The University of Oklahoma is the lead institution with Oklahoma State University and Tulsa University serving as research partners. The OSRHE approved matching funds of \$63,000 annually. The aggregate funding for this program from federal, university and OSRHE sources totals approximately \$750,000.

The NASA EPSCoR Cooperative Agreement Notice (CAN) for Research Awards solicits topic-specific proposals addressing high-priority NASA research and technology development needs. Awards are up to \$750,000 for a three-year performance period.

In 2015 a new proposal entitled: “A Hybrid Photovoltaic Up/Downconversion and Biological System for Extended Space Flight”, a multi-institutional effort led by Dr. Parameswar Hari of the University of Tulsa, was submitted to the NASA EPSCoR program, and has received approval for funding at \$250,000 per year for 3 years (2015-2018). The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award.

In April 2014 a new proposal entitled: “Radiation Smart Structures with H-rich Nanostructured Multifunctional Materials”, a multi-institutional effort led by Dr. Ranji Vaidyanathan of Oklahoma State University, was submitted to the NASA EPSCoR program, and in June received approval for funding at \$250,000 per year for 3 years (2014-2017). The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award.



## **Five-Year Return on Investment**

Since FY 2011, the Oklahoma State Regents for Higher Education have invested nearly \$7.5 million for EPSCoR projects. University participants in Oklahoma EPSCoR programs over this time period have invested \$825,000 towards EPSCoR projects in Oklahoma. The five-year award total for Oklahoma EPSCoR is approximately \$129 million in aggregate funding.

## **Future Outlook**

Oklahoma continues at the highest levels of funding among the EPSCoR/IDeA states in virtually all of the national EPSCoR or EPSCoR-equivalent programs. One of major program grants, the NSF RII Track-1, is in place through 2018; another major grant, the IDeA INBRE is in place through 2019. The new major grant, OSCTR, is in place through 2019 also. With the continued support of the State Regents, Oklahoma EPSCoR/IDeA is poised to continue as one of the key components of Oklahoma's research and development portfolio, enhancing both economic development and educational opportunities for our students.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our state. We are focusing on distinct opportunities for a new, bolder and more strategic approach toward the EPSCoR/IDeA framework that can propel Oklahoma to significant new levels of achievement in research, development, and education, resulting in a substantially enhanced translation of outcomes into practicable assets for sustained economic development.

The budget outlook for EPSCoR/IDeA for FY 2017 and beyond is reasonably stable. There appeared to be some progress in Federal budget negotiations in late 2014 and 2015. There is strong support for EPSCoR in Congress and we hope to maintain level funding in the programs. We actually saw an increase in funding for the IDeA program at NIH, thanks to efforts of Congressman Cole and others in support of the value of the program to Oklahoma and other eligible states. It should be kept in mind that aggregate funding for EPSCoR programs across all federal agencies amounts to less than 1 percent of the nondefense R&D budget.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #9-f:**

**EPSCoR.**

**SUBJECT:** Posting of the revised Oklahoma EPSCoR Advisory Committee Bylaws.

**RECOMMENDATION:**

**It is recommended that the State Regents post the revised Oklahoma EPSCoR Advisory Committee Bylaws.**

**BACKGROUND:**

70 O.S. 2001, §3230.1 et seq. establishes the Oklahoma EPSCoR Advisory Committee (Committee) as an advisory committee to the State Regents. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

Several federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally-sponsored research. Among those federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration and the United States Department of Agriculture. Oklahoma is one of 23 states that participate in a program at one or more federal agency.

Committee bylaws were initially approved by the State Regents in 2003. The revised Committee Bylaws will provide for more efficiency and clarity in the operations of the Committee.

**ANALYSIS:**

The attached revised Committee Bylaws provide formalized guidelines reflective of current Oklahoma statutes establishing the Committee and its purpose. In addition, the Bylaws provide specific language relevant to membership terms, meeting quorums and the appointment of subcommittees not defined in statute. The revised Committee Bylaws are presented with the approval of the Committee.

## **Oklahoma EPSCoR Advisory Committee Bylaws**

### **ARTICLE I – IDENTIFICATION**

#### **Section 1. Committee:**

As codified at Title 70, Okla. Stat., Sections 3230.1 through 3230.4, the Oklahoma EPSCoR Advisory Committee (Committee) is an advisory body to the Oklahoma State Regents for Higher Education (OSRHE), which is the funding agency for the State share of matching requirements for the initiatives known as the Experimental Program to Stimulate Competitive Research (EPSCoR) and the Institutional Development Award (IDeA) Program. The Committee is advisory only in nature and provides recommendations on EPSCoR and IDeA programs to the OSRHE.

#### **Section 2. Offices:**

The Committee offices are located at the office of the OSRHE in Oklahoma City.

### **ARTICLE II – PURPOSE, DUTIES AND RESPONSIBILITIES**

#### **Section 1. Statement of Purpose:**

The purpose of the Committee is, through a consortium of higher education institutions, independent research entities, and industry and state government organizations, to enhance scientific and engineering research, development, and related education at universities in the State of Oklahoma and thereby to enhance the success of Oklahoma researchers in federal award competitions and contribute to sustained economic development within the State.

#### **Section 2. Powers:**

The Committee shall recommend to the OSRHE research projects requiring State matching funds and other research and systemic initiatives consistent with the purpose of the Committee, and as requested by the OSRHE.

The Committee shall also achieve the purpose stated in Article II, Section 1 by:

- a. Promoting cooperative research efforts among public and private universities and research foundations in Oklahoma;
- b. Identifying niche and emerging opportunities for research and development;
- c. Promoting private sector involvement in university research and encouraging technology transfer;
- d. Promoting human resource development in science and engineering within The Oklahoma State System of Higher Education;
- e. Selecting specific research projects for submission in response to solicitations by EPSCoR Programs administered by federal agencies, which include but are not limited to the National Science Foundation (NSF), the Department of Defense (DoD), the Environmental Protection Agency (EPA), the Department of Energy (DoE), the National Aeronautics and Space Administration (NASA), the United States Department of Agriculture (USDA), and the National

Institutes of Health (NIH) (including the NIH IDeA Program), except as outlined by agency guidelines;

f. Cultivating broad-based support for scientific research and education and State government policies that support increased competitiveness;

g. Working collaboratively with the Governor's Council on Science and Technology (it is desirable for a member of the Governor's Council on Science and Technology to serve on the Committee);

h. Appointing the State Director; and

i. Undertaking other efforts as appropriate.

### **ARTICLE III – COMMITTEE**

#### **Section 1. Membership:**

The Committee shall be composed of voting members appointed in accordance with Title 70, Okla. Stat., Sections 3230(A), (B) and (C). With respect to any member appointed by the OSRHE, the OSRHE shall have the authority, in its sole discretion, to remove or to replace that member prior to the expiration of that member's term. Members shall serve three-year terms and, with the exceptions of the chief research officers from the three research universities, shall not serve more than two consecutive terms. Terms shall begin on January 1 and end on December 31. The Committee shall be appropriately diverse to ensure effective representation across institutions, disciplines, and gender, race and ethnicity. Members who miss more than one-half of the scheduled meetings within a 12-month period will be removed from the Committee, though reinstatement is possible at the discretion of the Committee.

#### **Section 2. Committee Chair:**

The Chancellor of the OSRHE shall serve as the Chair of the Committee with voting rights.

### **ARTICLE IV – MEETINGS**

#### **Section 1. Time:**

Meetings of the Committee shall be held at the discretion of the Chair or whenever any five members so request. At a minimum, the Committee shall meet twice a year, though normally, four or five meetings are held per year.

#### **Section 2. Quorum:**

One-half plus one of the total membership, not including any vacant membership, shall constitute a quorum for the transaction of business of the Committee and all other formally established sub-committees.

Members should attend meetings in person whenever possible, but may also attend by video or telephone (though doing so should be the exception). Members participating by video or teleconference shall count for the purpose of constituting a quorum. Members are expected to minimize repeated absences and participate fully in all Committee activities.

At any time that a member cannot attend a meeting, he or she may designate an alternate representative by informing the Chair on or before the day of the meeting. The alternate may participate in discussions but shall have no voting rights and shall not be included in constituting a quorum. Such substitutions should occur only occasionally and be the exception.

**Section 3. Minutes:**

The Committee shall keep minutes of its meetings, the originals of which shall be kept at the office of the OSRHE.

**Section 4. Conduct of Meetings:**

The meetings of the Committee shall be conducted according to Robert's Rules of Order.

**ARTICLE V – EXECUTIVE SUBCOMMITTEE AND STRATEGIC PLAN**

There shall be an Executive Subcommittee of the Committee, which shall consist of the Chair and four additional members appointed by the Chair, who shall also serve as chair of the Executive Subcommittee. The terms of the members of the Executive Subcommittee shall be determined by the Chair. Members of the Executive Subcommittee may be removed or replaced prior to the expiration of that member's term by the Chair. Members' service on the Executive Subcommittee shall not extend beyond their term of Committee service.

The Executive Subcommittee shall have four main purposes. First, it is empowered to act on behalf of the full Committee when the timing of a required decision, or other circumstances, make difficult or impossible the convening of the Committee. Second, it will oversee the development of a Strategic Plan for executing the Purpose, Duties and Responsibilities of the Committee. The goals of the Strategic Plan shall include but not be limited to improving the national engagement and visibility of the Committee and its activities; developing a focus on investment in key topics of interest to the State of Oklahoma which will be sustained over ten, twenty or more years; promoting a culture that moves beyond incremental thinking into transformative thinking; and working with institutional leaders to cultivate future leaders, ensure continuity, and promote the strongest possible Oklahoma EPSCoR/IDeA programs. The Executive Subcommittee shall review and update the Strategic Plan annually, and shall provide to the Committee a report regarding its review and update by July 1 of each year, after which it shall be submitted to the OSRHE. Third, for the purpose of selecting projects for submission to agencies designated in Article II, Section 2(e), where the number of proposals is limited on a statewide basis and/or where the agency solicitation identifies the Committee as the body charged to recommend proposals from within the State, the Executive Subcommittee shall make project recommendations to the Committee for approval. The Executive Subcommittee may consult members of the Committee and/or others whose expertise may be helpful in project identification, especially the State Director and Agency Leads (as defined in Article VII). Fourth, the Executive Subcommittee shall determine and provide to the Chair the metrics and materials on which the Chair's annual evaluation of the State Director shall be based, as provided in Article VII.

**ARTICLE VI – OTHER SUBCOMMITTEES**

Subcommittees may also be appointed for other purposes. The members shall be named by the Chair.

**ARTICLE VII – STATE DIRECTOR**

The EPSCoR and IDeA programs in Oklahoma are overseen by a part-time State Director, who has overall responsibility for the success and effectiveness of those programs as well as other programs

identified in Article II, Section 2. The State Director is recommended for approval by the Committee, with concurrence of the Chair, to the OSRHE, and shall serve at the pleasure of the Committee and the OSRHE. By December 1 of each year, the State Director will be provided an annual written performance evaluation by the Chair, in consultation with the Committee. The evaluation shall be based on the metrics and materials determined by the Executive Subcommittee and provided to the Chair no later than the preceding October 1 of each year; the Chair may amend or add to these metrics and materials. In the event the State Director is deemed to not be meeting performance expectations, the Chair may take appropriate action, with approval of the Committee and the OSRHE.

The State Director shall not be the lead grantee, project director or principal investigator of any EPSCoR or IDeA grant. The State Director shall appoint, with an affirmative vote of the Committee, Agency Leads of specific agency EPSCoR and IDeA programs (e.g., Oklahoma NSF EPSCoR Director, Oklahoma NASA EPSCoR Director, etc.) as deemed necessary and appropriate. These Agency Leads are accountable to the State Director, and through the State Director to the Committee. The responsibility of the Agency Leads consists of working with the State Director to steward all aspects of associated agency-related programs within Oklahoma. These Agency Leads may also be the lead grantee, project director or principal investigator of any EPSCoR or IDeA grant.

The State Director shall consult regularly with the Agency Leads, the Executive Subcommittee, and the Committee as a whole. The State Director shall provide quarterly reports to the Chair on the operations of the Committee, the Agency Leads, and the Executive Subcommittee, including but not limited to grant proposals, the status of existing grants, personnel issues, and the Strategic Plan. The State Director shall organize and facilitate an annual presentation to the Committee by all lead grantees/principal investigators of existing projects.

To the extent allowed by agency and institutional documents, guidelines or rules governing an existing project and in accordance with any relevant contracts or memorandums of understanding, the State Director or the relevant Agency Lead, may bring to the Committee a recommendation for removing and/or replacing a lead grantee/project director/principal investigator when deemed beneficial to the overall goals of the EPSCoR and/or IDeA Programs in Oklahoma. The Committee will determine the appropriate course of action, including but not limited to consulting with the Grantee Institution regarding options available and working with the Grantee Institution and associated funding agency to effect positive change. The State Director shall maintain strong lines of communication with all Agency Leads. By July 1 of each year, the Agency Leads will be provided an annual written performance evaluation by the State Director. The evaluation shall be based on metrics and materials determined by the State Director and provided to the Agency Leads no later than the preceding May 1 of each year. The outcomes of these evaluations shall be presented to the Committee by the State Director as part of the annual presentation described above, with an executive session utilized as necessary. The State Director, in consultation with the Committee, may recommend replacement of Agency Leads when deemed beneficial to the overall goals of the Oklahoma EPSCoR or IDeA Programs. Such replacement will be affirmed by the Committee.

## **ARTICLE VIII – ANNUAL REPORT**

By July 1 of each year, the Committee will submit an annual report of its activities for the preceding year to the OSRHE.

Only the OSRHE may alter, amend or repeal these bylaws and adopt new bylaws.

Approved \_\_\_\_\_, 2016





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #10:**

**Capital.**

**SUBJECT:** Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2017-2025 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.**

**BACKGROUND:**

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901) and revised in 2014. Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next eight years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next eight years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

**POLICY ISSUES:**

None.

**ANALYSIS:**

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 645 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately \$4.94 billion for the eight-year period.

*Supplement*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #11-a:**

**Contracts and Purchases.**

**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

Core

- 1) University of Missouri, Great Plains Network in the amount of \$162,577.00 to purchase annual membership fees, network fees and Internet II connection fees. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the National Research and Education infrastructure, including Internet II, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).
- 2) Xerox Corporation in the amount of \$102,515.72 for the FY17 lease on the production copiers in Central Services. (Funded from 210-Core).
- 3) EBSCO in the amount of \$112,000.00 for annual subscription services to Academic Search Premier database. The subscription will provide access to the Academic Search Premier databases to all public colleges and universities in Oklahoma. (Funded from 210-Core).

- 4) Ellucian in the amount of \$144,167.00 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software. Banner is the agency accounting and HR system. (Funded from 210-Core).
- 5) United States Postmaster in the amount of \$112,900.00 to cover the OSRHE annual postage charges for FY17. (Funded from 210-Core).

#### OCAP

- 6) Navient Solutions Incorporated in the amount of \$2,855,000.00 for the use of an integrated software system and services for administering student loans, portfolio management and claims review services for the Oklahoma College Assistance Program. (Funded from 701-OCAP).
- 7) Student Assistance Corporation in the amount of \$252,000 to provide federally required Federal Family Education Loan Program (FFELP) default aversion services performed on behalf of OCAP (Funded from 701-OCAP).
- 8) United Student Aid Funds, Inc. in the amount of \$875,000.00 to provide student grace period and cohort management services on both Federal Direct and FFELP loans to certain state system schools and state technology schools with the most recently published 3-year cohort default rates in excess of 10%, with the goal of reducing the cohort default rates for these schools (Funded from 701-OCAP).

#### OneNet

- 1) Sudden Link in the amount of \$140,550.00 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).
- 2) Indian Nations in the amount of \$527,700.00 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).
- 3) Windstream Oklahoma, LLC in the amount of \$683,827.00 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).
- 4) Skyriders in the amount of \$263,988.00 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).
- 5) Dobson Technologies Transport in the amount of \$454,996.00 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).

- 6) Cross Cable Television, LLC in the amount of \$211,610.00 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 7 I 8-OneNet).
- 7) Cox Communications in the amount of \$1,521,441.00 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 7 I 8-OneNet).
- 8) Vyve Broadband LLC in the amount of \$146,861.18 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 7 I 8-OneNet).
- 9) American Telephone and Telegraph Corporation in the amount of \$7,084,759.58 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).
- 10) University of Indiana in the amount of \$322,291.43 for network monitoring services provided by the Global Research Network Operating Center (GNOC). The cost of these monitoring services will be recovered from OneNet user fees. (Funded from 718-OneNet).
- 11) Pioneer Long Distance Incorporated in the amount of \$326,310.00 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).
- 12) Vendor to be determined in the amount of \$250,000.00 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network. (Funded from 718-OneNet).
- 13) AtLink in the amount of \$142,000.00 to upgrade the Federal Communication Commission's (FCC) licensed microwave equipment at end of service life with new FCC licensed wireless Ethernet transmission equipment, spares and training of OneNet staff at the Ardmore, Velma, Newcastle, and Lexington agency towers to provide internet transport to OneNet customers. (Funded from 718-OneNet).

#### Endowed Chairs Program

- 14) Mercer in the amount of \$356,000.00 for FY17 investment consulting services. (Funded from 707-Endowed Chairs Program).

Multiple Funds

- 15) University of Oklahoma Health Sciences Center in the amount of \$822,992.04 for the FY17 lease of office space located at 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma. (Funded from 210-Core, 701-OCAP and 718-OneNet).
  
- 16) Bank of America in the amount of \$110,000.00 for FY17 P-Card charges for various department. This is not the amount spent just encumbered funds for possible purchases. (Funded from 210-Core, 430-College Access, 701-OCAP, 718-OneNet, 720-OCAN and 730-GEAR UP).

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #11-b:**

**Contracts and Purchases.**

**SUBJECT:** Approval of ACT Agreement for 2016-2017.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the 2016-2017 ACT Agreement.**

**BACKGROUND:**

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (OK EPAS) as a student preparation initiative since 1993. Beginning with four school districts in the 1993 pilot, OK EPAS has now grown to include over 98 percent of Oklahoma's public schools, 70 private schools and one Bureau of Indian Affairs school; 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attend a school that participates in OK EPAS.

Each district voluntarily participates in OK EPAS, over and above the state's required testing for K-12 education. With ACT's retirement of the EXPLORE and PLAN assessments, OK EPAS will now consist of the PreACT and the ACT. The new PreACT assessment will provide early monitoring of students' college readiness and continued longitudinal data. OK EPAS is the only assessment system in the state that provides feedback to the student, parents and educators relative to college benchmarks.

**POLICY ISSUES:**

OK EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents' policy action to raise admissions standards in the 1990's. State Regents' OK EPAS involvement was deepened by their action to reallocate social justice resources to support an office of student preparation in 2000 as the primary State Regents' social justice focus for providing access to college through academic preparation. OK EPAS continues to be a valuable tool for Oklahoma middle and high school students and their parents and educators.

Continuing support of OK EPAS is consistent with State Regents' social justice policy and goals, the State Regents Public Agenda goals, and supports the early intervention component of the federal GEAR UP program. OK EPAS is the foundation of State Regents K-16 student preparation efforts.

**ANALYSIS:**

A copy of the agreement is attached.

Attachment

**Agreement Between  
ACT, Inc. and Oklahoma State Regents for Higher Education**

This Agreement is executed by and between ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, (hereinafter "ACT") and the Oklahoma State Regents for Higher Education (herein after "OSRHE" or "Customer"), 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104.

**RECITALS**

OSRHE recognizes, as a matter of social justice, the need to foster, support, and engage in programs founded on the principle of equity of access to ensure that students receive information about college expectations and are provided the necessary interventions to assist them to meet these expectations early and at developmentally appropriate points in time during their pre- collegiate education.

ACT shares OSRHE's belief that assisting students to plan and prepare early for their after-high-school education and career objectives increases the likelihood that students will both enroll and perform successfully in the postsecondary education studies that they pursue.

To accomplish OSRHE's vision of maximizing the number of Oklahoma students prepared to succeed in their after-high-school pursuits, OSRHE seeks to implement, in collaboration with ACT, the PreACT™ assessment, solely available through ACT.

**TERMS AND CONDITIONS**

Customer is placing an order for certain PreACT™ Assessments and Services. The following Terms and Conditions, along with the Order Information, Delivery Requirements, the ACT Privacy Policy, and all Exhibits attached hereto are terms of a legal agreement (collectively, the "Agreement") between the Customer and ACT, Inc. ("ACT"). Subject to the terms and conditions of this Agreement, ACT agrees to provide Customer with the Assessments and Services.

**1. Definitions**

- i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.
- ii. "Assessments" means any PreACT booklets, answer folders, and score reports.
- iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.
- iv. "Customer" means the Oklahoma State Regents for Higher Education.
- v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as detailed on the Website.
- vi. "Order Information" means the information provided or selected by Customer when ordering.
- vii. "Participating Locations" means the schools identified by Customer as being eligible to test students.
- viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.
- ix. "Services" means ACT's scoring and reporting services for the Assessments.



2. **Grant and Scope of License.** Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.
3. **Term.** The term of this Agreement will be from the date of the last signature on this Agreement and shall remain in effect until June 30, 2017, subject to earlier termination as set forth in this agreement.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT. This Agreement may also be terminated at any time by either party giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the expiration date, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

#### 4. **Compensation and Payment**

During the term of the agreement, ACT will provide the goods and services identified in **Exhibit 2**, at the unit prices in each period stated in **Exhibit 3 – 2016-2017 Fee Schedule**.

On or about January 31, 2017, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the term of this Agreement will not exceed \$430,000.00.

5. **Ownership of Materials.** ACT owns the ACT Materials and all intellectual property rights in the ACT Materials. Customer does not acquire any right, title, or interest in or to the ACT Materials. Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.
6. **Confidentiality.** Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this Section 6, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.
7. **Testing Procedures.** Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the

administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.

8. **Data.** The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, as amended from time to time.

Contracts involving ACT's proprietary programs are subject to ACT's standard data policies and procedures. In this regard, all data bearing personal identification or personal characteristics indicating individual identity collected by ACT shall be retained by ACT as part of the national data-set in a fashion that ensures confidentiality.

9. **Limitation on Damages.** ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.
10. **Warranty and Limitations.** THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.
11. **Termination.** This Agreement may be terminated with or without cause at any time by either party giving thirty (30) days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.
12. **Relationship of the Parties.** The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.
13. **Force Majeure.** Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.
14. **Assignment; Subcontracts.** Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.
15. **Entire Agreement.** The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all of the Exhibits attached hereto. The Agreement constitutes the entire agreement between the parties with respect to the Assessments and Services ordered by the Customer and supersedes all other prior agreements and understandings, both written and oral, regarding the Assessments and

Services. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties. Notwithstanding the above, to the extent Customer has a contract with ACT for Assessments and Services, and in the event any of these Terms and Conditions conflict with the contract, the terms of the contract shall apply.

16. **General.** Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect. Headings used in the Agreement are for reference purposes only and shall not be deemed part of the Agreement.
17. **Notices.** Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to ACT:            Thomas J. Goedken  
                              Chief Financial Officer  
                              ACT, Inc.  
                              500 ACT Drive  
                              P.O. Box 168  
                              Iowa City, IA 52243-0168

If to OSRHE:        Dr. Cynthia Brown  
                              Director, Student Preparation  
                              Oklahoma State Regents for Higher Education  
                              655 Research Parkway - Suite 200  
                              Oklahoma City, OK 73104

Mailing Address: P.O. Box 108850  
Oklahoma City, OK 73101-8850

18. **Authorization.** Customer represents and warrants (a) that it has the requisite authority to enter into this Agreement; and (b) that the individual(s) entering into this Agreement on behalf of the Customer is (are) authorized to do so. Customer represents and warrants that it owns or controls each identified Participating Location such that it binds each such Participating Location to this Agreement.

#### 19. **Description of Services**

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2 – 2016-2017 Description of Services**, which is incorporated into this Agreement.

ACT will make one Pre-ACT test form available.

#### 20. **General Provisions**

General Terms and Provisions are provided on **Exhibit 1 – General Provisions** which is incorporated into this Agreement.

#### 21. **Representatives**

The administration and technical direction of this Agreement will be conducted for the parties by the following designated individuals:

For OSRHE: Dr. Cynthia Brown  
Director, Student Preparation  
Oklahoma State Regents for Higher Education  
655 Research Parkway - Suite 200  
Oklahoma City, OK 73104

Mailing Address: P.O. Box 108850  
Oklahoma City, OK 73101-8850

For ACT: Tami Hrasky  
Senior Director, Client Relations

Joseph Cruse  
Director, Client Relations  
ACT, Inc.  
500 ACT Dr. P.O. Box 168  
Iowa City, IA 52243-0168

Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

## 22. Governing Law

This Agreement shall be governed by the laws of the State of Oklahoma.

## 23. Headings

This section and other headings contained in this Agreement are for reference purposes only and shall not affect the interpretation or meaning of this Agreement.

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 2016.

**ACT, INC.**

**Oklahoma State Regents for Higher Education**

\_\_\_\_\_  
Paul J. Weeks, Senior Vice President

Date \_\_\_\_\_

\_\_\_\_\_  
Glen D. Johnson, Chancellor

Date \_\_\_\_\_

\_\_\_\_\_  
Thomas J. Goedken, CFO

Date \_\_\_\_\_

**Exhibit 1**  
**General Provisions**

**Compliance with Laws**

Both parties warrant that to the best of their knowledge, they are not in violation of any federal, state, local, or foreign law, ordinance or regulation or any other requirement of any court, governmental agency or authority or arbitration tribunal, which violation could preclude performance of obligations under this agreement.

**Anti-Discrimination**

In connection with the work to be performed hereunder, both parties will adhere to the principle of being an equal opportunity employer. In doing so, the parties agree to comply with all applicable federal, state and local laws regarding employee rights, including any laws prohibiting discrimination.

**Liability**

The parties recognize that the activities contemplated by this agreement could give rise to third party claims against either or both of them. Both parties agree that each will defend at its own expense all third party claims brought against it, even though such claims may be frivolous or groundless. Both parties also agree that each will be liable, to the extent permitted by Oklahoma law, for third party damages caused by its own infringement, negligence or breach. The parties agree that they will not be liable to each other for any special or consequential damages, arising either directly or indirectly from activities contemplated by this agreement; nor will either party be liable to the other for liquidated, punitive or exemplary damages. ACT's liability for damages arising out of or in connection with this agreement shall not exceed the amount OSRHE has paid ACT during the then current Term.

To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

**Waiver**

Any waiver of a breach of any provision of this agreement shall not operate or be construed as a waiver of any subsequent breach.

**Waiver of Obligations**

At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such party. An extension of time or waiver of any provision of this agreement is not a waiver of future compliance.

**Arbitration**

Subject to the rules of the American Arbitration Association as well as the Federal Rules of Civil Procedure, in the event there arises any dispute as to the interpretation of the provisions of this agreement, both parties mutually agree to submit the dispute to arbitration at a mutually agreeable location in Oklahoma before an impartial arbitrator, in accordance with the commercial rules of the American Arbitration Association. Arbitration shall be followed by a written opinion of the arbitrator giving the reasons for the award. The impartial arbitrator shall be selected by joint agreement, but if the parties do not so agree within seven (7) days of the request for arbitration made by either party, the selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

**Severability**

If any of the provisions or portions thereof of this agreement are invalid under any statute or rule of law, they are to that extent to be deemed omitted.

**Amendment**

This agreement may not be modified except in writing signed by authorized representatives of both parties.

### **Authorization**

The parties hereto represent that the execution and delivery of this agreement has been duly authorized by all necessary corporate or other action and any other consent or approval for this agreement to become binding and effective has been obtained.

### **Confidentiality**

OSRHE agrees that neither it nor its employees shall at any time during or following the term of this agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for OSRHE to use the ACT Materials for their intended purpose under this agreement. OSRHE shall protect the ACT Materials in accordance with ACT's procedures and using a standard of care appropriate for secure test materials. All ACT Materials shall be and remain the property of ACT notwithstanding the subsequent termination of this agreement. The ACT Materials shall, within ten (10) days of ACT's written request, be returned to ACT (including any copies thereof). OSRHE agrees to administer the assessments in accordance with all policies and procedures provided by ACT.

OSRHE is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, *et seq.* The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. OSRHE does undertake to protect proprietary information provided by ACT to the full extent permitted by the ORA.

### **Conflicting Terms**

To the extent any of the terms and conditions contained in this Exhibit 1 conflict with the terms and conditions of the Agreement between ACT and the Oklahoma State Regents for Higher Education, the terms of this Exhibit shall control.

**Exhibit 2**  
**Description of Services**  
**Oklahoma State Regents for Higher Education**  
**PreACT™**  
**2016-2017 School Year**

**Scope Summary**

This Description of Services (DOS) describes the testing services ACT will provide for the 2016-17 PreACT State Testing Program.

**Assessment Description**

Test	Grade	Description	Assessments	Number of Questions	Approx Time
PreACT	10 <sup>th</sup>	PreACT™ is a curriculum- and standards-based educational and career planning tool that assesses students' progress towards academic readiness for college. Includes an Interest Inventory that provides valuable information for career and educational planning, and a student profile section that provides a comprehensive profile of an examinee's work in high school and his/her future plans.	English Math Reading Science	45 36 25 30	2 1/2 hours for all four assessments  Plan for up to an additional hour to complete non-cognitive section

Testing staff must refer to the administration manual for instructions on administering PreACT.

**Test Window**

PreACT can be administered on any day between September 6 and November 18, 2016. ACT recommends that each Participating Location administer PreACT to all of its examinees on the same day and that all examinees take the entire battery of tests within the same day.

Please consider that schools must allow approximately two and one-half hours of continual testing time for PreACT in a single test day and one hour to complete the non-cognitive section. The selected test date(s) for this contract are:

Test	Testing Window
PreACT	September 6 – November 18, 2016

**Project Milestone Schedule**

ACT deliverable dates are contingent upon Districts and Schools meeting responsibilities, described herein without delay. A delay in key input files such as Organization file may cause risk to a successful testing experience for all sites.

<b>Milestone/Activity</b>	<b>Due Date</b>
<b>School Participation</b>	
ACT sends Organizational file layout to State.	Two to three weeks before the completed Organizational file is due back to ACT
State sends completed Organizational file to ACT for PreACT.	At least five weeks before ordering begins.
<b>Training</b>	
Online training materials available, topics to include: <ul style="list-style-type: none"> <li>• Preparing for testing (including ordering instructions).</li> <li>• Reporting and how to interpret reports.</li> </ul>	Begins upon contract execution
ACT hosted webinars available.	Scheduled bi-monthly starting in August 2016
<b>Test Preparation</b>	
Districts submit online test material orders.	Two weeks before testing Customer's test material delivery date.
Materials arrive in schools.	Week Of: Determined by school/district through ordering process
<b>Test Window</b>	
Testing Window for PreACT.	September 6 – November 18, 2016
<b>Answer Folder Return</b>	
School's answer folder receipt deadline. Answer folders received after this date may not be scored and/or included in district- or state-level reporting.	No later than December 12, 2016
<b>Reporting</b>	
State-level Reporting provided.	Refer to reporting section
<b>Billing</b>	
Last invoice provided to State.	No later than May 1, 2017

## **Customer Service**

### **State Contract Oversight:**

ACT will name a designated staff person who will serve as the primary operational contact and will coordinate all aspects of program delivery with the State. A program schedule will be provided, tracked and covered on status conference calls.

### **School Customer Service:**

ACT will provide the State and District Testing toll-free number and email contact for use in preparation and administering of PreACT.

- Monday through Friday, from 8:30 a.m. to 5:00 p.m. CST. (except ACT holidays)

## **Communications**

The State is solely responsible for communicating its own policies regarding participation in this testing program to the Participating Locations.



ACT will communicate directly with district and/or school/designated administration staff on upcoming activities and deadlines related to the assessments. If desired, Customer's test coordinators may be copied on all applicable communications sent to participating locations. Designated test coordinators must confirm receipt and follow instructions as communicated via email. At the Customer's request, ACT can provide a preview of planned communications to schools/districts related to test administration.

ACT will provide the State with a State Testing Webpage to facilitate district and school coordinators' access to administration training and manuals applicable for specified testing experience.

Contract meetings will be held when mutually agreed upon by the State and ACT. Meetings may be held to review implementation, prior year's administration, discuss process improvement, and to plan for the upcoming testing year. Within this contract, ACT will incorporate PreACT topics into scheduled face to face meetings annually to discuss all ACT products or will conduct one face to face meeting annually.

### **Training Available**

#### **Training for PreACT**

The State and its Participating Locations must remain in strict compliance with ACT administration policies and procedures that are required to ensure a standardized testing environment and test security for all ACT assessments described in this DOS. ACT will inform the designated testing coordinator with information on training sessions available and test coordinators must inform other key personnel. Training documents are considered proprietary material and must not be forwarded or shared publicly without ACT's express written permission.

ACT offers the following types of training:

- Implementation Plan Document for PreACT
- Test Preparation, Administration, and Data Interpretation information available online
- ACT hosted live webinars covering topics such as design, purpose, and uses of PreACT, administration and reporting.
- Question and Answer live webcast sessions for Test Coordinators and Proctors

#### **Product Support Materials**

ACT offers support materials for counselors and educators to make the best use of PreACT. Technical manuals, information briefs, research reports, as well as test preparation tools are made available online. There are additional professional development opportunities made available for free and for purchase for districts and schools.

#### **Site Participation and Preparation**

The following activities are required to prepare eligible sites for testing:

- Date File Exchange Secure Site: A secure site will be provided by ACT for secure exchange of data files and other information such as Organization files.
- Organization File: The State will define participating testing sites/schools ("Participating Locations") and provide the list and contact information to ACT in ACT's designated file format for organization units. ACT will utilize the information provided in the Organization file as the contact information to communicate with schools and/or districts.
- Contacts: The designated test coordinator must fulfill duties necessary to ensure a successful and standardized testing experience.

#### **Test Materials**

The following is a list of PreACT materials provided to test coordinators. All PreACT materials will be contained in one shipment and should be handled and stored in a secure manner as described in the PreACT *Administration Manual*. Some documents provided in paper form to test coordinators will also be available online.

Materials
PreACT Answer Folder
<i>PreACT Administration Manual</i>
<i>PreACT Instructions for Completing your Answer Folder</i>
PreACT School Headers
PreACT Scoring Envelopes
PreACT Test Booklet (secure materials)
PreACT Materials for Accommodations Testing (secure materials) : Braille, large print, audio DVDs, and reader's script

### **Test Accommodations for PreACT**

PreACT accommodations are determined and documented by personnel responsible for accommodations coordination at the school level. PreACT accommodations do not require ACT review or approval. Instructions for marking appropriate codes on PreACT answer folders for examinees testing with accommodations are contained in the *PreACT Administration Manual*. Scores from answer folders coded with extended time will not appear in any aggregate reports but will be included in the data files. Students who receive accommodations on PreACT may or may not be eligible for accommodations on the ACT.

### **Ordering Paper Materials**

Districts and/or Schools that were included in the Organization file provided by the State will be able to order standard and accommodations test materials through ACT's website starting on the date listed in the Project Milestone Schedule. Districts or Schools should order only enough PreACT materials for the number of students they plan to test. ACT will automatically add an overage to each order.

### **Shipments and Return of Paper Materials**

ACT will calculate and add appropriate overages to the number of PreACT materials ordered before shipping test materials, answer folders, and supporting program materials to schools' sites. ACT will provide each school site with pre-paid shipping labels for return of completed answer folders for PreACT. Upon completion of testing, school staff must follow instructions to package and return materials to ACT.

PreACT materials must be packaged in compliance with instructions provided by ACT. The school test coordinator will ensure that completed answer folders arrive at ACT by the deadline for standard answer folder processing. Please note that answer folders that do not arrive at ACT by the cut-off deadline stated will require state approval before scoring.

### **Test Administration**

Schools are required to conduct PreACT, including onsite maintenance of chain of custody of secure materials, in compliance with ACT's test administration policies and procedures as documented in this Agreement and the *Administration Manual* well as training materials.

### **Non-Cognitive information**

Examinees will be asked to provide basic identifying information as part of PreACT. For PreACT, students will have the opportunity to provide non-cognitive information by completing a Career Interest Inventory and student profile section. This information may be collected outside of the standard testing schedule and will take approximately 60 minutes.

## ACT Reporting

ACT will scan, score, and report on the examinee answer folders received within the published deadlines. ACT will distribute examinee reports and aggregate score data as specified below. The aggregate reports such as the Educator Reports and Item Response Summary Reports will include the data for examinees that have valid composite scores.

Reports for PreACT will include a set of standard reports for examinees that are distributed at school level. The standard turn times only apply to batches of answer folders returned to ACT according to the procedures outlined in *PreACT Administration Manual*. Batches requiring additional ACT investigation may not ship within the timeframes below. The following is a list of reports, distribution, and delivery information.

STANDARD REPORTS			
Report	Description	Distribution	Delivery By Date
<b>School Shipment</b>			
PreACT Student Report	Printed paper report containing scores and student indicated career aspirations and needs.	Two (2) copies shipped to the school	ACT ships reports 3-5 business days following receipt of answer folders
PreACT Student Score Label	Printed label for examinee score.	Two (2) copies shipped to the school	ACT ships reports 3-5 business days following receipt of answer folders
PreACT Student List Report	List of examinees for whom paper reports and score labels are included in the shipment of score reports.	One (1) copy shipped to the school	ACT ships reports 3-5 business days following receipt of answer folders
PreACT Educator Reports	Printed paper report summarizing the performance of examinees.	One (1) copy shipped to the school	ACT ships reports 3-5 business days following receipt of answer folders
PreACT Item-Response Summary Report	A cumulative report of item response results categorized by subject and reporting category.	One (1) copy shipped to the school	ACT ships reports 3-5 business days following receipt of answer folders
PreACT Student Data File	Files are delivered on CD in both fixed-length and comma-separated text formats to provide flexibility for local use. This provides complete PreACT data on every examinee tested.	One (1) copy shipped to the school	ACT ships reports 3-5 business days following receipt of answer folders

DISTRICT LEVEL REPORTS			
Deliverable	Description	Distribution	Delivery Date
PreACT Educator Reports	Printed paper report summarizing the performance of examinees in the District.	One PDF File for district, and one for each school in the district on an encrypted CD mailed to the district test coordinator	Ten business days following the answer folder receipt deadline.

<b>DISTRICT LEVEL REPORTS</b>			
<b>Deliverable</b>	<b>Description</b>	<b>Distribution</b>	<b>Delivery Date</b>
	One report for each school in the district, and one cumulative report for the entire tested population in the district.		
PreACT Item-Response Summary Report	A cumulative report of item response results categorized by subject and reporting category.  One report for each school in the district, and one cumulative report for the entire district tested population in the district.	One PDF File for district, and one for each school in the district on an encrypted CD mailed to the district test coordinator	Ten business days following the answer folder receipt deadline.
PreACT Student Data File	Provides complete PreACT data on every examinee tested in the district.	One File (both fixed width and comma separated text formats provided) on an encrypted CD mailed to the district test coordinator	Ten business days following the answer folder receipt deadline.

<b>STATE LEVEL REPORTS</b>			
<b>Deliverable</b>	<b>Description</b>	<b>Distribution</b>	<b>Delivery Date</b>
PreACT Educator Reports	Printed paper report summarizing the performance of examinees.  One report for each school in the state, and each district in the state one cumulative for the entire state tested population.	One PDF File for State, one PDF file for each district, and one for each school encrypted and sent on secure file transfer site.	As stated in the Project Milestone Schedule.
Item-Response Summary Reports	A cumulative report of item response results categorized by subject and reporting category  One report for each school in the state, and each district in the state one cumulative for the entire state tested population.	One PDF File for State, one PDF file for each district, and one for each school on encrypted and sent on secure file transfer site.	As stated in the Project Milestone Schedule.
Data File - State (CD)/electronic transfer	Provides complete PreACT data on every examinee tested.	PDF File (in both fixed-length and comma-separated text formats) delivered electronically to the state over a secure file transfer site.	As stated in the Project Milestone Schedule.

### **Billing Information**

It is expected that the State pay ACT invoices according to an agreed upon billing schedule.

Billing is determined by the number of answer folders processed for PreACT. If an examinee starts any one of the sub-tests, then the entire battery is processed and charged.

**Exhibit 3**

**Fees  
Oklahoma State Regents for Higher Education  
PreACT™  
2016-2017 School Year**

<b>Description</b>	<b>Grade</b>	<b>Per Unit Price (per scored/processed assessment)</b>	<b>Estimated Number of Students</b>	<b>Total</b>
<b>Student Test Services</b>				
PreACT	10 <sup>th</sup> Grade	\$10.00	43,000	\$430,000.00
<b>TOTAL Cost of Student Tests</b>				<b>\$430,000.00</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #12:**

**Investments.**

**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:

**Vanguard Total Bond Market Index. \$26 million.** Vanguard Total Bond Market Index offers low cost exposure to government and corporate bonds. The fund is designed to provide broad exposure to U.S. investment grade bonds. The fund invests about 30% in corporate bonds and 70% in U.S. government bonds of all maturities – short-term, intermediate-term and long-term bonds.

**DRA Advisors. \$7 million.** The firm's investment philosophy is value-added, yet it is adaptive to changing market conditions. DRA targets investments that offer competitive income returns and the potential for capital appreciation. Preservation of capital, downside protection and stability of cash flows underlie the firm's investment approach. The firm has a successful history of investing in both operating and real estate platforms.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-a:**

**New Programs.**

**SUBJECT:** University of Oklahoma. Approval to offer the Master of Science in Geography and the Graduate Certificate in Non-profit Management.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Master of Science in Geography and the Graduate Certificate in Non-profit Management in Tulsa, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Science in Geography.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 7 students in Fall 2020; and
  - Graduates: a minimum of 3 students in 2020-2021.
- **Graduate Certificate in Non-profit Management.** This certificate is embedded within the Master of Public Administration in Public Administration (197) and will be included in the regular 5-year program review due in 2019.

**BACKGROUND:**

**Academic Plan**

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

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

Application for undergraduates and in the third year of using the College-Net software for processing applications for graduate students.

- Continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost’s Office. In addition, Dr. Glenn Hansen, IT data scientist, is assisting individual schools and colleges with retention analyses of their majors.
- Continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.
- At the request of the College of Arts and Sciences, the university is transitioning to the ALEKS-PPL math assessment tool. This versatile assessment will be required of all incoming students to provide the Department of Mathematics with at least a year’s worth of baseline data to be used to possibly adjust course content based upon what students struggle with or already know. This data can also be used to inform the design of new or revision of existing resources to assist with difficult sequences.

**APRA Implementation**

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

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

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

**Program Review**

OU offers 285 degree and/or certificate programs as follows:

25	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
118	Baccalaureate Degrees
88	Master’s Degrees
54	Doctoral Degrees
0	First Professional Degrees

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

**Program Development Process**

OU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OU’s governing board approved delivery of the Master of Science in Geography and the Graduate Certificate in Non-profit Management at their March 9, 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:**

**Master of Science in Geography**

**Program purpose.** The proposed program will provide students with advanced training in physical geography and geospatial technologies in order to become experts in spatial analysis, as well as leaders in research and policy-making.

**Program rationale and background.** The discipline of geography can be divided into three main branches: human geography, physical geography, and geospatial sciences. OU’s current Master of Arts in Geography focuses on the human geography branch of the discipline. The proposed Master of Science in Geography would emphasize the other, more scientific branches. The proposed program will contribute to OU’s educational mission by training qualified graduates with advanced education in physical and environmental geography to meet the demands of the state in the public and private sectors. This program will also help strengthen OU’s Geography graduate program overall by broadening assistantship opportunities to strong graduate applicants who may have attended elsewhere due to the university’s lack of a Master of Science in Geography.

**Employment opportunities.** The proposed program addresses the emerging demand for physical and data scientists who are broadly trained in the collection, organization, and analysis of geospatial data, as well as in the understanding the physical phenomenon on the landscape. Geography related careers include urban and regional planning, environmental science, and geoscience. According to data from the Oklahoma Employment Security Commission (OESC), opportunities in these fields are expected to increase 13 to 26 percent between 2012 and 2022. OESC also expects occupations in professional, scientific, and technical services to grow by 21 percent during this same period. Local employers such as Devon Energy, Chesapeake Energy, the Oklahoma Water Resources Board, the Oklahoma Department of Environmental Quality, and many state, local, and tribal agencies have a need for employees with expertise in physical geography and geospatial technology.

**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	7	Fall 2020

Minimum Graduates from the program	3	2020-2021
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**Duplication and impact on existing programs.** The proposed program may share similar content with the following program:

Institution	Existing Program
Oklahoma State University	Master of Science in Geography (110)

A system wide letter of intent was communicated via email on March 31, 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 program will consist of 30-33 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	9
Guided Electives (includes thesis)	15-18
General Electives	6-9 (Physical Geography Concentration) 3-9 (Geospatial Technologies Concentration)
<b>Total</b>	<b>30-33</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Master of Science in Geography are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$27,787	\$27,787	\$27,787	\$27,787	\$27,787
<i>Narrative/Explanation: Fifty percent of the teaching portion of 1.25 full-time equivalent faculty salaries and benefits plus 2.5% of the administrative coordinator's salary and benefits will be reallocated to the proposed program.</i>					
Student Tuition	\$1,716	\$11,808	\$15,240	\$23,616	\$25,332

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>Narrative/Explanation: Calculations are based on 1, 3, 5, 6, and, 7 students enrolled in the program in years one through five, respectively, with students taking 18 credits per academic year. The calculation assumes both in-state (\$191 per credit hour) and out-of-state (\$740 per credit hour) students.</i>					
<b>TOTAL</b>	<b>\$29,503</b>	<b>\$39,595</b>	<b>\$43,072</b>	<b>\$51,403</b>	<b>\$53,119</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$813	\$813	\$813	\$813	\$813
<i>Narrative/Explanation: The amounts above include 2.5 percent of the administrative coordinator's salary plus benefits.</i>					
Faculty	\$26,974	\$26,974	\$26,974	\$26,974	\$26,974
<i>Narrative/Explanation: The calculation includes half of the teaching portion for funding 1.23 full-time equivalent faculty salaries plus benefits.</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	\$300	\$300	\$300	\$300	\$300
<i>Narrative/Explanation: The amounts above reflect costs for promoting the program.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: This amounts above reflect the cost of printing program-related and recruitment materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts above reflect the cost of travel for recruitment events.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$28,587</b>	<b>\$28,587</b>	<b>\$28,587</b>	<b>\$28,587</b>	<b>\$28,587</b>

### Graduate Certificate in Non-profit Management

**Program purpose.** The proposed program will prepare students for careers working for non-profit organizations.

**Program rationale and employment opportunities.** The proposed program is designed to be an added credential for individuals currently working in or wanting to pursue careers in non-profit organizations. A growing number of executives in non-profit organizations are recognizing the need to incorporate current

management skills and practices into their organization. Most of the employees in the non-profit sector do not have a business education background and are interested in gaining the knowledge and skills needed to manage and direct a successful non-profit organization. The curriculum in the proposed graduate certificate will highlight management practices used in traditional business environments that also can be applied in the non-profit sector.

**Student demand.** The proposed program is expected to fulfill student demand within the Master of Public Administration in Public Administration (197) program.

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

The proposed program may share some similar content to the following program:

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Non-Profit Management (491)

A system wide letter of intent was communicated by email March 31, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed 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 B).

Content Area	Credit Hours
Required Courses	15
<b>Total</b>	<b>15</b>

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

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Master of Public Administration in Public Administration (197) 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

ATTACHMENT A

UNIVERSITY OF OKLAHOMA  
 MASTER OF SCIENCE IN GEOGRAPHY

Degree Requirements	Credit Hours
<b>Required Courses</b>	<b>9</b>
GEOG 6973 Contemporary Geographic Thought	3
GEOG 6953 Research Methods	3
GIS 5923 Spatial Statistics	3
<b>Guided Electives</b>	<b>15-18</b>
Students will select a series of guided electives under the guidance of the advisory committee and as approved by the graduate liaison.	
<b>Concentration 1: Physical Geography</b>	<b>15</b>
Thesis students take 9 credit hours of guided electives and 6 credit hours of thesis.	
Non-thesis students take 15 credit hours of guided electives.	
<b>Concentration 2: Geospatial Technologies</b>	<b>18</b>
Two 3 credit hour GIS course.	
One 3 credit hour Technique course.	
Thesis students take one 3 credit hour GEOG course.	
Non-thesis students take two 3 credit hour GEOG courses.	
Thesis students take 6 credit hours of thesis.	
<b>General Electives</b>	<b>3-9</b>
Students will select general electives as approved by the advisory committee and graduate liaison	
<b>Concentration 1: Physical Geography</b>	<b>6-9</b>
Thesis students take 6 credit hours of electives.	
Non-thesis students take 9 credit hours of electives.	
<b>Concentration 2: Geospatial Technologies</b>	<b>3-6</b>
Thesis students take 3 credit hours of electives.	
Non-thesis students take 6 credit hours of electives.	
<b>Total</b>	<b>30-33</b>

**UNIVERSITY OF OKLAHOMA  
GRADUATE CERTIFICATE IN NON-PROFIT MANAGEMENT**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>15</b>
PSC 5143	Program Evaluation	3
PSC 5033	Fundamentals of Non-profit	3
NPNG 5413	Management Non-profit Law and Policy	3
NPNG 5033	Non-profits: The Sector and the System	3
*NPNG 5701	Non-profit Fundraising and Grant Making	1
*NPNG 5711	Non-profit Financial Management	1
*NPNG 5721	Non-profit Human Resource	1
<b>Total</b>		<b>15</b>

\*Denotes new courses



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-b:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval to offer the Bachelor of Science in Nursing in Nursing.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Nursing in Nursing via online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Science in Nursing in Nursing.** 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 10 students in 2018-2019.

**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
91	Degree and/or certificate programs added

**Program Review**

OSU offers 232 degree and/or certificate programs as follows:

25	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
86	Baccalaureate Degrees
75	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);
- 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 the Bachelor of Science in Nursing in Nursing at their January 22, 2016 meeting. OSU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **Bachelor of Science in Nursing in Nursing**

**Program purpose.** The proposed program is designed as a degree completion program for registered nurses to earn a Bachelor of Science in Nursing (BSN).

**Program rationale and background.** According to the American Association of Colleges of Nursing and the National League for Nursing, there is a national nursing shortage. As baby boomers age and the average lifespan increases, there is a greater demand for healthcare workers. Furthermore, nursing education programs are experiencing a shortage of qualified master's prepared nursing faculty due to the lack of BSN level nurses. In 2009, Dr. Patricia Benner at the Carnegie Foundation for the Advancement of Teaching released a study which recommended that all registered nurses (RN) earn advanced degrees within 10 years of initial licensure. Dr. Brenner's study found that many of today's nurses are under-educated to meet the demands within the practice. Additionally, in 2010 the Institute of Medicine

launched a two-year initiative resulting in the recommendation of increasing the number of RNs with bachelor's degrees by 2020. The proposed program seeks to address these recommendations by providing an opportunity for RNs to continue their education thereby increasing the number of associate degree (ADN) nurses progressing to the bachelor's degree level. Furthermore, the majority of nursing students at OSU-Oklahoma City (OSU-OKC) have indicated they want to graduate with not only an OSU-OKC associate's degree, but also an OSU bachelor's degree. The proposed program will provide a seamless ADN to BSN transition for OSU-OKC nursing graduates and is specifically designed for adult learners who wish to continue their education while continuing to work.

**Employment opportunities.** RNs are eligible to sit for the National Council Licensure Examination upon completion of either an associate or diploma program. Therefore, the majority of the individuals entering the proposed program will already be employed. However, the current hiring practices at healthcare facilities are to require RNs to have a bachelor's degree. According to the Oklahoma Employment Security Commission (OESC), careers for nurses are expected to grow approximately 17 percent statewide through 2022. In Southern Oklahoma this projection increases to 26 percent. Additionally, OESC data indicate that opportunities for Nursing Instructors and Teachers are expected to increase nearly 28 percent through 2022. OSU is confident that students completing the program will be better prepared to meet the employment demand at their current place of employment or to further advance in their careers by preparing them for graduate school.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2018
Minimum Graduates from the program	10	2018-2019

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

Institution	Existing Program
University of Oklahoma Health Sciences Center	Bachelor of Science in Nursing (026)
East Central University	Bachelor of Science in Nursing (034)
Northeastern State University	Bachelor of Science in Nursing in Nursing (104)
Northwestern Oklahoma State University	Bachelor of Science in Nursing (047)
Southwestern Oklahoma State University	Bachelor of Science in Nursing in Nursing (087)
Langston University	Bachelor of Science in Nursing in Nursing (039)
Oklahoma Panhandle State University	Bachelor of Science in Nursing (053)
University of Central Oklahoma	Bachelor of Science in Nursing (129)

A system wide letter of intent was communicated by email on January 15, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on February 26, 2016. OU submitted a protest citing the following areas of concern: 1) duplication, 2) student demand, 3) delivery method, and 4) industry needs. Through subsequent communication between OU and OSU, OU withdrew its protest

on May 26, 2016. Due to increasing demand for bachelor degreed nurses, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Nursing in Nursing program will consist of 120 total credit hours as shown in the following table. Ten new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	41
Departmental Requirements	17
Program Core	62
<b>Total</b>	<b>120</b>

**Faculty and staff.** Existing faculty will teach the proposed programs. OSU will add a clinical instructor and additional tenure-track faculty within the first five years of the program.

**Delivery method and support services.** OSU will use D2L as its learning management system to offer synchronous and asynchronous program and course instruction. D2L allows the student to log on to a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material. Other technology, such as Adobe Connect and Skype, will be used to provide interactions between students and faculty. The library, facilities, and equipment are adequate for this degree program.

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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Nursing in Nursing are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$116,663	\$155,550	\$194,438	\$233,325	\$272,213
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$259.25 per credit hour and the estimated student enrollment of 15, 20, 25, 30, and 35. OSU anticipates students completing 30 credit hours per academic year.</i>					
<b>TOTAL</b>	<b>\$116,663</b>	<b>\$155,550</b>	<b>\$194,438</b>	<b>\$233,325</b>	<b>\$272,213</b>

Year of Program

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$105,000	\$120,000	\$179,000	\$200,000	\$200,000
<i>Narrative/Explanation: The amounts reflect salary data for two faculty (one tenure-track program director and one clinical instructor). Years 3, 4, and 5 reflect the addition of one clinical coordinator.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
<i>Narrative/Explanation: The amounts above are budgeted for expendable supplies, instructional materials, and annual equipment safety inspection and calibration.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$24,000	\$2,600	\$2,600	\$2,600
<i>Narrative/Explanation: The amounts above will be used for initial accreditation costs and annual dues.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,000	\$2,000	\$2,000	\$3,000
<i>Narrative/Explanation: The amounts above will be used for marketing and promotion costs.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$116,000</b>	<b>\$155,000</b>	<b>\$193,600</b>	<b>\$214,600</b>	<b>\$215,600</b>

Attachment

**OKLAHOMA STATE UNIVERSITY  
BACHELOR OF SCIENCE IN NURSING IN NURSING**

Degree Requirements	Credit Hours	
<b>General Education</b>	<b>41</b>	
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
MATH 1513	College Algebra	3
	Humanities (courses designated in the catalog with an 'H')	6
CHEM 1215 or CHEM 1314	General Chemistry General Chemistry	4
NSCI 2114	Principles of Human Nutrition	4
	Social and Behavioral Sciences (courses designated in the catalog with an 'S')	6
	Additional General Education (courses designated in the catalog with an 'A,' 'H,' 'N,' or 'S')	6
<b>Departmental Requirements</b>	<b>17</b>	
EDUC 1111	First Year Seminar	1
MICR 2123	Introduction to Microbiology	3
MICR 2132	Introduction to Microbiology Lab	2
STAT 2013	Elementary Statistics	3
	4 credit hours of Human Anatomy	4
	4 credit hours of Physiology	4
<b>Program Core</b>	<b>62</b>	
*NURS 3000	Advanced Standing with Associates Degree or Diploma in Nursing and RN License	20
HLTH 2603	Total Wellness	3
HLTH 3723	Epidemiology	3
HLTH 4233	Health and Sexuality	3
HLTH 4783	Gerontology	3
*NURS 3013	Theoretical and Conceptual Foundations of Nursing	3
*NURS 3025	Health Assessment, Community Health and Wellness	5
*NURS 3033	Cultural Consideration in Health Care	3



*NURS 3034	Global and Public Health	4
*NURS 4013	Healthcare Policy, Finance and Regulatory Environments	3
*NURS 4023	Trends and Issues in Nursing	3
*NURS 4033	Leadership and Management in Nursing	3
*NURS 4043	Nursing Research and Evidenced Based Practice	3
*NURS 4053	Capstone Course	3
<b>Total</b>		<b>120</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-c:**

**New Programs.**

**SUBJECT:** Oklahoma State University Center for Health Sciences. Approval to offer the Graduate Certificate in Forensic Arson and Explosives Investigation.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University Center for Health Sciences' request to offer the Graduate Certificate in Forensic Arson and Explosives Investigation, via online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Graduate Certificate in Forensic Arson and Explosives Investigation.** This certificate is embedded within the Master of Science in Forensic Sciences (004) and will be included in the regular 5-year program review.

**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 Center for Health Sciences (OSU-CHS) has taken the following program actions in response to APRA:

6	Degree and/or certificate programs deleted
1	Degree and/or certificate program added

**Program Review**

OSU-CHS offers 6 degree and/or certificate programs as follows:

1	Certificate
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
0	Baccalaureate Degrees
3	Master’s Degrees
1	Doctoral Degree
1	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU-CHS’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-CHS’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-CHS's governing board approved delivery of the Graduate Certificate in Forensic Arson and Explosives Investigation at their March 4, 2015 meeting. OSU-CHS 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:**

##### **Graduate Certificate in Forensic Arson and Explosives Investigation**

**Program purpose.** The proposed program will provide students advanced knowledge and skills in the area of forensic arson and explosives investigation.

**Program rationale and employment opportunities.** The curriculum required for the proposed program is offered with the Arson and Explosives Investigation option available under the Master of Science in Forensic Sciences (004). Faculty have learned that students are interested in a short-term certificate that will provide them with the knowledge and skills needed in their current careers. OSU-CHS reports that students interested in the proposed certificate will already be employed in their chosen profession but are

seeking advanced knowledge and skills for promotion opportunities and to give them more expertise when testifying in court. OSU-CHS also notes that initially only agents from the Bureau of Alcohol, Tobacco, Firearms, and Explosives enrolled in the courses; however, recently, student enrollment includes personnel from the Federal Bureau of Investigation, military, and other federal and state arson and explosives investigative agencies.

**Student demand.** The proposed program is expected to fulfill student demand within the Master of Science in Forensic Sciences (004) program.

**Duplication and impact on existing programs.** There are no Graduate Certificates in Forensic Arson and Explosive Investigation offered in Oklahoma. A system wide letter of intent was communicated by email February 29, 2016. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	12
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** OSU-CHS will use 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. Students will also have access to discussion boards to collaborate on assignments. The library, facilities, and equipment are adequate.

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Master of Science in Forensic Sciences (004) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**OSU-CENTER FOR HEALTH SCIENCES  
GRADUATE CERTIFICATE IN FORENSIC ARSON AND EXPLOSIVES INVESTIGATION**

Program Requirements	Credit Hours
<b>Courses</b>	<b>12</b>
Select 6 credit hours from the following	
FRNS 5013      Survey of Forensic Sciences	3
FRNS 5063      Ethical Research and Scientific Writing	3
FRNS 5073      Quality Assurance in Forensic Science	3
FRNS 5613      Criminalistics and Evidence Analysis	3
FRNS 5633      The Law and Expert Evidence	3
FRNS 5980      Non-thesis Creative Component	3
BIOM 5013/ STAT 5013      Statistical Methods	3
Select 6 credit hours from the following	
FRNS 5113      Chemistry of Explosives, Pyro, Hazmat	3
FRNS 5123      Fire Dynamics in Forensic Investigations	3
FRNS 5133      Forensic Ordnance ID and Recognition	3
FRNS 5143      Methods in Fire and Explosion Investigation, NFPA 921/1033/495	3
FRNS 5173      Advanced Explosion Investigation	3
FRNS 5413      Forensic Pathology and Medicine	3
Relevant courses approved by faculty	3
<b>Total</b>	<b>12</b>



Meeting of the  
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**AGENDA ITEM #13-d:**

**New Programs.**

**SUBJECT:** East Central University. Approval to offer the Master of Management in Management.

**RECOMMENDATION:**

**It is recommended that the State Regents approve East Central University's request to offer the Master of Management in Management, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Management in Management.** Continuation beyond Fall 2018 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 18 students in Fall 2017; and
  - Graduates: a minimum of 8 students in 2017-2018.

**BACKGROUND:**

**Academic Plan**

East Central University's (ECU) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

1. Review all academic and service programs and determine which to eliminate with expected budget cuts.
  - A. Define the metrics that cut enough to make a difference
  - B. Develop the process for review
  - C. Communicate to the campus how the process will work and how we will communicate with the campus on the elimination of programs and positions
  - D. Implementation by spring 2016 budget period
2. Investigate the possibility of starting high-interest graduate programs that may be offered online.
  - A. We are in the preliminary stages of surveying employer and potential student needs.
  - B. External funding will be sought for any new program.
3. Retention of employees after the cuts
  - A. Cross-training so that the workload may be shared across a few people instead of one individual
  - B. Provide training on basic work tools (ERP system)
4. Develop a campus-wide retention task force to provide additional recommendations
5. Develop access to data that is collected by various offices
  - A. Set up consumer Cognos licenses for deans, department chairs, and secretaries
  - B. Identify data needs
  - C. Develop the reports needed
  - D. Train using Cognos

6. Restructure academic advising, retention services, and tutoring into one office under the direction of one director.

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

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

**Program Review**

ECU offers 55 degree and/or certificate programs as follows:

11	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
33	Baccalaureate Degrees
11	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 ECU’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**

ECU’s faculty developed the proposal, which was reviewed and approved by institutional officials. ECU’s governing board approved delivery of the Master of Management in Management at the January 29, 2016 meeting. ECU requests authorization to offer this program, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Master of Management in Management**

**Program purpose.** The purpose of the proposed program is to provide an innovative response to employers’ managerial needs while improving students’ opportunities to gain employment and advance their careers.

**Program rationale and background.** In conjunction with the community, ECU determined that the need exists for a one year full-time or two-year part time graduate-level business program for those currently employed and recent non-business baccalaureate graduates who currently work in or desire to enter managerial positions. Though many non-business graduates have been afforded the opportunity to advance to management positions as a result of holding a bachelor’s degree, they often lack the requisite skills to be successful managers. These individuals may also need to build expertise in business in order to advance in their careers. This degree will also be particularly conducive to the needs of international students who hold non-business bachelor’s degrees and who are seeking to complete a graduate degree in one year.

**Employment opportunities.** This proposed program will open employment opportunities in ECU’s service area and beyond for those with and without a prior business background. Letters of support for the program were received from the Chickasaw Nation, LegalShield, the Ada Jobs Foundation, several financial institutions, and other employers. These letters indicated that the Master of Management in Management would help to fill a gap in managerial training of employees that these employers often encounter. According to data from the Oklahoma Employment Security Commission, administrative service management occupations are expected to grow by nearly 13 percent between 2012 and 2022 in Oklahoma and general and operations management occupations are expected to grow at nearly the same rate. ECU is confident that students completing the proposed program will strengthen their marketability and increase their career potential.

**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	18	Fall 2017
Minimum Graduates from the program	8	2017-2018

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

Institution	Existing Program
Southwestern Oklahoma State University	Master of Science in Management (153)

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 Master of Management in Management program will consist of 30 total credit hours as shown in the following table. Fourteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	27
Guided Electives	3
<b>Total</b>	<b>30</b>

**Faculty and staff.** Existing faculty will teach the proposed program. ECU intends to hire one additional faculty member in year one and an additional new faculty member in year two if enrollment goals are met.

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

**Financing.** The proposed program will be offered on a self-supporting basis. No additional funding is requested from the State Regents to support the program.

**Program resource requirements.** Program resource requirements for the Master of Management in Management are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<i>Narrative/Explanation: The amounts above are funds donated by key stakeholders to support the program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$90,720	\$120,960	\$136,080	\$136,080	\$151,200
<i>Narrative/Explanation: Tuition and fees are calculated based on \$262 per credit hour. ECU anticipates an enrollment of 12, 16, 18, 18, and 20 in years one through five and students completing 30 credits per academic year.</i>					
<b>TOTAL</b>	<b>\$140,720</b>	<b>\$170,960</b>	<b>\$186,080</b>	<b>\$186,080</b>	<b>\$201,020</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
<i>Narrative/Explanation: This amount represents the cost of a stipend for the program director and a part-time administrative assistant.</i>					
Faculty	\$102,500	\$103,000	\$103,500	\$104,000	\$104,500
<i>Narrative/Explanation: The amounts above are budgeted for one full-time faculty member.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Narrative/Explanation: The amounts above will be used for one part-time student employee to assist the Program Director with enrollment management and recruiting.</i>					
Equipment and Instructional Materials	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: These funds will be used for the purchase of assessment instruments and classroom supplies.</i>					

Library	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
<i>Narrative/Explanation: The amounts shown above are budgeted for additional periodicals, subscriptions, and books (print and e-book) specific to management.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts above are budgeted for promotional materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above are budgeted for regional travel for recruitment.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$138,000</b>	<b>\$138,500</b>	<b>\$139,000</b>	<b>\$139,500</b>	<b>\$140,000</b>
Attachment					

**ATTACHMENT A**

**EAST CENTRAL UNIVERSITY  
MASTER OF MANAGEMENT IN MANAGEMENT**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>27</b>
*ACCT 5113      Managerial Accounting	3
*BUSLW 5203    Advanced Employment and Labor Law	3
*ECON 5103     Economics for Managers	3
*FIN 5103       Finance for Managers	3
*MGMT 5103     Research Methods for Managerial Decision Making	3
*MGMT 5203     Foundations of Management	3
*MGMT 5503     Leadership and Organizational Behavior	3
*MGMT 5703     Strategic Management	3
*MKTG 5103     Advanced Marketing Management	3
<b>Guided Electives</b>	<b>3</b>
*MGMT 5603     Management in the Global Economy	3
*MGMT 598X     Seminar in Management	1-4
*MGMT 5043     Special Topics in Management (variable credit)	3
*MGMT 5953     Internship in Management	3
*MGMT 599X     Individual Study in Management (variable credit)	1-4
<b>Total</b>	<b>30</b>

\*Denotes new courses

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**AGENDA ITEM #13-e:**

**New Programs.**

**SUBJECT:** Langston University. Approval to offer the Associate in Arts in General Studies.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Langston University's request to offer the Associate in Arts in General Studies, 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 Arts in General Studies.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 50 students in Fall 2019; and
  - Graduates: a minimum of 35 students in 2019-2020.

**BACKGROUND:**

**Academic Plan**

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

- 1) Develop a university-wide computer-leasing program
  - Select committee for developing leasing program. Included on this committee will be Vice President for Fiscal Affairs, Vice President for Academic Affairs, Chief Information Officer, and School Deans.
  - Maintain the latest technology and updates in computer labs, classrooms, and offices more efficiently.
  - Review information on leasing programs of sister institutions and businesses.
  - Review leasing vs. purchasing cost.
- 2) Improve technology in the Nursing laboratory on the Tulsa campus.
  - Purchase a High Fidelity Mannequin for the Tulsa campus nursing program.
  - Upgrade nursing simulation laboratory and integrate resources into courses.
  - Provide opportunities for students to assess and manage a variety of care situations.
- 3) Develop a Comprehensive Technology Plan.
  - Appoint a committee to review technology plans from other institutions.
  - Select a plan and review the plan meet with the faculty and staff.
  - Hold focus groups to discuss the plan.
  - Modify the plan as needed to include input from faculty and focus groups.

- Implement the plan.
- 4) Strengthen the Journalism Program to enhance student-learning outcomes.
    - Review latest developments in equipment specifically designed for the journalism laboratory.
    - Purchase the specifically designed equipment.
    - Incorporate technology into courses.
    - Provide additional training to faculty in the latest equipment.
    - Provide opportunities for students to use equipment for presentations to enhance learning.
  - 5) Upgrade multimedia equipment in classrooms to enhance learning.
    - Meet with the Chief Information Officer and the Director for the Center for Technology Integration to determine the needed upgrades for classrooms.
    - Purchase or lease the needed upgrades.
    - Hire media person to make repairs and manage the multimedia technology.
  - 6) Strengthen and Improve Science Laboratories Efficiency.
    - Complete an assessment of science laboratory teaching needs and assignments.
    - Order laboratory supplies and determine the supplies that will be used for each class period.
    - Meet with the biology and chemistry professors to discuss laboratory supplies.
    - Hire laboratory technicians.
  - 7) Improve and expand the Faculty Development Program at Langston University.
    - Facilitate a series of workshops/seminars and webinar sessions to improve the faculty quality of instructional skills. Speakers with expertise in areas of interest also will be invited to make presentations.
    - Establish a professional library and a website resource support network to assist teachers in planning and to provide materials for selected disciplines to promote learning.
    - Provide opportunities for faculty to enhance teaching and learning through faculty development support grants by preparing and submitting proposals for innovative teaching activities.
    - Provide opportunities for faculty to complete terminal degrees.
    - Hire a Director of Faculty Development.
  - 8) Upgrade Program Assessment Plans
    - Provide a series of workshops for faculty that address relevant information on assessment plans.
    - Make assessments assignment in parts and provide feedback to the faculty.
    - Hold meetings to discuss draft plans.
    - Establish a completion date for assessment plans.
    - Assign the completed assessment plans to the assessment committee for review.

### **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, LU has taken the following program actions in response to APRA:



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

**Program Review**

LU offers 35 degree and/or certificate programs as follows:

0	Certificates
5	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
25	Baccalaureate Degrees
4	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with LU’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**

LU’s faculty developed the proposal, which was reviewed and approved by institutional officials. LU’s governing board approved delivery of the Associate in Arts in General Studies at their December 4, 2015 meeting. LU requests authorization to offer the program as outlined below.

**POLICY ISSUES:**

This action is consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Associate in Arts in General Studies**

**Program purpose.** The proposed program is designed to provide students with a general education degree that will easily transfer into a four year program or give students a foundation that will help them find entry-level employment.

**Program rationale and background.** Langston University currently offers a limited number of associate degrees that are discipline specific. The proposed Associate in Arts in General Studies will provide students with a seamless transition for students entering Langston University and who want to have some flexibility in selecting courses consistent with their educational goals. The program aligns with the institutional mission of providing excellent post-secondary education for underserved students and will provide students with a well-rounded foundation in analytical thinking, applied knowledge, creative expression, effective communication, social awareness and responsibility, and computer literacy.

**Employment opportunities.** Students completing the proposed program will be able to enter a large number of public and private sector jobs that require some level of college education, including positions within education and health services, administrative support services, retail trade, and leisure and hospitality services. According to the Oklahoma Employment Security Commission, careers in these fields are expected to increase 6 to 15 percent through 2022. LU is confident the proposed program will benefit students in achieving their educational and career goals.

**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	50	Fall 2019
Minimum Graduates from the program	35	2019-2020

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

Institution	Existing Program
Southwestern Oklahoma State University	Associate in Science in General Studies (121)
Oklahoma Panhandle State University	Associate in Arts in General Studies (039) Associate in Science in General Studies (051)
Eastern Oklahoma State College	Associate in Arts in General Studies (044)
Northeastern Oklahoma A&M College	Associate in Arts in General Studies (110)
Redlands Community College	Associate in Arts in General Studies (070)
Carl Albert State College	Associate in Arts in General Studies (039)
Seminole State College	Associate in Arts in Liberal Studies (205)
Rose State College	Associate in Arts in Liberal Studies (047)
Oklahoma City Community College	Associate in Arts in Liberal Studies (128)

A system wide letter of intent was communicated by email February 29, 2016. Oklahoma City Community College (OCCC) and Rose State College (RSC) requested a copy of the proposal, which was sent April 15, 2016. Neither OCCC, RSC, nor any other State System institution notified the State Regents' office of a protest. Due to distance between institutions and Langston University's unique mission, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 62 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	41
Major Requirements	15
Electives	6
<b>Total</b>	<b>62</b>

**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 Associate in Arts in General Studies are shown in the following tables.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<i>Narrative/Explanation: The amounts above represent a percentage of current funds allocated for faculty salaries.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$403,360	\$403,360	\$504,200	\$504,200	\$605,040
<i>Narrative/Explanation: Tuition was calculated based on LU's current flat rate tuition of \$5,042 per semester. LU anticipates an enrollment of 40, 40, 50, 50, and 60 students in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$453,360</b>	<b>\$453,360</b>	<b>\$554,200</b>	<b>\$554,200</b>	<b>\$655,040</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<i>Narrative/Explanation: The courses required in the proposed program are taught by current faculty and will include students from various majors. The amounts above reflect a percentage of faculty salary to teach only the students in the proposed 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
<b>TOTAL</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$50,000</b>

Attachment

**ATTACHMENT A**

**LANGSTON UNIVERSITY  
ASSOCIATE IN ARTS IN GENERAL STUDIES**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>General Education</b>	<b>41</b>
EG 1113      English Composition I	3
EG 1213      English Composition II	3
EG 2033      Advanced Composition	3
MT 1413 or MT 1513      Contemporary Mathematics College Algebra	3
MT 1613 or MT 2013 or MT 2603      Trigonometry Elementary Statistics Finite Mathematics	3
CS 1103      Introduction to Information Processing	3
NB 1114      Natural Science Biology	4
NP 1113      Physical Science	3
HT 1483 or HT 1493      US History to 1877 US History Since 1877	3
PS 1113      American Federal Government	3
HU 2103      Western Humanities I	3
PY 1113      Introduction to Psychology	3
SP 2713      Introduction to Speech	3
ED 1601 or PY 1111      Academic Achievement Personal and Social Development	1
<b>Major Requirements</b>	<b>15</b>
PH 2113      Philosophy of Contemporary Life	3
SO 1113      Introduction to Sociology	3
EC 2023      Principles of Microeconomics	3
EG 2543      Survey of English Literature	3
FSC 2123      Introduction to Nutrition	3
<b>Electives</b>	<b>6</b>
Any course to bring total credit hours completed to 62	6
<b>Total</b>	<b>62</b>

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**AGENDA ITEM #13-f:**

**New Programs.**

**SUBJECT:** Northeastern State University. Approval to offer the Bachelor of Science in Applied Physics, the Bachelor of Science in Cyber Security, and the Bachelor of Science in Cell and Molecular Biology.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northeastern State University's requests to offer the Bachelor of Science in Applied Physics, the Bachelor of Science in Cyber Security, and the Bachelor of Science in Cell and Molecular Biology on the Tahlequah and Broken Arrow campuses, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Science in Applied Physics.** 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 5 students in 2020-2021.
- **Bachelor of Science in Cyber Security.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 50 students in Fall 2020; and  
Graduates: a minimum of 18 students in 2020-2021.
- **Bachelor of Science in Cell and Molecular Biology.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 45 students in Fall 2020; and  
Graduates: a minimum of 10 students in 2020-2021.

**BACKGROUND:**

**Academic Plan**

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

- All academic programs are reviewing their degree offerings to remove dated or duplicated efforts. Each one is refreshing and modernizing its content and delivery where applicable. Several new degree plans and options are in various stages of discussion and development.

- Concurrent enrollment, online education, and targeted recruiting of returning student within 30 hours of a degree will be major initiatives for the Institution this year. Each of these areas have seen some growth this past year but much more can be done.
- Initiatives that will affect all programs include better electronic delivery and data collection. The ITV technology that currently exists on campus must be replaced to better serve students at the three campuses.
- Data collection on NSU activities to establish proactive practices in recruiting and retention efforts is also a priority for next year. To reach the goals established by Complete College America for NSU, the University has to act decisively on initiatives that will sustain and grow enrollment and continually improve its quality educational offerings.
- The College of Business and Administration is moving more of its degree offerings to online format such as Accounting and Finance. It is enhancing growth areas such as its Masters of Business Administration, Hospitality and Tourism, Environmental Health and Safety, and Health Care Administration with addition of new options, faculty and new practical experiences. It is beginning collaborative efforts with the College of Liberal Arts (Digital Marketing) and the College of Science and Health Professions (Health Care Information Technology).
- Liberal Arts has seen a marked growth in Criminal Justice this year (over 30%) since the hire of a new department head and a new faculty member. The department has submitted a degree proposal in Homeland Security as well as Legal Studies and is leading a multi-college development of a cyber security degree. This department is expanding its outreach programs to area law enforcement agencies through professional development opportunities.
- The Liberal Arts College, which received its first endowed professorship this year, is also looking to revive its efforts to offer a Masters in Social Work that was submitted to the Regents in 2006 and is still on hold. A School of Visual and Performing Arts through several thematic and programmatic offerings will enhance the recognition and mission of the arts on campus and in the community.
- The College of Education has successfully started offering its Elementary Education courses to the Sallisaw community with the assistance of Carl Albert State College and the Cherokee Nation. Continued growth and diversification of offerings to the area community colleges is expected this year. It is expected that Education will be continually modifying its degree plans to comply with its various supervisory organizations. New options for existing graduate degrees such as the Masters in Teaching and the Masters of Higher Ed Leadership are under consideration. New missions and opportunities for Health and Kinesiology as well as Psychology, which just received CACREP accreditation this year, are under exploration.
- The College of Science and Health Professions has proposed or is developing degrees and options in Applied Physics and Biochemistry and implementing extensive changes in its Biology and Computer Science degrees. The Physician's Assistant Program is taking shape as new directors were added to begin classes in the Fall of 2016. Planning has begun on the next allied health programs that will be added to the Muskogee campus.
- The College of Optometry remains a nationally recognized leader in optometric education. Its administration and staff are routinely consulted regarding not only pedagogical practices but also in the construction of legislation in other states regarding the expanded practice that optometrists

in the State of Oklahoma enjoy. While only modifications to current curricula are planned the College does need another faculty member to alleviate the present overloads endured by its faculty.

- International Programs and the Graduate College are two other areas experiencing pronounced growth. These two entities attract talent from a global pool and bring them to Oklahoma. Both are planning more aggressive recruiting and retention strategies this next year and required additional operating funds to implement them.

**APRA Implementation**

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

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

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

**Program Review**

NSU offers 89 degree and/or certificate programs as follows:

6	Certificate
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
56	Baccalaureate Degrees
26	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degree

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

**Program Development Process**

NSU’s faculty developed the proposals, which were reviewed and approved by institutional officials. NSU’s governing board approved delivery of the Bachelor of Science in Applied Physics, the Bachelor of Science in Cyber Security, and the Bachelor of Science in Cell and Molecular Biology at the April 8, 2016 meeting. NSU requests authorization to offer these degree programs, as outlined below.

**POLICY ISSUES:**

These actions are consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Bachelor of Science in Applied Physics**

**Program purpose.** The purpose of the proposed program is to provide quality undergraduate education in physics to prepare students for careers as scientists, engineers, and educators.

**Program rationale and background.** In the northeast region of Oklahoma, there are both physics and engineering programs at community colleges; however, a critical part of the higher education pipeline is missing: a quality undergraduate degree in physics at a regional institution. Although NSU currently offers a minor in physics, the addition of a Bachelor of Science in Applied Physics will serve to transition students from both high school and community colleges to advanced training in the discipline. NSU currently has articulation agreements with Tulsa Community College in a wide variety of science-related disciplines and strongly believes the development of a similar agreement for physics is possible.

**Employment opportunities.** Graduates of the proposed program will be prepared to seek employment in a variety of careers in the energy, defense, aerospace, and other science-related fields. The Oklahoma Employment Security Commission reports long-term employment projections for professional, scientific, and technical services as increasing nearly 22 percent through 2022. Additionally, applied physics majors will have the knowledge and skills needed to pursue graduate study in physics, engineering, medicine, and law. NSU is confident the proposed program will provide highly qualified graduates who are prepared for employment in the aforementioned fields both in the northeastern region of Oklahoma and statewide.

**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.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	20	Fall 2020
Minimum Graduates from the program	5	2020-2021

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



The proposed program may share some similar content with the following programs:

<b>Institution</b>	<b>Existing Program</b>
Oklahoma State University	Bachelor of Science in Physics (161)
University of Oklahoma	Bachelor of Science in Physics (188)
University of Oklahoma	Bachelor of Science in Physics in Physics (309)
East Central University	Bachelor of Science in Physics (035)
Cameron University	Bachelor of Science in Physics (385)
University of Science and Arts of Oklahoma	Bachelor of Science in Physics (018)

A system wide letter of intent was communicated via email on March 17, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to demand demonstrated by NSU and no other duplicate programs in NSU's service area; approval of this program to be offered at the Tahlequah and Broken Arrow campus will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as part of the Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

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

<b>Content Area</b>	<b>Credit Hours</b>
General Education	49-51
Major Courses	51
Guided Electives	6
Free Electives	16-18
<b>Total</b>	<b>124</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Applied Physics are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$125,000	\$100,000	\$80,000	\$64,000	\$51,200
<i>Narrative/Explanation: The amounts shown above include the current allocation of funds for physics and the needed resources re-assigned through academic prioritization and reallocation.</i>					
Student Tuition	\$11,094	\$39,995	\$70,618	\$121,224	\$124,860
<i>Narrative/Explanation: The amounts shown above are based on current base tuition rate for resident students (\$184.90 per credit hour) and a per student credit hour load of 30 credit hours per academic year. Calculations include an anticipated 3 percent increase in tuition and fees.</i>					
<b>TOTAL</b>	<b>\$136,094</b>	<b>\$139,995</b>	<b>\$150,618</b>	<b>\$185,224</b>	<b>\$176,060</b>
B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$120,122	\$120,122	\$120,122	\$120,122	\$120,122
<i>Narrative/Explanation: The amounts above are a percentage of the faculty salary and benefits for the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
<i>Narrative/Explanation: The amounts above are a percentage of work student funds for the proposed program.</i>					
Equipment and Instructional Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: These funds will be used for annual equipment needs and updating instructional materials as needed.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$9,350	\$9,350	\$9,350	\$9,350	\$9,350
<i>Narrative/Explanation: These funds will be used for educational supplies needed to support students in laboratories, lectures, and other activities.</i>					
Printing	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: These funds will be used for printing promotional materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<b>TOTAL</b>	<b>\$132,772</b>	<b>\$132,772</b>	<b>\$132,772</b>	<b>\$132,772</b>	<b>\$132,772</b>

### Bachelor of Science in Cyber Security

**Program purpose.** The proposed program will prepare students to deter, detect, contain, and investigate unauthorized use of computer networks.

**Program rationale and background.** The world in which we live is connected more than ever. While great value exists in information science, computer science, and criminal justice degrees, the domestic and international events over the past decade have created an increased demand for focused study and expertise in cyber security. Each week there are numerous examples of threats and breaches of infrastructures and systems within the private and public sector. Crimes ranging from banking and financial fraud, intellectual property, child exploitation, identity theft, stalking and bullying continue to wreak havoc in the United States and worldwide. With the increasing reliance on technology to conduct everyday business, the opportunities for cyber-attacks and threats will continue to grow. NSU reports that the proposed program was vetted by a group of private and government leaders in their service area and will address the need for qualified individuals to combat this critical problem. Members of the group include representatives from Helmerich & Payne, Inc., Fort Smith Police – Computer Forensics Unit, SemGroup, and the Oklahoma State Bureau of Investigation – Digital Forensic Unit.

**Employment opportunities.** The employment outlook for individuals with expertise in cyber security is strong. Graduates of the proposed program will be able to find employment as Information Security Analysts in a variety of public and private industry, such as retail, health care, information and finance, and government. According to a recent market analysis conducted by Burning Glass, 84 percent of these jobs require a bachelor’s degree. The Oklahoma Employment Security Commission projects that careers for Information Security Analysts are expected to increase 27 percent through 2022. The Tulsa metro area is home to many of types of companies that are in need of employees trained to prevent, detect, and investigate cyber-crimes. NSU is confident that graduates of the proposed program will find employment in the field.

**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	50	Fall 2020
Minimum Graduates from the program	18	2020-2021

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

new academic program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program is sufficiently limited to warrant initiation of a new program offering.

There are no Bachelor of Science in Cyber Security programs offered in Oklahoma. A system wide letter of intent was communicated via email on March 17, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to demand demonstrated by NSU and no other duplicate programs, approval of this program to be offered at the Tahlequah and Broken Arrow campus will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as part of the Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

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

Content Area	Credit Hours
General Education	49-51
Major Courses	49
Guided Electives	12
General Electives	12-14
<b>Total</b>	<b>124</b>

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

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

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

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

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$162	\$162	\$162	\$162	\$162
<i>Narrative/Explanation: The amounts above reflect 25 percent of Criminal Justice and Legal Studies work study funds that will be allocated to the proposed program.</i>					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$62,950	\$62,950	\$62,950	\$62,950	\$62,950
<i>Narrative/Explanation: The amounts above are 50 percent of the faculty/staff program costs that are currently allocated to support the program.</i>					
State Resources Available	\$33,299	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
through Internal Allocation and Reallocation					
<i>Narrative/Explanation: First year start-up funds will be covered through salary savings, use of cost recovery funds from the College of Extended Learning.</i>					
Student Tuition	\$55,470	\$114,270	\$176,544	\$242,448	\$312,165
<i>Narrative/Explanation: The amounts shown above are based on current base tuition rate for resident students (\$184.90 per credit hour) and a per student credit hour load of 30 credit hours per academic year. Calculations include an anticipated 3 percent increase in tuition and fees.</i>					
<b>TOTAL</b>	<b>\$151,881</b>	<b>\$177,832</b>	<b>\$239,656</b>	<b>\$305,560</b>	<b>\$375,277</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$7,362	\$7,362	\$7,362	\$7,362	\$7,362
<i>Narrative/Explanation: The amounts shown above reflect 25 percent of staff salary expenses for the proposed program.</i>					
Faculty	\$118,537	\$118,537	\$118,537	\$118,537	\$118,537
<i>Narrative/Explanation: The amounts above are a percentage of the faculty salary and benefits for the proposed program. The program will utilize current faculty and select adjuncts.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$162	\$162	\$162	\$162	\$162
<i>Narrative/Explanation: The amounts above are a percentage of work student funds for the proposed program.</i>					
Equipment and Instructional Materials	\$24,975	\$687	\$687	\$687	\$687
<i>Narrative/Explanation: The amount in year 1 reflects start-up costs. The amounts shown in subsequent years represent 25 percent of the equipment budget to be dedicated to supporting the proposed program.</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	\$105	\$105	\$105	\$105	\$105
<i>Narrative/Explanation: The amounts shown are budgeted from the College of Liberal Arts to be dedicated to support printing costs for the proposed program</i>					
Telecommunications	\$195	\$195	\$195	\$195	\$195
<i>Narrative/Explanation: The amounts shown are budgeted for associated telecommunication expenses.</i>					
Travel	\$545	\$545	\$545	\$545	\$545
<i>Narrative/Explanation: The amounts shown are budgeted for travel costs.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$151,881</b>	<b>\$127,593</b>	<b>\$127,593</b>	<b>\$127,593</b>	<b>\$127,593</b>

## **Bachelor of Science in Cell and Molecular Biology**

**Program purpose.** The proposed program is designed to prepare graduates who are competitive in applications for entry into graduate degree programs, professional programs, or technical/industrial jobs.

**Program rationale and background.** NSU currently offers Cellular Biology and Molecular Biology as options under the Bachelor of Science in Biology (115). Currently each option has an enrollment of 117 students and program faculty anticipate that the number of students in the proposed program will approximately be the same or higher. NSU expects the proposed program will be more attractive to students as the curriculum is more focused and will better prepare them for graduate work and/or employment.

**Employment opportunities.** Students completing degrees in cellular or molecular biology generally find employment in biology, continue their education in graduate school, or pursue medical training in various professional schools. The employment outlook for individuals with the knowledge and skills gained through the proposed program is strong. According to the Oklahoma Employment Security Commission (OESC), careers for Biological Technicians are expected to increase approximately 8 percent through 2022. Similarly, careers in other biologically related fields, such as biomedical, biophysical, and biology education are expected to grow 8 to 20 percent. Oklahoma is also underserved in health care and OESC predicts opportunities in the medical field will increase as much as 21 percent, depending on the specialty. NSU is confident that graduates of the proposed program will be successful in finding 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.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	45	Fall 2020
Minimum Graduates from the program	10	2020-2021

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

The proposed program may share some similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Microbiology/Cell and Molecular Biology (149)
Cameron University	Bachelor of Science in Biology (310) with an option in Cellular and Molecular Biology

A system wide letter of intent was communicated via email on March 17, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to demand demonstrated by NSU and distance between institutions approval of this program to be offered at the Tahlequah and Broken Arrow campus will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as part of the Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

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

Content Area	Credit Hours
General Education	49-51
Major Courses	71
General Electives	2-4
<b>Total</b>	<b>124</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Cell and Molecular Biology are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$279,000	\$279,000	\$279,000	\$279,000	\$279,000

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
through Internal Allocation and Reallocation					
<i>Narrative/Explanation: The amounts above are existing funds currently supporting the Cellular Biology and Molecular Biology options and will be assigned to support the proposed program.</i>					
Student Tuition	\$27,735	\$57,134	\$88,274	\$181,840	\$280,987
<i>Narrative/Explanation: The amounts shown above are based on current base tuition rate for resident students (\$184.90 per credit hour) and a per student credit hour load of 30 credit hours per academic year. Calculations include an anticipated 3 percent increase in tuition and fees.</i>					
<b>TOTAL</b>	<b>\$306,735</b>	<b>\$336,134</b>	<b>\$367,274</b>	<b>\$460,840</b>	<b>\$559,987</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$219,390	\$219,390	\$219,390	\$219,390	\$219,390
<i>Narrative/Explanation: The amounts above include faculty salaries for the current molecular and cellular options. These faculty support other biological sciences degree and general education courses consisting of approximately 50 percent of their teaching load.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
<i>Narrative/Explanation: The amounts above are a percentage of work student funds for the proposed program.</i>					
Equipment and Instructional Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: These funds will be used for annual equipment needs and updating instructional materials.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$42,875	\$42,875	\$42,875	\$42,875	\$42,875
<i>Narrative/Explanation: The amounts shown are budgeted for educational supplies to support students in laboratories, lectures, and other activities.</i>					
Printing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts shown are budgeted for printing promotional materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$275,265</b>	<b>\$275,265</b>	<b>\$275,265</b>	<b>\$275,265</b>	<b>\$275,265</b>

Attachments



**NORTHEASTERN STATE UNIVERSITY  
BACHELOR OF SCIENCE IN APPLIED PHYSICS**

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

	Advance course in mathematics, statistics, or computer programming	
UNIV 1002	University Strategies	2
UNIV 2091	General Education Capstone	1
<b>Major Courses</b>		<b>51</b>
CS 2163	Computer Science II	3
MATH 2624	Calculus II	4
MATH 2633	Calculus III	3
PHYS 2215	Engineering Physics II	5
*PHYS 3004	Scientific Computation	4
*PHYS 3103	Mathematical Methods in Physics	3
*PHYS 3113	Mechanics	3
*PHYS 3213	Modern Physics	3
*PHYS 3413	Thermodynamics and Statistical Mechanics	3
PHYS 3613	Optical Instrumentation	3
PHYS 3714	Electronics	4
PHYS 4114	Electricity and Magnetism	4
PHYS 4323	Physics for Engineers	3
PHYS 4350	Special Topics in Physics	1
PHYS 4503	Advanced Physics Lab	3
*PHYS 4901	Research in Physics (taken twice)	2
<b>Guided Electives</b>		<b>6</b>
Select 6 credit hours from the following courses:		
CHEM 4524	Physical Chemistry I	4
CHEM 4624	Physical Chemistry II	4
CS 3173	Basic Computer Architecture	3
CS 3223	Programming Languages	3
CS 3343	Computer Operating System	3
MATH 3513	Statistical Methods	3
MATH 3623	Mathematical Statistics	3
MATH 3713	Abstract Algebra	3
MATH 3983	Linear Algebra	3
MATH 4113	Differential Equations	3
MATH 4123	Partial Differential Equations	3
MATH 4233	Numerical Analysis	3

MATH 4303	Complex Analysis	3
MATH 4403	Mathematical Modeling	3
MATH 4413	Vector Analysis	3
*PHYS 3623	Wave Optics	3
*PHYS 4254	Quantum Mechanics	4
PHYS 4350	Special Topics in Physics	variable
<b>General Electives</b>		<b>16-18</b>
Select courses so that credit hours completed total 124.		
<b>Total</b>		<b>124</b>

NORTHEASTERN STATE UNIVERSITY  
 BACHELOR OF SCIENCE IN CYBER SECURITY

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

	programming	
UNIV 1002	University Strategies	2
UNIV 2091	General Education Capstone	1
<b>Major Courses</b>		<b>49</b>
*CRJ 3563	Introduction to Cyber Security and Crime	3
CRJ 3013	Criminal Law I	3
*CRJ 3573	Digital Forensics I	3
CRJ 3443	Diversity and Ethical Dilemmas in Criminal Justice	3
*CRJ 4573	Digital Forensics II	3
CS 2014	Computer Science I	4
*CS 3643	Programming for Cyber Security	3
CS 3663	Principles of TCP/IP	3
*CS 3633	Internet Security	3
CS 3623	Network Security	3
*IS 3513	Introduction to Information Security	3
*IS 3533	Cyber Security Policy and Technologies	3
*IS 3553	System and Network Administration	3
IS 4293	Business Database Management Systems	3
*IS 4533	Cyber Penetration Testing	3
*CRJ 4903	Cyber Security Senior Seminar	3
<b>Guided Electives</b>		<b>12</b>
Select 12 credit hours from the following courses:		
CRJ 3223	Evidence	3
CRJ 3603	Introduction to Homeland Security	3
CRJ 3633	Terrorism	3
*CRJ 4023	Special Topics in Cyber Security	3
*CRJ 4893	Agency Experience in Cyber Security	3
CS 2163	Computer Science II	1-3
*CS 4363	Data Mining	3
*IS 3613	Building Secure Web Applications	3
*IS 3633	Cyber Security in Business and Industry	3
*IS 3643	Cyber Security in Government	3
*IS 3713	Evaluating Emerging Technologies	3
*IS 4553	Ethical Hacking	3
<b>General Electives</b>		<b>12-14</b>

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Select courses so that credit hours completed total 124.

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**Total**

**124**

**NORTHEASTERN STATE UNIVERSITY  
BACHELOR OF SCIENCE IN CELL AND MOLECULAR BIOLOGY**

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

	Advance course in mathematics, statistics, or computer programming	
UNIV 1002	University Strategies	2
UNIV 2091	General Education Capstone	1
<b>Major Courses</b>		<b>71</b>
*BIOL 1023	Introductory Biology II	3
*BIOL 1021	Introductory Biology II Lab	1
BIOL 3114	Genetics	4
BIOL 3124	Cell Biology	4
BIOL 3224	Microbiology	4
BIOL 4103	Developmental Biology	3
BIOL 4232	Molecular and Cell Biology Laboratory	2
BIOL 4242	Trends and Issues in Molecular Biology	2
BIOL 4354	Immunology	4
BIOL 4543	Molecular Biology	3
BIOL 4002 or BIOL 4412	Experimental Design Research in Biology	2
BIOL 4621	Senior Seminar	1
	Biology Electives (select 7 credit hours)	7
	Statistics Courses (MATH 2513 recommended)	3
PHYS 1115	General Physics I	5
PHYS 1215	General Physics II	5
CHEM 1223	General Chemistry II	3
CHEM 1231	General Chemistry II Lab	1
CHEM 3123	Organic Chemistry I	3
CHEM 3132	Organic Chemistry I Lab	2
CHEM 3223	Organic Chemistry II	3
CHEM 3232	Organic Chemistry II Lab	2
CHEM 4124	Biochemistry	4
<b>General Electives</b>		<b>2-4</b>
Select courses so that credit hours completed total 124.		
<b>Total</b>		<b>124</b>

\*Asterisks denote new courses



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-g:**

**New Programs.**

**SUBJECT:** Northwestern Oklahoma State University. Approval to offer the Certificate in Grief and Bereavement.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northwestern Oklahoma State University's request to offer the Certificate in Grief and Bereavement, via online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Grief and Bereavement.** This certificate is embedded within the Bachelor of Science in Psychology (056) and will be included in the regular 5-year program review due in 2018.

**BACKGROUND:**

**Academic Plan**

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

**General Education Program Review**

Members of NWOSU's General Education Committee will submit a revised general education program including a reduction from 54 hours to 45 hours.

**Reduction in Degree Hours**

In conjunction with the general education revision, Northwestern will decrease the hours to earn a college degree from 124 to 120.

**Strategic Planning**

Northwestern's Strategic Plan "Rising Above" provides guidance to the university community as it pertains to budget and prioritization of projects. However, the plan needs revised to meet new challenges facing the institution and higher education. Therefore, during the 2015-16 academic year, the Ranger community will develop a five-year plan.

**New Doctor of Nursing Practice (DNP) Degree**

In fall 2015, Northwestern will submit a formal proposal to offer a DNP program. The program aligns Northwestern with other regional institutions offering doctorate programs. Thanks to the generosity of a local foundation, costs associated with the program will be minimal. Please see attached document.

**Student Support Services (SSS) Grant**

In summer 2015, Northwestern was awarded its first SSS Grant. The grant, with annual funds totaling 208,741 dollars, will assist low-income students, first generation students, and disabled students in matters related to financial aid and academic support. In addition, as part of the SSS grant, a Summer Bridge Program will be implemented beginning summer 2016. The Bridge program, designed for students needing remedial courses, will provide intensive instruction over a four week period and hopefully prepare students for credit bearing courses during their first semester of school.

**Higher Learning Commission (HLC) Academy on Student Persistence and Completion**

Northwestern will participate in the HLC “Academy on Student Persistence and Completion.” The academy provides opportunities for Northwestern team members to interact and share best practices related to retention and guardian with colleagues from like universities.

**Course Redesign**

Northwestern enters the fifth year of its Title III grant. Currently, university faculty members from the English, math, science, and social science programs have engaged in efforts to redesign gateway courses. In addition, two academic advisors have monitored and engaged in intrusive advising with at-risk freshmen students. Although funding for the Title III grant will cease at the end of next year, these advisors will remain as Northwestern sustains its effort to support at-risk freshmen.

**Complete College America and Certificate Offerings**

Northwestern is committed to the Complete College America initiative and to Governor Mary Fallin’s call for increasing the number of degree and certificate holders in the State of 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, NWOSU has taken the following program actions in response to APRA:

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

**Program Review**

NWOSU offers 49 degree and/or certificate programs as follows:

7	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
35	Baccalaureate Degrees
6	Master’s Degrees
1	Doctoral Degree
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with NWOSU’s program

review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

### **Program Development Process**

NWOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NWOSU's governing board approved delivery of the Certificate in Grief and Bereavement at the January 29, 2016 meeting. NWOSU requests authorization to offer this program as outlined below.

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

- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Conservation Law Enforcement (010);
- Bachelor of Science in Nursing (047);
- Master of Counseling in Psychology (043);
- Master of Education in Elementary Education (014);
- Master of Education in Secondary Education (033): and
- Doctor of Nursing Practice in Advanced Practice Nursing (080)

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Certificate in Grief and Bereavement**

**Program purpose.** The proposed program will provide students with an in-depth knowledge of the death and grieving process.

**Program rationale and employment opportunities.** The proposed program is designed to be an added credential for individuals interested in having a positive impact on persons confronting end-of-life and loss issues. The certificate offers a scientific approach to the study of the dying and grieving processes, social attitudes towards death and loss, suicide prevention education, and the social and psychological aspects of grief and bereavement. Students completing the proposed certificate will gain preparation to work with nurses, social workers, chaplains, funeral directors, counselors, law enforcement officers and educators.

**Student demand.** The proposed program is expected to fulfill student demand within the Bachelor of Science in Psychology (056) program.

**Duplication and impact on existing programs.** There are no Certificate in Grief and Bereavement programs offered in Oklahoma. A system wide letter of intent was communicated by email January 15, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

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

<b>Content Area</b>	<b>Credit Hours</b>
Required Courses	30
<b>Total</b>	<b>30</b>

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

**Delivery method and support services.** NWOSU will utilize the Blackboard learning management system and students will have access to a help desk, tutoring services and online library services. In addition, NWOSU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, students, and other support services including library, facilities, and computing equipment containing a variety of software suites.

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Bachelor of Science in Psychology (056) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**ATTACHMENT A**

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY  
CERTIFICATE IN GRIEF AND BEREAVEMENT**

<b>Certificate Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>30</b>
PSYC 3163      Motivation and Emotion	3
PSYC 3253      Foundations of Grief and Bereavement	3
PSYC 3413      Child Guidance	3
PSYC 3513      Adolescent Guidance	3
PSYC 3533      Grief in Children and Teens	3
PSYC 3553      Diversity Issues in Death, Grief, and Bereavement	3
PSYC 4053      Current and Critical Topics in Death and Loss	3
PSYC 4123      Psychotherapy	3
PSYC 4173      Positive Psychology	3
PSYC 4263      Palliative and Hospice Care	3
<b>Total</b>	<b>30</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-h:**

**New Programs.**

**SUBJECT:** University of Central Oklahoma. Approval to offer the Master of Arts in Composition and Rhetoric, the Master of Arts in Creative Writing, the Master of Arts in Literature, and the Master of Arts in Teaching English as a Second Language.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Master of Arts in Composition and Rhetoric, the Master of Arts in Creative Writing, the Master of Arts in Literature, and the Master of Arts in Teaching English as a Second Language, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Arts in Composition and Rhetoric.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 12 students in Fall 2018; and  
Graduates: a minimum of 3 students in 2018-2019.
- **Master of Arts in Creative Writing.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 20 students in Fall 2018; and  
Graduates: a minimum of 3 students in 2018-2019.
- **Master of Arts in Literature.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 20 students in Fall 2018; and  
Graduates: a minimum of 8 students in 2018-2019.
- **Master of Arts in Teaching English as a Second Language.** 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 8 students in 2018-2019.

**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 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 UCOs 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. UCO's governing board approved delivery of the Master of Arts in Composition and Rhetoric, the Master of Arts in Creative Writing, the Master of Arts in Literature, and the Master of Arts in Teaching English as a Second Language, 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:

#### Master of Arts in Composition and Rhetoric

**Program purpose.** The proposed program is designed to prepare students for faculty positions teaching writing courses at the college and university level.

**Program rationale and background.** The proposed program exists as an option under the Master of Arts in English (099) program and would serve as a feeder program into doctoral English programs at Oklahoma State University and the University of Oklahoma. Over the past five years, the option has maintained an average enrollment of 10 students and graduated an average of 4 students. However, the curriculum for the option is a distinct subfield within the discipline of English and contains little overlap with the other options available within the existing Master of Arts in English (099) program. Therefore, UCO believes the proposed program and its students would be better served as a stand-alone degree.

**Employment opportunities.** Educational institutions and organizations in Oklahoma and throughout the United States continue to offer numerous opportunities for employment to graduates of Composition and Rhetoric programs. The Council of Writing Program Administrators, the Modern Language Association, and *The Chronicle of Higher Education* currently list more than 100 job opportunities for Composition and Rhetoric specialists at higher education institutions. Currently, the Oklahoma Employment Security Commission anticipates a 7 percent growth in careers opportunities for English Language and Literature Teachers in at the postsecondary level. UCO is confident that students completing the proposed program

will be successful in continuing their education at the doctoral level and finding employment within the discipline.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2018
Minimum Graduates from the program	3	2018-2019

**Duplication and impact on existing programs.** There are no Master of Arts in Composition and Rhetoric programs offered in Oklahoma. 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. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Arts in Composition and Rhetoric program will consist of 34-39 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	12
Guided Electives	12
Capstone Experience	1-6
General Electives	9
<b>Total</b>	<b>34-39</b>

**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 Arts in Composition and Rhetoric are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$64,065	\$64,065	\$64,065	\$64,065	\$64,065
<i>Narrative/Explanation: The amounts above were calculated based upon in-state tuition and fees of \$296.60 per credit hour. UCO anticipates 12 students enrolling and completing nine credit hours per semester.</i>					
<b>TOTAL</b>	<b>\$64,065</b>	<b>\$64,065</b>	<b>\$64,065</b>	<b>\$64,065</b>	<b>\$64,065</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$46,092	\$46,092	\$46,092	\$46,092	\$46,092
<i>Narrative/Explanation: Current faculty will be able to teach the courses required for the proposed program as part of their regular workload. 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
<b>TOTAL</b>	<b>\$49,410</b>	<b>\$49,410</b>	<b>\$49,410</b>	<b>\$49,410</b>	<b>\$49,410</b>

### Master of Arts in Creative Writing

**Program purpose.** The proposed program will equip students with the knowledge and skills necessary to reflect upon, represent, and research human experiences, cultural issues, and ethical and emotional challenges and to interpret these within both literary and social contexts.

**Program rationale and background.** The proposed program exists as an option under the Master of Arts in English (099). UCO reports that the option is one of the most popular areas of specialization

within the department and has averaged an enrollment of 22 students over the past five years and has achieved an average of 3 graduates each year. However, the curriculum for the option is a distinct subfield within the discipline of English and contains little overlap with the other options available within the existing Master of Arts in English (099) program. In order to comply with State Regents' policy regarding sharing 50 percent common coursework among options and to better serve students' needs, UCO developed the option into a stand-alone degree.

**Employment opportunities.** Graduates of the proposed program typically apply their knowledge and skills to produce creative literary works. Although the employment opportunities for writers is low at less than one percent through 2022, UCO reports that enrollment in the existing Creative Writing option has historically included a large number of returning students who are already employed in their chosen career fields who are seeking a graduate degree as a means of personal development. According to the Modern Language Association and the Association of Writers and Writing Programs, the vast majority of practicing and publishing writers continue to maintain active professional careers in other fields. UCO is confident that graduates of the proposed program will benefit in ways that are meaningful to them.

**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 2018
Minimum Graduates from the program	3	2018-2019

**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 Fine Arts in Creative Writing (471)

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 and degree designation, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Arts in Creative Writing program will consist of 34 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Course	3
Literature Courses	12
Applied Writing Courses	9
General Electives	6
Capstone Experience	4
<b>Total</b>	<b>34</b>

**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 Arts in Creative Writing are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$106,776	\$106,776	\$106,776	\$106,776	\$106,776
<i>Narrative/Explanation: The amounts above were calculated based upon in-state tuition and fees of \$296.60 per credit hour. UCO anticipates 20 students enrolling and completing nine credit hours per semester.</i>					
<b>TOTAL</b>	<b>\$106,776</b>	<b>\$106,776</b>	<b>\$106,776</b>	<b>\$106,776</b>	<b>\$106,776</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$97,902	\$97,902	\$97,902	\$97,902	\$97,902
<i>Narrative/Explanation: Current faculty will be able to teach the courses required for the proposed program as part of their regular workload. 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
<b>TOTAL</b>	<b>\$101,220</b>	<b>\$101,220</b>	<b>\$101,220</b>	<b>\$101,220</b>	<b>\$101,220</b>

### Master of Arts in Literature

**Program purpose.** The proposed program will provide students with advanced-level knowledge and skills to analyze a range of literary texts and conduct sound literary research.

**Program rationale and background.** The proposed program exists as an option under the Master of Arts in English (099). UCO reports that the option is one of the most popular areas of specialization within the department and has averaged an enrollment of 42 students over the past five years and has achieved an average of 10 graduates each year. However, the curriculum for the option is a distinct subfield within the discipline of English and contains little overlap with the other options available within the existing Master of Arts in English (099) program. In order to comply with State Regents' policy regarding sharing 50 percent common coursework among options and to better serve students' needs, UCO developed the option into a stand-alone degree.

**Employment opportunities.** Master's-level graduates in Literature pursue a range of fields, including post-secondary teaching, editing, and publishing. The Modern Language Association *Job Information List* and *The Chronicle of Higher Education* list more than 100 positions for teachers of literature and writing at institutions of higher education. Currently, the Oklahoma Employment Security Commission anticipates a 7 percent growth in career opportunities for English Language and Literature Teachers in at the postsecondary level. Additionally, UCO reports that many of the students enrolled in the option under the existing Master of Arts in English (099) program are currently employed as secondary English/Language Arts instructors and are pursuing a graduate degree as an additional credential for purposes of professional development and advancement. The Department of English anticipates this trend to continue and that students completing the proposed program will either find employment or advance in their careers.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2018
Minimum Graduates from the program	8	2018-2019

**Duplication and impact on existing programs.** There are no Master of Arts in Literature programs offered in Oklahoma. 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. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Arts in Literature program will consist of 34 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Foundation Courses	6
Capstone Experience	1-6
Literature Courses	9
Area of Study	12
General Electives	1-6
<b>Total</b>	<b>34</b>

**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 Arts in Literature are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$106,776	\$106,776	\$106,776	\$106,776	\$106,776
<i>Narrative/Explanation: The amounts above were calculated based upon in-state tuition and fees of \$296.60 per credit hour. UCO anticipates 20 students enrolling and completing nine credit hours per semester.</i>					
<b>TOTAL</b>	<b>\$106,776</b>	<b>\$106,776</b>	<b>\$106,776</b>	<b>\$106,776</b>	<b>\$106,776</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$57,901	\$57,901	\$57,901	\$57,901	\$57,901

*Narrative/Explanation: Current faculty will be able to teach the courses required for the proposed program as part of their regular workload. The amounts above represent a percentage of current salary and benefits for faculty teaching in the program.*

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$61,219</b>	<b>\$61,219</b>	<b>\$61,219</b>	<b>\$61,219</b>	<b>\$61,219</b>

### **Master of Arts in Teaching English as a Second Language**

**Program purpose.** The proposed program will provide students with the knowledge, skills and pedagogy needed to teach English to non-native speakers.

**Program rationale and background.** The proposed program exists as an option under the Master of Arts in English (099). UCO reports that the option is one of the most popular areas of specialization within the department and has averaged an enrollment of 30 students over the past five years and has achieved an average of 12 graduates each year. However, the curriculum for the option is a distinct subfield within the discipline of English and contains little overlap with the other options available within the existing Master of Arts in English (099) program. In order to comply with State Regents' policy regarding sharing 50 percent common coursework among options and to better serve students' needs, UCO developed the option into a stand-alone degree.

**Employment opportunities.** Educational institutions and organizations in Oklahoma, throughout the United States, and overseas continue to offer numerous opportunities for employment to graduates of Teaching English as a Second Language programs. Teachers of English as a Second Language, the international association of teachers of English to non-native speakers currently lists over 100 job opportunities in the field. Additionally, the Department of English reports that many of the current students enrolled in the option under the existing Master of Arts in English (099) program are international students who already hold appointments as teachers of English in their home countries and attend UCO's program to support their professional development and career advancement goals. UCO is confident graduates of the program will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2018
Minimum Graduates from the program	8	2018-2019

**Duplication and impact on existing programs.** There are no Master of Arts in Teaching English as a Second Language programs offered in Oklahoma. 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. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Arts in Teaching English as a Second Language program will consist of 33 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Language Courses	6
Pedagogy Courses	12
Research Course	3
General Electives	9
Capstone	3
<b>Total</b>	<b>33</b>

**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 Arts in Teaching English as a Second Language are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$133,470	\$133,470	\$133,470	\$133,470	\$133,470

*Narrative/Explanation: The amounts above were calculated based upon in-state tuition and fees of \$296.60 per credit hour.*

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>UCO anticipates 25 students enrolling and completing nine credit hours per semester.</i>					
<b>TOTAL</b>	<b>\$133,470</b>	<b>\$133,470</b>	<b>\$133,470</b>	<b>\$133,470</b>	<b>\$133,470</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$76,088	\$76,088	\$76,088	\$76,088	\$76,088
<i>Narrative/Explanation: Current faculty will be able to teach the courses required for the proposed program as part of their regular workload. 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
<b>TOTAL</b>	<b>\$79,406</b>	<b>\$79,406</b>	<b>\$79,406</b>	<b>\$79,406</b>	<b>\$79,406</b>

Attachments

**UNIVERSITY OF CENTRAL OKLAHOMA  
MASTER OF ARTS IN COMPOSITION AND RHETORIC**

Degree Requirements	Credit Hours
<b>Program Core</b>	<b>12</b>
ENG 5553      History of Rhetoric to 1700	3
ENG 5653      History of Rhetoric since 1700	3
ENG 5723      Composition Pedagogies	3
ENG 5783      Composition Theory and Research	3
<b>Guided Electives</b>	<b>12</b>
Select 12 credit hours from the following courses:	
ENG 5023      Technical Writing	3
ENG 5143      Blogs: New Independent Media	3
ENG 5283      English Grammar and Usage	3
ENG 5303      Technical Writing	3
ENG 5343      Linguistics	3
ENG 5473      Advanced Composition	3
ENG 5533      Teaching Methods for Teaching Assistants	3
ENG 5493      Document Design	3
<b>Capstone Experience</b>	<b>1-6</b>
ENG 5601 or      Composition and Rhetoric Portfolio ENG 5990      Thesis	1-6
<b>General Electives</b>	<b>9</b>
Select 9 credit hours of electives with advisor approval	
<b>Total</b>	<b>34-39</b>

**UNIVERSITY OF CENTRAL OKLAHOMA  
MASTER OF ARTS IN CREATIVE WRITING**

Degree Requirements	Credit Hours
<b>Required Course</b>	<b>3</b>
*CSDY 5013      Foundations of Creative Writing	
<b>Literature Courses</b>	<b>12</b>
Select 3 credit hours from 4 of the following 5 categories	
Ancient and Medieval Literature	
ENG 5243      Chaucer	3
ENG 5403      Greek Drama in Translation	3
ENG 5423      A Literary Study of the Bible	3
ENG 5633      Old English Literature	3
Renaissance Literature	
ENG 5123      Shakespeare: The Major Plays	3
ENG 5333      Teaching Shakespeare	3
ENG 5503      Sixteenth-Century British Literature	3
ENG 5623      Shakespeare Tragedies	3
ENG 5853      Shakespeare Comedies	3
ENG 5863      Shakespeare's History Plays	3
Seventeenth- and Eighteenth-Century Literature	
ENG 5043      Colonial American Literature	3
ENG 5173      Romantic Literature	3
ENG 5183      Restoration and Eighteenth-Century British Literature	3
ENG 5203      The Age of Johnson	3
ENG 5213      Eighteenth-Century British Novel	3
ENG 5483      Milton: Poetry and Prose	3
ENG 5583      Seventeenth-Century British Literature	3
Nineteenth-Century Literature	
ENG 5073      Nineteenth-Century British Women Writers	3
ENG 5083      Early American Gothic Fiction	3
ENG 5133      Nineteenth-Century British Novel	3
ENG 5153      Victorian Literature	3
ENG 5173      Romantic Literature	3

ENG 5233	American Novel I	3
ENG 5443	Literature of the American West	3
ENG 5713	Nineteenth-Century American Women Writers	3
ENG 5763	American Literature, 1800-1865	3
ENG 5773	American Literature, 1865-1900	3
Twentieth- and Twenty-first-Century Literature		
ENG 5053	Vietnam War Film and Literature	3
ENG 5093	Twentieth-Century American Woman Autobiography	3
ENG 5103	Modern Drama	3
ENG 5193	British Novel, 1900-1940	3
ENG 5223	Southern Women Writers	3
ENG 5253	American Novel II	3
ENG 5273	American Fiction since World War II	3
ENG 5313	Cinema of the Seventies	3
ENG 5383	Modern American Poetry	3
ENG 5433	Classical Hollywood Cinema	3
ENG 5453	Literature of the American West	3
ENG 5443	American Indian Authors	3
ENG 5463	American Indian Literature	3
ENG 5513	Literary Works of C. S. Lewis	3
ENG 5563	Modern British Poetry	3
ENG 5573	British Novel since World War II	3
ENG 5593	Fitzgerald and Hemingway	3
ENG 5663	The Beat Movement	3
ENG 5673	Young Adult Literature	3
ENG 5683	Women in Literature	3
ENG 5693	Films of Akira Kurosawa	3
ENG 5703	Kung Fu Films and Literature	3
ENG 5813	American Indian Youth Literature	3
ENG 5823	Ethnic American Literature	3
ENG 5833	Cyberpunk Film and Literature	3
ENG 5873	American Indian Film	3
ENG 4883	Asian American Literature	3
*ENG 5163	Postcolonial Literature	3
<b>Applied Writing Courses</b>		<b>9</b>



Select 9 credit hours of CSDY courses. Six credit hours must focus on the genre in the thesis		
<b>General Electives</b>		<b>6</b>
Select 6 credit hours of CSDY or ENG coursework with advisor approval		
<b>Capstone Experience</b>		<b>4</b>
CSDY 5990	Thesis	4
<b>Total</b>		<b>34</b>

**UNIVERSITY OF CENTRAL OKLAHOMA  
MASTER OF ARTS IN LITERATURE**

Degree Requirements	Credit Hours
<b>Foundation Courses</b>	<b>6</b>
ENG 5013      Bibliography and Methods of Research	3
*ENG 5743      Theoretical Approaches to Literature	3
<b>Capstone Experience</b>	<b>1-6</b>
ENG 5891 or      Comprehensive Exam ENG 5990      Thesis	
<b>Literature Core</b>	<b>9</b>
Select 3 credit hours from 3 of the following 4 categories	
Ancient and Medieval Literature	
ENG 5243      Chaucer	3
ENG 5403      Greek Drama in Translation	3
ENG 5423      A Literary Study of the Bible	3
ENG 5633      Old English Literature	3
Renaissance Literature	
ENG 5123      Shakespeare: The Major Plays	3
ENG 5333      Teaching Shakespeare	3
ENG 5503      Sixteenth-Century British Literature	3
ENG 5623      Shakespeare Tragedies	3
ENG 5853      Shakespeare Comedies	3
ENG 5863      Shakespeare's History Plays	3
Seventeenth- and Eighteenth-Century Literature	
ENG 5043      Colonial American Literature	3
ENG 5173      Romantic Literature	3
ENG 5183      Restoration and Eighteenth-Century British Literature	3
ENG 5203      The Age of Johnson	3
ENG 5213      Eighteenth-Century British Novel	3
ENG 5483      Milton: Poetry and Prose	3
ENG 5583      Seventeenth-Century British Literature	3
Nineteenth-Century Literature	
ENG 5073      Nineteenth-Century British Women Writers	3
ENG 5083      Early American Gothic Fiction	3

ENG 5133	Nineteenth-Century British Novel	3
ENG 5153	Victorian Literature	3
ENG 5173	Romantic Literature	3
ENG 5233	American Novel I	3
ENG 5443	Literature of the American West	3
ENG 5713	Nineteenth-Century American Women Writers	3
ENG 5763	American Literature, 1800-1865	3
ENG 5773	American Literature, 1865-1900	3
*ENG 5353	African American Women Writers	3
<b>Area of Study</b>		<b>12</b>
Select one Area of Study		
<b>Area A: Literary Studies</b>		
Select 3 credit hours from 4 of the following 5 categories		
Twentieth- and Twenty-first-Century Literature		
ENG 5053	Vietnam War Film and Literature	3
ENG 5093	Twentieth-Century American Woman Autobiography	3
ENG 5103	Modern Drama	3
ENG 5193	British Novel, 1900-1940	3
ENG 5223	Southern Women Writers	3
ENG 5253	American Novel II	3
ENG 5273	American Fiction since World War II	3
ENG 5313	Cinema of the Seventies	3
ENG 5383	Modern American Poetry	3
ENG 5433	Classical Hollywood Cinema	3
ENG 5453	Literature of the American West	3
ENG 5443	American Indian Authors	3
ENG 5463	American Indian Literature	3
ENG 5513	Literary Works of C. S. Lewis	3
ENG 5563	Modern British Poetry	3
ENG 5573	British Novel since World War II	3
ENG 5593	Fitzgerald and Hemingway	3
ENG 5663	The Beat Movement	3
ENG 5673	Young Adult Literature	3
ENG 5683	Women in Literature	3
ENG 5693	Films of Akira Kurosawa	3

ENG 5703	Kung Fu Films and Literature	3
ENG 5813	American Indian Youth Literature	3
ENG 5823	Ethnic American Literature	3
ENG 5833	Cyberpunk Film and Literature	3
ENG 5873	American Indian Film	3
ENG 4883	Asian American Literature	3
*ENG 5163	Postcolonial Literature	3
<b>Area B: Literature and Culture Since 1900</b>		
Select 3 credit hours from 4 of the following 6 categories		
American Literature		
ENG 5053	Vietnam War Film and Literature	3
ENG 5093	Twentieth-Century American Woman Autobiography	3
ENG 5103	Modern Drama	3
ENG 5223	Southern Women Writers	3
ENG 5253	American Novel II	3
ENG 5273	American Fiction since World War II	3
ENG 5383	Modern American Poetry	3
ENG 5453	Literature of the American West	3
ENG 5443	American Indian Authors	3
ENG 5463	American Indian Literature	3
ENG 5593	Fitzgerald and Hemingway	3
ENG 5663	The Beat Movement	3
ENG 5673	Young Adult Literature	3
ENG 5683	Women in Literature	3
ENG 5813	American Indian Youth Literature	3
ENG 5823	Ethnic American Literature	3
ENG 4883	Asian American Literature	3
*ENG 5353	African American Women Writers	3
British Literature		
ENG 5103	Modern Drama	3
ENG 5193	British Novel, 1900-1940	3
ENG 5513	Literary Works of C. S. Lewis	3
ENG 5563	Modern British Poetry	3
ENG 5573	British Novel since World War II	3
ENG 5683	Women in Literature	3

Film Studies		
ENG 5053	Vietnam War Film and Literature	3
ENG 5313	Cinema of the Seventies	3
ENG 5433	Classical Hollywood Cinema	3
ENG 5693	Films of Akira Kurosawa	3
ENG 5703	Kung Fu Films and Literature	3
ENG 5833	Cyberpunk Film and Literature	3
ENG 5873	American Indian Film	3
Diverse Perspectives		
ENG 5223	Southern Women Writers	3
ENG 5443	American Indian Authors	3
ENG 5463	American Indian Literature	3
ENG 5683	Women in Literature	3
ENG 5813	American Indian Youth Literature	3
ENG 5823	Ethnic American Literature	3
ENG 5873	American Indian Film	3
ENG 4883	Asian American Literature	3
*ENG 5353	African American Women Writers	3
*ENG 5163	Postcolonial Literature	3
Digital Studies		
ENG 5143	Blogs: New Independent Media	3
ENG 5493	Document Design	3
<b>General Electives</b>		<b>1-6</b>
Select 6 credit hours of coursework with advisor approval		
<b>Total</b>		<b>34</b>

**ATTACHMENT D**

**UNIVERSITY OF CENTRAL OKLAHOMA  
MASTER OF ARTS IN TEACHING ENGLISH AS A SECOND LANGUAGE**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>Language Courses</b>	<b>6</b>
ENG 5243      Linguistics	3
ENG 5413      TESL Grammar	3
<b>Pedagogy Courses</b>	<b>12</b>
ENG 5900      Practicum in TESL	3
TESL 5313      Testing/Evaluation	3
TESL 5763      Second Language Acquisition	3
TESL 5783      Teaching English as a Second Language	3
<b>Research Course</b>	<b>3</b>
PTE 5013      Foundations of Educational Research	3
<b>General Electives</b>	<b>9</b>
Select 9 credit hours of ENG courses with advisor approval	
<b>Capstone</b>	<b>3</b>
*ENG 5803      TESL Portfolio	3
<b>Total</b>	<b>33</b>

\*Denotes new courses

Meeting of the  
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**AGENDA ITEM #13-i:**

**New Programs.**

**SUBJECT:** University of Science and Arts of Oklahoma. Approval to offer the Bachelor of Arts in Multidisciplinary Studies.

**RECOMMENDATION:**

**It is recommended that the State Regents approve University of Science and Arts of Oklahoma's request to offer the Bachelor of Arts in Multidisciplinary Studies, 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 Arts in Multidisciplinary Studies.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 12 students in Fall 2019; and  
Graduates: a minimum of 6 students in 2019-2020.

**BACKGROUND:**

**Academic Plan**

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

- USAO's highest academic priority is to continue to refine and hone the unique general education program that has won unsolicited and independent national recognition and therefore honor to Oklahoma's system of public higher education. It is a team-taught interdisciplinary program that cuts across all of the sciences and arts with a focus on developing the essential skills of writing, critical thinking and scientific reasoning. A major concern is the ability to retain a highly qualified nationally-recruited faculty who are committed to delivering this program. On average, USAO faculty members are currently some of the lowest paid in Oklahoma. USAO may be living on borrowed time. To bring faculty salaries merely up to the Oklahoma average for four-year institutions would require additional annual funding.
- In harmony with OSRHE goals relating to improved retention and graduation rates, USAO is continuing to pursue the following policies:
- All programs are under review to determine the degree to which each major program will allow a student to graduate in three years. USAO will encourage students to take advantage of the opportunity that is provided by the Summer Trimester to achieve this goal. Increased

participation would not only improve graduation and retention rates, it would also decrease the costs of earning a baccalaureate degree for both the student and the State of Oklahoma.

- All programs that require more than 40 credit hours to satisfy a degree program are continuously under review to determine whether such a degree program can be delivered more efficiently.

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

12	Degree and/or certificate programs deleted
2	Degree and/or certificate programs added

**Program Review**

USAO offers 24 degree and/or certificate programs as follows:

0	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
24	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 USAO’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**

USAO’s faculty developed the proposal, which was reviewed and approved by institutional officials. USAO’s governing board approved delivery of the Bachelor of Arts in Multidisciplinary Studies at their February 9, 2016 meeting. USAO requests authorization to offer this program as outlined below.

**POLICY ISSUES:**

This action is consistent with the Academic Program Approval policy.



**ANALYSIS:**

**Bachelor of Arts in Multidisciplinary Studies**

**Program purpose.** The proposed program will provide students with the opportunity to tailor their undergraduate education to their own unique academic and career goals in the context of a liberal arts university. The proposed program will prepare students for both the workforce and graduate education.

**Program rationale and background.** USAO promotes itself as a “college for the curious mind.” The proposed program is intended to meet the needs of USAO’s intellectually curious students by allowing them to customize their undergraduate education to their particular desires and needs. Liberal arts universities commonly offer such multidisciplinary degrees, including many in the Council of Public Liberal Arts Consortium (COPLAC), of which USAO is a member. The proposed program is intended to allow students to create a unique undergraduate major curriculum by drawing from existing university coursework. USAO students routinely declare multiple majors and/or minors to meet their educational goals, which can put additional stress on students who are trying to graduate in the traditional four years. This proposed program eliminates the need for those students to pursue multiple majors and/or minors simultaneously because students can utilize courses across majors to earn their Bachelor of Arts Multidisciplinary Studies degree.

**Employment opportunities.** According to the National Association of Colleges and Employers (NACE), the top three attributes employers seek on a candidate’s résumé are leadership, ability to work in a team, and written communication skills. The proposed program’s multidisciplinary approach is well-positioned to provide all these skills to graduates. Additionally, since students will be able to uniquely tailor their major curriculum, graduates may gain a competitive advantage in the job market if they intend to enter a specific career field. The proposed Bachelor of Arts in Multidisciplinary Studies will also help graduates to work collaboratively across employment sectors due to their ability to study a broad variety of subjects.

**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.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	12	Fall 2019
Minimum Graduates from the program	6	2019-2020

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

<b>Institution</b>	<b>Existing Program</b>
Oklahoma State University	Bachelor of Arts in Liberal Studies (443) Bachelor of Science in Liberal Studies (442)
University of Oklahoma	Bachelor of Arts in Liberal Studies (231) Bachelor of Arts in A&S Planned Programs (001) Bachelor of Science in A&S Planned Programs (263) Bachelor of Arts in Multidisciplinary Studies (361) Bachelor of Science in Multidisciplinary Studies (362)

University of Central Oklahoma	Bachelor of Arts in Applied Liberal Arts (154) Bachelor of Science in General Studies (105)
Cameron University	Bachelor of Science in Interdisciplinary Studies (360)
Southwestern Oklahoma State University	Bachelor of Arts in Interdisciplinary Studies (145)
Southeastern Oklahoma State University	Bachelor of Science in Liberal and Applied Studies (102)
Langston University	Bachelor of Arts in Liberal Education (055)
East Central University	Bachelor of General Studies in General Studies (056)
Northeastern State University	Bachelor of General Studies in General Studies (132)
Northwestern Oklahoma State University	Bachelor of Arts in General Studies (016)

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. Providing students an opportunity to pursue a customized liberal arts bachelor's degree is central to USAO's mission and function. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Arts in Multidisciplinary Studies program will consist of 124 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	46
Major Requirements	45
General Electives	33
<b>Total</b>	<b>124</b>

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

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

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

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

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<i>Narrative/Explanation: The amounts above reflect funds currently budgeted for adjunct faculty.</i>					
Student Tuition	\$16,200	\$21,600	\$27,000	\$32,400	\$37,800
<i>Narrative/Explanation: Tuition and fees are calculated based on \$540 per 3 credit hour course. USAO anticipates students completing an average of 12 credit hours of the major per academic year.</i>					
<b>TOTAL</b>	<b>\$17,700</b>	<b>\$23,100</b>	<b>\$28,500</b>	<b>\$33,900</b>	<b>\$39,300</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$17,666	\$17,666	\$17,666	\$17,666	\$17,666
<i>Narrative/Explanation: The amounts above represent the cost of teaching at least four courses in the program each year.</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
<b>TOTAL</b>	<b>\$17,666</b>	<b>\$17,666</b>	<b>\$17,666</b>	<b>\$17,666</b>	<b>\$17,666</b>

Attachment

**UNIVERSITY OF ARTS AND SCIENCE OF OKLAHOMA  
BACHELOR OF ARTS IN MULTIDISCIPLINARY STUDIES**

Degree Requirements	Credit Hours
<b>General Education</b>	<b>46</b>
IDS 1013      Rhetoric and Critical Thinking	3
IDS 1113      Writing I	3
IDS 1213      Writing II	3
<b>At least two credit hours from any of the following:</b> ART 1003, ART 1112, ART 1212, ART 1662, ART 2732, ENGL 2403, MUSC 1021, MUSC 1031, MUSC 1041, MUSC 1051, MUSC 1061, MUSC 1081, MUSC 1102, MUSC 1203, MUSC 3212, MUSC 4901, PHOT 1023, PHOT 3133, THTR 1121, THTR 1203, THTR 1403, THTR 1801, THTR 1802, or THTR 1803	2
<b>At least two credit hours from any of the following:</b> PHED 1011 and 1 hour of physical activity chosen from: PHED 1001, PHED 1061, PHED 1081, PHED 1091, PHED 1111, PHED 1141, PHED 1151, PHED 1161, PHED 1181, PHED 1191, PHED 1331, or PHED 2101	2
IDS 1133      The Individual in Contemporary Society	3
IDS 1223      Mathematics in the Modern World	3
IDS 2011      Foundations of Science Laboratory	1
IDS 2013      Foundations of Physical Science	3
IDS 2023      Foundations of Life Science	3
IDS 2133      American Civilization I	3
IDS 2143      American Civilization II	3
IDS 3223      Political and Economic Systems and Theories	3
IDS 3313      World Thought and Culture I	3
IDS 3323      World Thought and Culture II	3
IDS 4333      World Thought and Culture III	3
IDS 4522 or      Senior Seminar	2
IDS 4462      Research Endorsement: Research Project III	2
<b>Major Requirements</b>	<b>45</b>
Students must apply for admission to the program. Major requirements will be determined in committee after the proposed area of interests are reviewed.	
<b>General Electives</b>	<b>33</b>
Complete 33 credit hours so that total number of credit hours completed for the degree equals 124	
<b>Total</b>	<b>124</b>

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**AGENDA ITEM #13-j:**

**New Programs.**

**SUBJECT:** Murray State College. Approval to offer the Associate in Science in International Studies.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Murray State College's request to offer the Associate in Science in International Studies, with options in Agriculture, Business, and Conservation, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Associate in Science in International Studies.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 25 students in Fall 2021; and
  - Graduates: a minimum of 10 students in 2021-2022.

**BACKGROUND:**

**Academic Plan**

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

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

### APRA Implementation

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

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

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

### Program Review

MSC offers 32 degree and/or certificate programs as follows:

1	Certificate
20	Associate in Arts or Science Degrees
11	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

### Program Development Process

MSC's faculty developed the proposal, which was reviewed and approved by institutional officials. MSC's governing board approved delivery of the Associate in Science in International Studies at their December 15, 2015 meeting. MSC requests authorization to offer the program as outlined below.

### POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

### ANALYSIS:

#### Associate in Science in International Studies

**Program purpose.** The proposed program will provide students with a broad academic foundation in global awareness and prepare them to live and succeed in a global society.

**Program rationale and background.** Offering an international studies program is unique to MSC's service area. MSC conducted a survey of current students to gauge the interest in pursuing a global education degree. Of the students surveyed, nearly half indicated a strong interest in courses with a significant global education component and more than 60 percent indicated strong interest in courses that included study abroad opportunities. MSC also reports that collaborative efforts are underway with the

University of Central Oklahoma, Southern Nazarene University, and Oklahoma State University to articulate the proposed program with similar programs at these four-year institutions. Given the student interest and transfer opportunities, MSC believes the proposed program will provide students with additional educational opportunities to compete in a global society.

**Employment opportunities.** Although the proposed program is designed to prepare students for transfer into a variety of disciplines at four-year institutions, students pursuing the proposed Associate in Science in International Studies program can ultimately find employment in a wide range of careers within businesses and organizations that have a global presence. MSC reached out to several area businesses to assess the level of support for adding the proposed Associate in Science in International Studies program. According to the Director of Philanthropy, Engagement, and Project Management at the Samuel Roberts Noble Foundation it is important for Oklahoma’s higher education institutions to incorporate global education into the curriculum as this will ensure graduates are more competitive in today’s job market. Adding to this support, a representative from Valero Ardmore Refinery emphasized that employees with a background in international studies demonstrate a greater understanding of global issues and would be a benefit to the company.

**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	25	Fall 2021
Minimum Graduates from the program	10	2021-2022

**Duplication and impact on existing programs.** There are no Associate in Science in International Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email February 29, 2016. None of the State System institutions requested a copy of the program proposal or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 63 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	38
Major Core Requirements	11
Option Requirements	12
Guided Electives	2
<b>Total</b>	<b>63</b>

**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 Associate in Science in International Studies are shown in the following tables.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$65,290	\$65,290	\$65,290	\$65,290	\$65,290
<i>Narrative/Explanation: The amounts above reflect current funds used for faculty salaries.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$31,320	\$40,716	\$53,244	\$59,508	\$78,300
<i>Narrative/Explanation: Tuition was calculated based on MSC's current tuition of \$116.00 per credit hour. With each year, an additional \$5.00 per credit hour was added to estimate an increase in student tuition. MSC anticipates students completing 34 credit hours per academic year and an enrollment of 10, 13, 17, 19, and 25 students in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$96,610</b>	<b>\$106,006</b>	<b>\$118,534</b>	<b>\$124,798</b>	<b>\$143,590</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$65,290	\$65,290	\$65,290	\$65,290	\$65,290
<i>Narrative/Explanation: The amounts above are budgeted for four full-time faculty and two adjuncts. The cost is based upon program core and recommended program electives.</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	\$10,100	\$10,100	\$10,100	\$10,100	\$10,100
<i>Narrative/Explanation: The amounts above will be used for international travel for faculty.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$75,390</b>	<b>\$75,390</b>	<b>\$75,390</b>	<b>\$75,390</b>	<b>\$75,390</b>

Attachment



**MURRAY STATE COLLEGE  
ASSOCIATE IN SCIENCE IN INTERNATIONAL STUDIES**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>General Education</b>		<b>38</b>
ENG 1113	English Composition I	3
ENG 1213	English Composition II	3
HIST 1483 or HIST 1493	US History to 1877 US History Since 1877	3
GVT 1113	American Federal Government	3
MTH 1413 or MTH 1513	Survey of Math College Algebra	3
	One non-lab Science course	4
	One lab Science course	4
	Any general education HUM course	3
	Any general education ART course	3
CIS 1113	Computer Applications	3
SOC 1113	Introduction to Sociology	3
PSY 1113	Introduction to Psychology	3
<b>Major Core Requirements</b>		<b>11</b>
GES 2913	Global Education Studies	3
SPA 1114	Beginning Spanish I	4
SPA 1214	Beginning Spanish II	4
<b>Option Requirements (select one option)</b>		<b>12</b>
Agriculture Option		
AG 1113	Introduction to Agriculture Economics	3
AG 1124 or AG 1214	Introduction to Animal Science Introduction to Plant Science	4
AG 2011	Topics in Agriculture	1
	Special Problems course (AG 2810, CON 2810)	1-3
ORI 1011	New Student Orientation	1
Business		
ACC 1113 or BM 1103	Introduction to Accounting Introduction to Business	3
ACC 2013	Fundamentals of Financial Accounting	3
ACC 2203	Fundamentals of Managerial Accounting	3
ECO 2113	Principles of Macroeconomics	3
BM 2213	International Business	3

ORI 1011	New Student Orientation	1
Conservation		
ZOO 1114 or BOT 1114	General Zoology General Botany	4
CON 1404	Conservation of Natural Resources	4
CON 2403	Conservation of Wildlife Resources	3
CON 2113	Rainforest Ecology	3
	Special Problems course (G 2810, CON 2810, GEO 2810, HUM 2810, SOC 2810)	1-3
ORI 1011	New Student Orientation	1
<b>Guided Electives</b>		<b>2</b>
	Any Personal Health, First Aid, or Activity course	2
<b>Total</b>		<b>63</b>

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**AGENDA ITEM #13-k:**

**New Programs.**

**SUBJECT:** Oklahoma State University Institute of Technology. Approval to offer the Associate in Applied Science in Engineering Graphics and Design Drafting Technologies, the Associate in Applied Science in Civil Engineering/Surveying Technologies, and the Associate in Applied Science in Manufacturing Technologies.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Oklahoma State University Institute of Technology's requests to offer the Associate in Applied Science in Engineering Graphics and Design Drafting Technologies, the Associate in Applied Science in Civil Engineering/Surveying Technologies, and the Associate in Applied Science in Manufacturing Technologies, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Associate in Applied Science in Engineering Graphics and Design Drafting Technologies.** 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 7 students in 2019-2020.
  
- **Associate in Applied Science in Civil Engineering/Surveying Technologies.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 22 students in Fall 2019; and
  - Graduates: a minimum of 6 students in 2019-2020.
  
- **Associate in Applied Science in Manufacturing Technologies.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 18 students in Fall 2019; and
  - Graduates: a minimum of 6 students in 2019-2020.

**BACKGROUND:**

**Academic Plan**

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

An institutional priority for 2015-2016 will be to finalize the development of additional Associate in Science pathways into select baccalaureate programs at other colleges and universities, as well as the expansion of the current pathways from other institutions into OSUIT's Bachelor of

Technology programs. OSUIT is currently in the process of reviewing its academic programs for potential reorganization, redevelopment and/or repositioning to ensure the institution is maximizing its resources and benefits to its stakeholders. This includes the possible retitling of the institution’s Associate in Science in Pre-Education as an Associate in Science in Pre-Professional Studies, as well as making coursework from select OSUIT programs available at offsite locations. OSUIT continues to study the viability of offering a Bachelor of Technology degree in Technology Management or a similarly titled program—which the institution is uniquely equipped and situated to offer.

**APRA Implementation**

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

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

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

**Program Review**

OSUIT offers 37 degree and/or certificate programs as follows:

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

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

**Program Development Process**

OSUIT’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSUIT’s governing board approved delivery of the Associate in Applied Science in Engineering Graphics and Design Drafting Technologies, the Associate in Applied Science in Civil Engineering/Surveying Technologies, and the Associate in Applied Science in Manufacturing Technologies at their April 22, 2016 meeting. OSUIT requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

These actions are consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Associate in Applied Science in Engineering Graphics and Design Drafting Technologies**

**Program purpose.** The proposed program prepares students for employment as designers and drafters in a broad variety of industries related to manufacturing, construction, and surveying.

**Program rationale and background.** OSUIT has been offering the curriculum for the proposed program under the umbrella of the Associate in Applied Science in Engineering Technologies (080) program for decades. However, over the years the curriculum has evolved and become significantly more specialized. Currently, over 158 students have declared the Associate in Applied Science in Engineering Technologies (080) as their major, with approximately 17 percent enrolled in the Engineering Graphics and Design Drafting Technologies curriculum. Reorganization of the Engineering Graphics and Design Drafting Technologies curriculum into a standalone degree will allow OSUIT to better fulfill its mission of offering high-quality, advancing technology programs and will better prepare students for employment.

**Employment opportunities.** According to OSUIT the Engineering Graphics and Design Drafting Technologies program meets a vital need in the industry. Over the past three years, the program’s placement rate has averaged 98 percent, due primarily to industry demand of technicians who are well versed in the use of the specialized drafting and design software packages incorporated into the program curriculum. Additionally, Oklahoma Employment Security Commission data indicate that careers for drafters are expected to increase as much as 17 percent through 2022, depending on the specialty. Given previous job placement success and employment projections, OSUIT is confident graduates of the proposed program will find employment.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	20	Fall 2019
Minimum Graduates from the program	7	2019-2020

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

<b>Institution</b>	<b>Existing Program</b>
Murray State College	Associate in Applied Science in Engineering Technology (052) with an option in Drafting and Design
Northern Oklahoma College	Associate in Applied Science in Engineering and Industrial Technology (070) with an option in Drafting and Design
Western Oklahoma State College	Associate in Applied Science in Applied Technology (015) with and option in Drafting
Seminole State College	Associate in Applied Science in Applied Technology (120) with and option in Computer Aided Drafting
Tulsa Community College	Associate in Applied Science in Engineering Technology (151) with an option in Drafting and Design Engineering Technology

A system wide letter of intent was communicated by email March 31, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 75 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

<b>Content Area</b>	<b>Credit Hours</b>
General Education	18
Technical Specialty	48
Technical Support Courses	9
<b>Total</b>	<b>75</b>

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

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

**Program resource requirements.** Program resource requirements for the Associate in Applied Science in Engineering Graphics and Design Drafting Technologies are shown in the following tables.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$67,000	\$73,000	\$64,000	\$70,000	\$62,000
<i>Narrative/Explanation: The amounts above are based on current allocations of state resources to the Associate in Applied Science in Engineering Technologies (080) that will be reallocated to support the proposed program.</i>					
Student Tuition	\$131,220	\$131,220	\$145,800	\$145,800	\$160,380
<i>Narrative/Explanation: Tuition was calculated based on a tuition rate of \$162.00 per credit hour and an enrollment of 18, 18, 20, 20, and 22 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.</i>					
<b>TOTAL</b>	<b>\$198,220</b>	<b>\$204,220</b>	<b>\$209,800</b>	<b>\$215,800</b>	<b>\$222,380</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional	\$38,507	\$39,662	\$40,852	\$42,007	\$43,340

Staff					
<i>Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.</i>					
Faculty	\$152,251	\$156,819	\$161,523	\$166,369	\$171,360
<i>Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Engineering Graphics and Design Drafting Technologies program's faculty and students through instruction.</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	\$350	\$350	\$350	\$350	\$350
<i>Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Engineering Graphics and Design Drafting Technologies program's faculty, staff, and students.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.</i>					
Travel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
<i>Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$197,708</b>	<b>\$203,431</b>	<b>\$209,325</b>	<b>\$215,326</b>	<b>\$221,650</b>

### Associate in Applied Science in Civil Engineering/Surveying Technologies

**Program purpose.** The purpose of the proposed program is to prepare students for a variety of career opportunities in civil engineering and surveying.

**Program rationale and background.** OSUIT has been offering the curriculum for the proposed program under the umbrella of the Associate in Applied Science in Engineering Technologies (080) program since 2009. However, over the years the curriculum has evolved and become significantly more specialized. Currently, over 158 students have declared the Associate in Applied Science in Engineering Technologies (080) as their major, with approximately 19 percent enrolled in the Civil Engineering/Surveying Technologies curriculum. Reorganization of the Civil Engineering/Surveying Technologies curriculum into a standalone degree will allow OSUIT to better fulfill its mission of offering high-quality, advancing technology programs and will better prepare students for employment.

**Employment opportunities.** The Civil Engineering/Surveying Technologies program at OSUIT meets a vital need in the industry. Over the past three years, the program's placement rate has averaged 98 percent, due primarily to industry demand of technicians who are well versed in areas such as surveying, geotechnical engineering, structural analysis, water resource management, transportation, and project management. According to Oklahoma Employment Security Commission, data careers for Civil

Engineering Technicians, Surveying Technicians are expected to increase 9 to 18 percent through 2022. Given previous job placement success and employment projections, OSUIT is confident graduates of the proposed program will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	22	Fall 2019
Minimum Graduates from the program	6	2019-2020

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

Institution	Existing Program
Oklahoma State University-Oklahoma City	Associate in Applied Science in Surveying Technology (018)

A system wide letter of intent was communicated by email March 31, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and partnership with local industry, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 75 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	18
Technical Specialty	35
Technical Support Courses	22
<b>Total</b>	<b>75</b>

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

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

**Program resource requirements.** Program resource requirements for the Associate in Applied Science in Civil Engineering/Surveying Technologies are shown in the following tables.

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



<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$45,000	\$36,000	\$41,000	\$32,000	\$37,000
<i>Narrative/Explanation: The amounts above are based on current allocations of state resources to the Associate in Applied Science in Engineering Technologies (080) that will be reallocated to support the proposed program.</i>					
Student Tuition	\$131,220	\$145,800	\$145,800	\$160,380	\$160,380
<i>Narrative/Explanation: Tuition was calculated based on a tuition rate of \$162.00 per credit hour and an enrollment of 18, 20, 20, 22, and 22 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.</i>					
<b>TOTAL</b>	<b>\$176,220</b>	<b>\$181,800</b>	<b>\$186,800</b>	<b>\$192,380</b>	<b>\$197,380</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$43,149	\$44,444	\$45,777	\$47,151	\$48,565
<i>Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.</i>					
Faculty	\$125,668	\$129,438	\$133,322	\$137,321	\$141,441
<i>Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Engineering Graphics and Design Drafting Technologies program's faculty and students through instruction.</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	\$350	\$350	\$350	\$350	\$350
<i>Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Engineering Graphics and Design Drafting Technologies program's faculty, staff, and students.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.</i>					
Travel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$175,767</b>	<b>\$180,832</b>	<b>\$186,049</b>	<b>\$191,422</b>	<b>\$196,956</b>

### Associate in Applied Science in Manufacturing Technologies

**Program purpose.** The purpose of the proposed program is to prepare students for careers as Manufacturing Technicians in a variety of industry.

**Program rationale and background.** OSUIT has been offering the curriculum for the proposed program under the umbrella of the Associate in Applied Science in Engineering Technologies (080) program for over 40 years. However, over the years the curriculum has evolved and become significantly more specialized. Currently, over 158 students have declared the Associate in Applied Science in Engineering Technologies (080) as their major, with approximately 13 percent enrolled in the Manufacturing Technologies curriculum. Reorganization of the Manufacturing Technologies curriculum into a standalone degree will allow OSUIT to better fulfill its mission of offering high-quality, advancing technology programs and will better prepare students for employment.

**Employment opportunities.** Industry demand in Oklahoma for highly skilled manufacturing technicians is higher than the national average, primarily due to the shortage of technicians in the aerospace, energy, and agriculture industry. This skills gap is expected to increase as a result of industry expansion and the growing number of retirees from the manufacturing sector. Over the past three years, the program's placement rate has averaged 97 percent, due primarily to industry demand for technicians who are well versed in areas such as surveying, geotechnical engineering, structural analysis, water resource management, transportation, and project management. According to Oklahoma Employment Security Commission, data careers in manufacturing and engineering technology are expected to increase as much as 14 percent through 2022. Given previous job placement success and employment projections, OSUIT is confident graduates of the proposed program will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	18	Fall 2019
Minimum Graduates from the program	6	2019-2020

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

<b>Institution</b>	<b>Existing Program</b>
Tulsa Community College	Associate in Applied Science in Engineering Technology (151) with an option in Manufacturing Engineering Technology
Murray State College	Associate in Applied Science in Engineering Technology (052) with an option in Manufacturing
Western Oklahoma State College	Associate in Applied Science in Applied Technology (015) with an option in Manufacturing Technology

A system wide letter of intent was communicated by email March 31, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and anticipated employment demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 75 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

<b>Content Area</b>	<b>Credit Hours</b>
General Education	18
Technical Specialty	46
Technical Support Courses	11
<b>Total</b>	<b>75</b>

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

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

**Program resource requirements.** Program resource requirements for the Associate in Applied Science in Manufacturing Technologies are shown in the following tables.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$34,000	\$38,000	\$36,000	\$41,000	\$46,000
<i>Narrative/Explanation: The amounts above are based on current allocations of state resources to the Associate in Applied Science in Engineering Technologies (080) that will be reallocated to support the proposed program.</i>					
Student Tuition	\$123,930	\$123,930	\$131,220	\$131,220	\$131,220

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>Narrative/Explanation: Tuition was calculated based on a tuition rate of \$162.00 per credit hour and an enrollment of 17, 17, 18, 18, and 18 students in years 1 through 5. OSUIT anticipates students completing an average of 45 credit hours per academic year.</i>					
<b>TOTAL</b>	<b>\$157,930</b>	<b>\$161,930</b>	<b>\$167,220</b>	<b>\$172,220</b>	<b>\$177,220</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$27,583	\$28,410	\$29,263	\$30,141	\$31,045
<i>Narrative/Explanation: The amounts above reflect administrative personnel salaries and benefits and include an annual increase of 3 percent.</i>					
Faculty	\$122,879	\$126,565	\$130,362	\$134,273	\$138,301
<i>Narrative/Explanation: The amounts above are based on the faculty currently associated with the proposed program and include an annual increase of 3 percent.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Narrative/Explanation: These figures are based on a percentage of basic equipment and materials costs annually expended by the Engineering Graphics and Design Drafting Technologies program's faculty and students through instruction.</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	\$350	\$350	\$350	\$350	\$350
<i>Narrative/Explanation: The figures above are based on a percentage of printing costs annually expended by the Engineering Graphics and Design Drafting Technologies program's faculty, staff, and students.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts above will be used for telephone and telecommunication expenses.</i>					
Travel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
<i>Narrative/Explanation: The amounts above will be used for travel expenses for recruitment, internship visits, and professional development.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$157,412</b>	<b>\$161,925</b>	<b>\$166,575</b>	<b>\$171,364</b>	<b>\$176,296</b>

Attachments

ATTACHMENT A

**OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY  
ASSOCIATE IN APPLIED SCIENCE IN ENGINEERING GRAPHICS AND DESIGN  
DRAFTING TECHNOLOGIES**

Program Requirements	Credit Hours
<b>General Education</b>	<b>18</b>
ENGL 1113      Freshman Composition I	3
ENGL 1213      Freshman Composition II	3
HIST 1483 or HIST 1493      U.S. History to 1865 U.S. History since 1865	3
MATH 1513      College Algebra	3
POLS 1113      U.S. Government	3
SPCH 2313      Small Group Communications	3
<b>Technical Specialty</b>	<b>48</b>
CET 2323      Statistics	3
ETDG 1143      Introduction to Design/Drafting	3
ETDG 1192      Applied AutoCAD	2
ETDG 1253      Technical Drawing	3
ETDG 1523      Architectural Design	3
ETDG 2143      Architectural Modeling	3
ETDG 2223      Pipe Drafting	3
ETDG 2293      Mechanical Design	3
ETDG 2423      SolidWorks	3
ETDG 2523      Design Drafting Cornerstone	3
ETDG 2623      Building Structures	3
ETDG 2674      Civil Drafting	4
ETDG 2812      Design Drafting Internship	12
<b>Technical Support Courses</b>	<b>9</b>
MATH 1613      Trigonometry	3
PHYS 1114      General Physics I	4
OREI 1011      College Strategies	1
ETD 2411      Employment Orientation	1
<b>Total</b>	<b>75</b>

**ATTACHMENT B**

**OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY  
ASSOCIATE IN APPLIED SCIENCE IN CIVIL ENGINEERING/SURVEYING  
TECHNOLOGIES**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>General Education</b>		<b>18</b>
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
MATH 1513	College Algebra	3
POLS 1113	U.S. Government	3
PHIL 1213	Ethics	3
<b>Technical Specialty</b>		<b>35</b>
ETDG 1143	Introduction to Design/Drafting	3
ETDG 1192	Applied AutoCAD	2
ETDG 2663	Civil Applications	3
ETDG 2674	Civil Drafting	4
CET 2805	Internship	5
SURV 1011	Introduction to Surveying	1
SURV 1223	Land Law I	3
SURV 2223	Land Law II	3
SURV 2303	Surveying I	3
CET 2123	Properties of Soils	3
CET 2212	Transportation	2
CET 2323	Statics	3
<b>Technical Support Courses</b>		<b>22</b>
SPCH 1113 or SPCH 2313	Introduction to Speech Communications Small Group Communications	3
MATH 1513	Trigonometry	3
MATH 2144	Calculus I	4
CHEM 1314	Chemistry I	4
PHYS 1114	General Physics I	4
ORIE 1011	College Strategies	1
	Humanities Elective	3
<b>Total</b>		<b>75</b>

ATTACHMENT C

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY  
ASSOCIATE IN APPLIED SCIENCE IN MANUFACTURING TECHNOLOGIES

Program Requirements		Credit Hours
<b>General Education</b>		<b>18</b>
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
MATH 1513	College Algebra	3
POLS 1113	U.S. Government	3
PHIL 1213	Ethics	3
<b>Technical Specialty</b>		<b>46</b>
ETD 1011	Safety Applications	1
ETDG 1143	Introduction to Design/Drafting	3
ETDG 2423	SolidWorks	3
ETDM 1153	Introduction to Manufacturing	3
ETDM 1333	CNC Manufacturing Processes and Fixtures	3
ETDM 1343	CNC Machine Programming	3
ETDM 1353	CNC Machine Operation	3
ETDM 1413	Conventional Manufacturing Processes and Tooling	3
ETDM 2123	Applied Manufacturing Processes	3
ETDM 2112	Manufacturing Internship	12
ETDM 2203	Automated Manufacturing Techniques	3
ETDM 2423	Quality Systems and Practices	3
ETDM 2463	CAM Applications	3
<b>Technical Support Courses</b>		<b>11</b>
SPCH 1113 or SPCH 2313	Introduction to Speech Communications Small Group Communications	3
MATH 1513	Trigonometry	3
PHYS 1114	General Physics I	4
ORIE 1011	College Strategies	1
<b>Total</b>		<b>75</b>





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-1:**

**New Programs.**

**SUBJECT:** Seminole State College. Approval to offer the Associate in Applied Science in Physical Therapist Assistant and the Associate in Science in Agriculture.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Seminole State College's requests to offer the Associate in Applied Science in Physical Therapist Assistant and the Associate in Science in Agriculture with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Associate in Applied Science in Physical Therapist Assistant.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 32 students in Fall 2018; and  
Graduates: a minimum of 12 students in 2018-2019.
- **Associate in Science in Agriculture.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 30 students in Fall 2018; and  
Graduates: a minimum of 10 students in 2018-2019.

**BACKGROUND:**

**Academic Plan**

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

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

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

Initiative Components:

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

## G. Formation of Student Success Council

### Recurring Themes

- Provide students with supportive campus processes that facilitate the development of as many meaningful relationships with SSC personnel as possible
- Focus on degree programs, the student's career pathway, and life after college
- Help students complete a degree or certificate in the shortest possible period of time
- Promote and facilitate educational partnerships between students and the college in which each party has specifically defined responsibilities to uphold.

### APRA Implementation

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

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

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

### Program Review

SSC offers 23 degree and/or certificate programs as follows:

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

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

### Program Development Process

SSC's faculty developed the proposals, which were reviewed and approved by institutional officials. SSC's governing board approved delivery of the Associate in Applied Science in Physical Therapist Assistant and the Associate in Science in Agriculture at the February 18, 2016 meeting. SSC requests authorization to offer these programs as outlined below.

### POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Associate in Applied Science in Physical Therapist Assistant**

**Program purpose.** The purpose of the proposed program is to provide students with the skills and knowledge to pass the physical therapist assistant national licensure examination and join the workforce as an entry-level clinician under the direction of a physical therapist.

**Program rationale and background.** The proposed program is designed as a contractual arrangement with Gordon Cooper Technology Center (GCTC) for resources and facilities. Student interest in health-related majors is historically high at SSC. Approximately 200 students are currently declared as health sciences majors. Due to the small number of applicants that health science programs are able to admit, many students cannot be accommodated in these programs. The addition of the proposed Associate in Applied Science in Physical Therapist Assistant will serve to accommodate more students wishing to enter healthcare-related occupations. Additionally, this program will help meet the needs of students who wish to pursue a career in physical therapy but who may not be able to attain the post-baccalaureate credentials necessary to become a licensed physical therapist.

**Employment opportunities.** According to the Oklahoma Employment Security Commission (OESC), employment opportunities for those in ambulatory health care services occupations are expected to rise by nearly 38 percent between 2012 and 2022. OESC also projects that the number of health care and social assistance jobs will increase by more than 48,000 during this ten-year span, including an increase of 460 physical therapist assistant positions. In SSC’s service area, the manager of physical therapy services at St. Anthony’s Hospital in Shawnee reported a significant demand for physical therapy assistants in the area and an interest in hiring graduates of the program.

**Student demand.** The proposed degree 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 2018
Minimum Graduates from the program	12	2018-2019

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

Institution	Existing Program
Southwestern Oklahoma State University	Associate in Applied Science in Physical Therapist Assistant (131)
Murray State College	Associate in Applied Science in Physical Therapist Assistant (005)
Northeastern Oklahoma A&M College	Associate in Applied Science in Physical Therapist Assistant (107)
Tulsa Community College	Associate in Applied Science in Physical Therapist Assistant (101)
Carl Albert State College	Associate in Applied Science in Physical Therapist Assistant (051)

A system wide letter of intent was communicated via email on February 29, 2016. Murray State College (MSC) requested a copy of the proposal, which was sent on March 23, 2016. Neither MSC, nor any other State System institution, notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 64-66 total credit hours each as shown in the following table. Thirteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	19-21
Technical Specialty	34
Technical Support Courses	11
<b>Total</b>	<b>64-66</b>

**Faculty and staff.** The program faculty will consist of a Program Director (PD) and an Academic Clinical Coordinator of Education (ACCE). The ACCE will be hired upon approval of the program.

**Support services.** Classroom and laboratory facilities and technology for technical-occupation courses will be provided by GCTC. GCTC will provide adequate office space and administrative support for the PD and ACCE. SSC will also provide on-campus office space and administrative support for the PD. The library, facilities, and equipment are adequate for this degree program.

**Financing.** The proposed degree program will be offered in collaboration with GCTC (detailed in funding table). 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 Physical Therapist Assistant are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Sources	\$186,676	\$192,273	\$198,014	\$203,983	\$210,102
<i>Narrative/Explanation: The amounts above reflect funding received from GCTC for salary and benefits for the PD and ACCE.</i>					
Existing State Resources	\$7,500	\$10,000	\$10,000	\$10,000	\$10,000
<i>Narrative/Explanation: Dedicated program resource requirements will be supported through program reallocation.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$9,762	\$39,049	\$39,049	\$39,049	\$39,049
<i>Narrative/Explanation: Tuition was calculated based on 2015-2016 tuition rates and represents an estimated 16 students enrolled in year 1 and 32 students enrolled in years 2 through 5. SSC anticipates students completing 12 credit hours in the first year and 24 credit hours in subsequent academic years. Tuition and fee revenue projections are based on SSC retaining</i>					

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>only 10 percent of tuition and all mandatory fees for PTA courses.</i>					
<b>TOTAL</b>	<b>\$203,938</b>	<b>\$241,322</b>	<b>\$247,063</b>	<b>\$253,032</b>	<b>\$259,151</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$8,146	\$8,146	\$8,146	\$8,146	\$8,146
<i>Narrative/Explanation: The amounts above are budgeted for administrative overhead.</i>					
Faculty	\$186,676	\$192,273	\$198,014	\$203,983	\$210,102
<i>Narrative/Explanation: The amounts shown reflect the cost of salary and benefits for the Program Director and Academic Coordinator of Clinical Education. Adjunct instructors and faculty overload may be utilized when required. A second faculty member may be added if sufficient funding exists.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250
<i>Narrative/Explanation: The amounts above are budgeted for expendable supplies for the program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
<i>Narrative/Explanation: The amounts above will be used as required or necessary in relation to academic program needs.</i>					
Other Support Services	\$1,500	\$4,000	\$4,000	\$4,000	\$4,000
<i>Narrative/Explanation: These amounts reflect budgeted expenses for memberships, accreditations, and other required support services.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing and Supplies	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
<i>Narrative/Explanation: The amounts shown will be used for travel related to program promotion and conferences.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$202,322</b>	<b>\$210,419</b>	<b>\$216,160</b>	<b>\$222,129</b>	<b>\$228,248</b>

### Associate in Science in Agriculture

**Program purpose.** The purpose of the program is to prepare students with academic training to practice and advance the field of agriculture while also preparing them for successful transfer into baccalaureate agriculture programs.

**Program rationale and background.** With more than 1,000 high school students enrolled in agriculture education programs in SSC’s service area, the college wishes to expand opportunities for students to pursue postsecondary study in this area. This proposed degree will include a curriculum that will equip students with the knowledge that is necessary to be successful in a career in agriculture while also preparing them for transfer into one of the state system’s five universities that offer bachelor’s degrees in agriculture. SSC is already exploring articulation agreements with these five universities to ensure seamless transfer for students.

**Employment opportunities.** The proposed program addresses an employment need within the workforce ecosystem of agriculture and biosystems. According to the Oklahoma Employment Security Commission (OESC), employment in the East Central Oklahoma Workforce Investment Area’s agriculture, forestry, fishing and hunting industry is expected to increase 5 percent between 2012 and 2022. Within SSC’s service area, crops and livestock were valued at approximately \$237 million in 2012, with 1.8 million acres in the area devoted to agriculture. Farmers and ranchers, who are often solo entrepreneurs, will benefit from the knowledge of business, leadership, science, and communication skills garnered from the proposed program.

**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	30	Fall 2018
Minimum Graduates from the program	10	2018-2019

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

Institution	Existing Program
Oklahoma Panhandle State University	Associate in Science in Agriculture (043)
Connors State College	Associate in Science in Agriculture (001)
Eastern Oklahoma State College	Associate in Science in Agriculture (001)
Murray State College	Associate in Science in Agriculture (001)
Northeastern Oklahoma A&M College	Associate in Science in Agriculture (002)
Northern Oklahoma College	Associate in Science in Agriculture (003)
Redlands Community College	Associate in Science in Pre-Agriculture (027)

A system wide letter of intent was communicated via email on December 18, 2015. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on March 10, 2016. Neither OSU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 61-65 total credit hours each 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
General Education	38-40
Major Requirements	17
Major Electives and Support	6-8
<b>Total</b>	<b>61-65</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Associate in Science in Agriculture are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Narrative/Explanation: The amounts above represent donations secured by SSC for program support.</i>					
Existing State Resources	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
<i>Narrative/Explanation: The amounts above are dedicated program resource requirements and are a portion of existing state resources.</i>					
State Resources Available through Internal Allocation and Reallocation	\$40,000	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Program resource requirements are supported through program reallocation. The amount shown in year one is a reallocation of funds from positions that will become vacant at the conclusion of the 2015-2016 academic year.</i>					
Student Tuition	\$38,868	\$97,170	\$116,604	\$136,038	\$155,472
<i>Narrative/Explanation: Tuition was calculated based on 2015-2016 tuition rates of approximately \$162 per credit hour and represents 20, 25, 30, 35, 40 students enrolled in years one through five, with students completing 12 credit hours the first year and 24 each of the next four years.</i>					
<b>TOTAL</b>	<b>\$96,368</b>	<b>\$114,670</b>	<b>\$134,104</b>	<b>\$153,538</b>	<b>\$172,972</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$8,146	\$8,391	\$8,642	\$8,902	\$9,169
<i>Narrative/Explanation: The amounts above are a percentage of the cost for administrative/professional staff support.</i>					

Faculty	\$72,613	\$74,791	\$77,035	\$79,346	\$81,726
<i>Narrative/Explanation: The amounts shown reflect the cost of salary and benefits for an assistant professor, as well as faculty overload and adjunct instructors.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$2,998	\$2,998	\$2,998	\$2,998	\$2,998
<i>Narrative/Explanation: This amount reflects the cost for student lab assistants.</i>					
Equipment and Instructional Materials	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
<i>Narrative/Explanation: The amounts above are budgeted for expendable supplies for the program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
<i>Narrative/Explanation: The amounts above will be used as needed for required or necessary services in relation to academic program needs.</i>					
Other Support Services	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Narrative/Explanation: This amount reflects budgeted expenses for memberships, accreditations, and other required support services.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing and Supplies	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
<i>Narrative/Explanation: The amounts shown will be used for travel related to program promotion and conferences.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$96,257</b>	<b>\$98,680</b>	<b>\$101,175</b>	<b>\$103,746</b>	<b>\$106,393</b>

Attachments



**ATTACHMENT A**

**SEMINOLE STATE COLLEGE  
ASSOCIATE IN APPLIED SCIENCE IN PHYSICAL THERAPIST ASSISTANT**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>General Education</b>		<b>19-21</b>
GOV 1113	American National Government	3
HIST 1483 or HIST 1493	American History Survey to 1877 American History Survey since 1877	3
ENG 1113	Composition I	3
ENG 1213	English Composition II	3
MATH 1513	College Algebra	3
PSY 1113	General Psychology	3
SOC 1101 or SOC 1003	Freshman Seminar Personal and Academic Success Skills	1-3
<b>Technical-Occupational Support</b>		<b>11</b>
BIOL 2114	Human Anatomy	4
BIOL 2214	Human Physiology	4
NURS 2423	Medical Terminology	3
<b>Technical-Occupational Specialty</b>		<b>34</b>
*PTA 1011	Introduction to Physical Therapy	1
*PTA 1203	Basic Patient Care	3
*PTA 1032	Pathophysiology	2
*PTA 1042	Kinesiology for PTA	2
*PTA 1053	Clinical Procedure I	3
*PTA 2013	Clinical Procedure II	3
*PTA 1064	Therapeutic Exercise I	4
*PTA 2034	Therapeutic Exercise II	4
*PTA 1072	Clinical Practice I	2
*PTA 2043	Clinical Practice II	3
*PTA 2XX4	Clinical Practice III	4
*PTA 2022	Neuroanatomy for the PTA	2
*PTA 2XX1	PTA Capstone	1
<b>Total</b>		<b>64-66</b>

\*Denotes new courses

**ATTACHMENT B**

**SEMINOLE STATE COLLEGE  
ASSOCIATE IN SCIENCE IN AGRICULTURE**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>General Education</b>		<b>38-40</b>
GOV 1113	American National Government	3
HIST 1483 or HIST 1493	American History Survey to 1877 American History Survey since 1877	3
ENG 1113	Composition I	3
ENG 1213	Composition II	3
SPCH 1143	Speech	3
HUM XXX3	Any course designated as Humanities	6
	One college level Mathematics course	3
BIOL 1224 or BIOL 1234	General Botany or General Zoology	4
CHEM 1114	Introduction to Chemistry	4
CAP 1103	Introduction to Microsoft Word	3
HPER 1102 or HPER XXX1	Wellness and Human Development or Two HPER activity courses	2
SOC 1101 or SOC 1003	Freshman Seminar Personal and Academic Success Skills	1-3
<b>Major Requirements</b>		<b>17</b>
*AGRI 1104	Introduction to Animal Science	4
*AGRI 1204	Introduction to Plant and Soil Science	4
*AGRI 2113	Agricultural Communication	3
*AGRI 1703 or *AGRI 2123	Introduction to Agriculture Education or Agricultural Leadership	3
*BA 2013	Agricultural Economics	3
<b>Major Electives and Support</b>		<b>6-8</b>
ACCT 2033	Financial Accounting	3
ACCT 2123	Managerial Accounting	3
*AGRI 1303	Introduction to Wildlife and Natural Resource Management	3
*AGRI 1503	Introduction to Livestock Evaluation	3
*AGRI 1703	Introduction to Agriculture Education	3

*AGRI 2123	Agricultural Leadership	3
BA 2113	Macroeconomics	3
BA 2213	Microeconomics	3
BA 2253	Business Statistics	3
BIOL 1113	Introduction to Environmental Science	3
BIOL 1224	General Botany	4
BIOL 1234	General Zoology	4
BIOL 2113	Introduction to Nutrition	3
BIOL 2224	Microbiology	4
CAP 2603	Advanced Microsoft Access	3
CAP 2643	Advanced Microsoft Excel	3
CHEM 1315	General Chemistry I	5
GEOG 1123	World Regional Geography	3
GOV 1303	State and Local Government	3
GOV 2013	Introduction to International Relations	3
JOUR 1123	Mass Communication	3
MATH 2153	Elementary Statistics	3
<b>Total</b>		<b>61-65</b>

\*Denotes new courses



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #13-m:**

**New Programs.**

**SUBJECT:** Redlands Community College. Approval to offer the Certificate in Athletic Trainer, the Certificate in Personal Trainer, the Certificate in Human/Social Services Assistant, the Certificate in Criminal Justice-Corrections, and the Certificate in Criminal Justice-Law Enforcement.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Redland Community College's requests to offer the Certificate in Athletic Trainer, the Certificate in Personal Trainer, the Certificate in Human/Social Services Assistant, and, via traditional and electronic delivery, the Certificate in Criminal Justice-Corrections, and the Certificate in Criminal Justice-Law Enforcement, 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.**

- **Certificate in Athletic Trainer.** This certificate is embedded within the Associate in Science in Athletic/Personal Trainer (082) and will be included in the regular 5-year program review.
- **Certificate in Personal Trainer.** This certificate is embedded within the Associate in Science in Athletic/Personal Trainer (082) and will be included in the regular 5-year program review.
- **Certificate in Human/Social Services Assistant.** This certificate is embedded within the Associate in Arts in Psychology (034) and will be included in the regular 5-year program review.
- **Certificate in Criminal Justice-Corrections.** This certificate is embedded within the Associate in Applied Science in Criminal Justice (045) and will be included in the regular 5-year program review.
- **Certificate in Criminal Justice-Law Enforcement.** This certificate is embedded within Associate in Applied Science in Criminal Justice (045) and will be included in the regular 5-year program review.

## **BACKGROUND:**

### **Academic Plan**

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

- Revise the AS in Agriculture degree and classes to ensure transferability and workplace relevance.
- Continue offering DMAT 0113 and 0123 classes on the OU campus.
- Review and revise math course descriptions in the course catalog.
- Improve 2015 NCLEX pass rate over previous years. The 2012 pass rate was 75.86%; the 2013 pass rate was 83.33%; and the 2014 pass rate was 94.74%. Continue to maintain NCLEX pass rate above the National NCLEX pass rate.
- Obtain national accreditation by July 2014 from the Commission on Accreditation of Educational Programs for the Emergency Medical Service Professions (CoA EMSP); accreditation maintained and in good standing as of July 2015.

### **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, RCC has taken the following program actions in response to APRA:

53	Degree and/or certificate programs deleted
19	Degree and/or certificate programs added

### **Program Review**

RCC offers 28 degree and/or certificate programs as follows:

8	Certificates
14	Associate in Arts or Science Degrees
6	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 RCC'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**

RCC's faculty developed the proposals, which were reviewed and approved by institutional officials. RCC's governing board approved delivery of the Certificate in Athletic Trainer and the Certificate in

Personal Trainer at their February 11, 2016 meeting, and the Certificate in Human/Social Services Assistant, the Certificate in Criminal Justice-Corrections, and the Certificate in Criminal Justice-Law Enforcement at their November 10, 2015 meeting. RCC requests authorization to offer these programs as outlined below.

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

- Associate in Arts in Family and Child Development (084);
- Associate in Applied Science in Criminal Justice (045);
- Associate in Arts in Enterprise Development (675); and
- Associate in Science in Enterprise Development (676);

**POLICY ISSUES:**

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

**ANALYSIS:**

**Certificate in Athletic Trainer**

**Program purpose.** The proposed program is designed to provide students with the knowledge and skills needed for careers in athletic training.

**Program rationale and employment opportunities.** Athletic trainers can find employment in a variety of settings, including: colleges/universities, hospitals/clinics, military, professional sports, performing arts, business/industry, and secondary schools. As athletes and athletic organizations become more aware of sports-related injuries, the demand for athletic trainers to both treat injuries and provide preventative care is expected to rise. The U.S. Department of Labor’s Occupational Outlook Handbook predicts that by 2024, the number of jobs in athletic training will grow 21 percent. In Oklahoma, the number of jobs for athletic trainers is expected to increase approximately 22 percent. The proposed certificate will provide students with entry-level knowledge and skills needed to begin employment in the field, as well as a foundation to continue their education in the field.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Science in Athletic/Personal Trainer (082) program.

**Duplication and impact on existing programs.** There are no Certificate in Athletic Training programs offered in Oklahoma. A system wide letter of intent was communicated by email April 23, 2015. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	18
<b>Total</b>	<b>18</b>

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

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Science in Athletic/Personal Trainer (082) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

### **Certificate in Personal Trainer**

**Program purpose.** The proposed program is designed to provide students with the knowledge and skills needed for careers as a personal trainer.

**Program rationale and employment opportunities.** The proposed certificate is intended to provide a foundation for students interested in health and fitness careers. According to the Oklahoma Employment Security Commission, careers as fitness trainers are expected to increase approximately 10 percent through 2022. Although the proposed certificate is designed to assist students in transferring to a four-year institution, the knowledge and skills gained through the curriculum can help them secure entry level jobs within health clubs, recreation and fitness centers, and rehabilitation centers.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Science in Athletic/Personal Trainer (082) program.

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

<b>Institution</b>	<b>Existing Program</b>
Rose State College	Certificate in Personal Trainer (311)

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

**Curriculum.** The proposed program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

<b>Content Area</b>	<b>Credit Hours</b>
Required Courses	18
<b>Total</b>	<b>18</b>

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

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Science in Athletic/Personal Trainer (082) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.



### Certificate in Human/Social Services Assistant

**Program purpose.** The proposed program will provide students with knowledge and skills needed for entry-level positions in human services organizations and agencies.

**Program rationale and employment opportunities.** The proposed program is designed to serve as an additional credential for students interested in seeking employment as Social and Human Services Assistants. According to the Oklahoma Employment Security Commission, careers in this field are expected to grow 12 percent through 2022. Additionally, students will gain a foundation to build upon as they continue their education and increase their marketability in the workforce.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Arts in Psychology (034) program.

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

Institution	Existing Program
Tulsa Community College	Certificate in Human Services (205)

A system wide letter of intent was communicated by email April 23 2015. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Due to distance between institutions and difference in required curriculum, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	18
<b>Total</b>	<b>18</b>

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

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Arts in Psychology (034) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

### Certificate in Criminal Justice-Corrections

**Program purpose.** The proposed program is designed to prepare students for careers in the field of corrections.

**Program rationale and employment opportunities.** The proposed program will provide students with a foundation of knowledge and skills to seek entry-level employment in the field of corrections. According

to the Oklahoma Employment Security Commission, opportunities for Correctional Officers are expected to increase 3 to 11 percent through 2022.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Applied Science in Criminal Justice (045) program.

**Duplication and impact on existing programs.** There are no Certificate in Criminal Justice-Corrections programs offered in Oklahoma. A system wide letter of intent was communicated by email April 23, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Required Courses	18
<b>Total</b>	<b>18</b>

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

**Delivery method.** The proposed program is embedded within the Associate in Applied Science in Criminal Justice (045) program which was approved for electronic delivery at the September 12, 2003 State Regents' meeting and will also be offered via electronic media.

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Applied Science in Criminal Justice (045) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

### **Certificate in Criminal Justice-Law Enforcement**

**Program purpose.** The proposed program is designed to prepare students for careers in law enforcement, corrections juvenile justice, and homeland security.

**Program rationale and employment opportunities.** The proposed program will provide students with a foundation of knowledge and skills to seek entry-level employment in the field of corrections. According to the Oklahoma Employment Security Commission, opportunities for Law Enforcement Officers and Correctional Officers are expected to increase 3 to 16 percent through 2022.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Applied Science in Criminal Justice (045) program.

**Duplication and impact on existing programs.** There are no Certificate in Criminal Justice-Law Enforcement programs offered in Oklahoma. A system wide letter of intent was communicated by email April 23, 2015. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Content Area	Credit Hours
Required Courses	18
<b>Total</b>	<b>18</b>

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

**Delivery method.** The proposed program is embedded within the Associate in Applied Science in Criminal Justice (045) which was approved for electronic delivery at the September 12, 2003 State Regents' meeting and will also be offered via electronic media.

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Applied Science in Criminal Justice (045) 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

**REDLANDS COMMUNITY COLLEGE  
CERTIFICATE IN ATHLETIC TRAINER**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>18</b>
ENGL 1113	English Composition I	3
HPER 1243	Introduction to Athletic Training	3
HPER 2343	Care and Prevention of Athletic Injuries	3
HPER 2593	Protective Techniques in Athletic Training	3
HPER 2601	Athletic Training Level II	1
HPER 2611	Athletic/Personal Training Practicum I	1
HPER 2651	Athletic Training Level III	1
AHS 2013	Nutrition	3
<b>Total</b>		<b>18</b>

**ATTACHMENT B****REDLANDS COMMUNITY COLLEGE  
CERTIFICATE IN PERSONAL TRAINER**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>18</b>
ENGL 1113	English Composition I	3
HPER 1252	Orientation to Exercise Science	2
HPER 1302	Introduction to Physical Education	2
HPER 1601	Athletic/Personal Training Practicum I	1
HPER 2013	Exercise Testing and Prescription	3
HPER 2312	First Aid	2
HPER 2611	Personal Training Practicum II	1
HPER 2661	Personal Training Practicum III	1
AHS 2013	Nutrition	3
<b>Total</b>		<b>18</b>

**REDLANDS COMMUNITY COLLEGE  
CERTIFICATE IN HUMAN/SOCIAL SERVICES ASSISTANT**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>18</b>
ENGL 1113	English Composition	3
PSY 1113	Elements of Psychology	3
SOC 1113	Introduction to Sociology	3
SOC 2183	Sociology of the Family	3
PSY 2163	Developmental Psychology	3
SOC 2133	Crime and Delinquency	3
<b>Total</b>		<b>18</b>

**REDLANDS COMMUNITY COLLEGE  
CERTIFICATE IN CRIMINAL JUSTICE-CORRECTIONS**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>18</b>
ENGL 1113	English Composition	3
SOC 1113	Introduction to Sociology	3
CJ 1113	Introduction to Criminal Justice	3
CJ 1253	American Corrections System	3
CJ 2353	Administration of Correctional Institute	3
CJ 2453	Probation, Parole, and Community Corrections	3
<b>Total</b>		<b>18</b>

**REDLANDS COMMUNITY COLLEGE  
CERTIFICATE IN CRIMINAL JUSTICE-LAW ENFORCEMENT**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>18</b>
ENGL 1113	English Composition	3
SOC 1113	Introduction to Sociology	3
CJ 1113	Introduction to Criminal Justice	3
CJ 2433	Community and Cultural Diversity	3
CJ 1223	Introduction to Law Enforcement	3
CJ 1253	American Corrections System	3
<b>Total</b>		<b>18</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #14:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

East Central University (ECU) requests authorization to delete the programs listed below:

- Master of Education in Grad – Elementary (080)
- Master of Education in Grad – Secondary (083)
- Master of Education in Grad – Reading Specialist (082)
- Bachelor of Science in Organizational Leadership (775)
- Bachelor of Science in Education in Physical Education (021)

Carl Albert State College (CASC) requests authorization to delete the program listed below:

- Associate in Arts in Pre-Secondary Education (034)

Rose State College (RSC) requests authorization to delete the program listed below:

- Certificate in Consumer Finance (141)

Tulsa Community College (TCC) requests authorization to delete the program listed below:

- Associate in Applied Science in Horticulture Technology (034)

Western Oklahoma State College (WOSC) requests authorization to delete the program listed below:

- Associate in Applied Science in Office Systems Technology (049)

**POLICY ISSUES:**

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

**ANALYSIS:**

ECU requests authorization to delete the Master of Education in Grad – Elementary (080). This program was approved prior to 1990. Reasons for requesting the deletion include:

- ECU reports that local school districts have dropped the requirement for teachers to earn a Master's degree.
- There are currently 5 students enrolled with an expected graduation date of Summer 2017.
- No courses will be deleted as they will continue to be used for other graduate degree programs.

- No funds are available for reallocation.

ECU requests authorization to delete the Master of Education in Grad – Secondary (083). This program was approved prior to 1990. Reasons for requesting the deletion include:

- ECU reports that local school districts have dropped the requirement for teachers to earn a Master’s degree.
- There are currently 5 students enrolled with an expected graduation date of Summer 2017.
- No courses will be deleted as they will continue to be used for other graduate degree programs.
- No funds are available for reallocation.

ECU requests authorization to delete the Master of Education in Grad – Reading Specialist (082). This program was approved prior to 1990. Reasons for requesting the deletion include:

- ECU reports that local school districts have dropped the requirement for teachers to earn a Master’s degree.
- There are currently 22 students enrolled with an expected graduation date of Summer 2017.
- No courses will be deleted as they will continue to be used for other graduate degree programs.
- No funds are available for reallocation.

ECU requests authorization to delete the Bachelor of Science in Organizational Leadership (775). This program was approved at the February 8, 2007 State Regents’ meeting. Reasons for requesting the deletion include:

- ECU reports this program is not cost-effective and continuously has low enrollment.
- There are currently 12 students enrolled with an expected graduation date of Fall 2019.
- Ten courses will be deleted.
- No funds are available for reallocation.

ECU requests authorization to delete the Bachelor of Science in Education in Physical Education (021). This program was approved prior to 1990. Reasons for requesting the deletion include:

- ECU reports a steady decline in student enrollment.
- There are currently 26 students enrolled with an expected graduation date of Spring 2018.
- No course will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Arts in Pre-Secondary Education (034). This program was approved prior to 1990. Reasons for requesting the deletion include:

- This program was suspended at the January 29, 2015 State Regents’ meeting.
- CASC reports that students are better served by pursuing a major in the area of focus for which they plan to teach.
- There are currently 19 students enrolled with an expected graduation date of Spring 2016.
- No courses will be deleted as they will continue to be used for general education and other programs.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Consumer Finance (141). This program was approved at the June 26, 2014 State Regents’ meeting. Reasons for requesting the deletion include:

- RSC reports low student demands for the program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Horticulture Technology (034). This program was approved prior to 1990. Reasons for requesting the deletion include:

- TCC reports faculty shortage as well as low graduation rates for the program.
- TCC also reports the high costs associated with this program.
- There are currently 17 students enrolled with an expected graduation of Summer 2018.
- Twenty-six courses will be deleted.
- Funds will be reallocated to help offset State funding deficit.

WOSC requests authorization to delete the Associate in Applied Science in Office Systems Technology (049). This program was approved at the August 1, 2012 State Regents' meeting. Reasons for requesting the deletion include:

- WOSC reports they are no longer granting credit for this program though a cooperative agreement with Southwest Technology Center; therefore, demand is low.
- There are currently 29 students enrolled with an expected graduation date of Spring 2018.
- Twenty-one courses will be deleted.
- No funds are available for reallocation.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #15-a:**

**Policy.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve 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 to 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 on May 12, 2016 and the Council of Presidents (COP) 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 approve 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.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #15-b:**

**Policy.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve 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 the Council on Instruction (COI) on May 12, 2016 and the Council of Presidents (COP) 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 approve 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, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.
15	Total Required Units

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

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*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**  
June 30, 2016

**AGENDA ITEM #16-a:**

**Policy Exceptions.**

**SUBJECT:** Oklahoma State University. Request for exception to the Credit for Prior Learning Policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's request to transcript credit for prior learning coursework before students complete 12 credit hours.**

**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.

Since the policy's inception in 1975, students have been required to complete 12 or more semester hours at the awarding institution before credit for prior learning is placed on the student's transcript. In 1995, the State Regents revised the policy by specifying that an institutional policy exception to this provision must be requested by the institution and approved by the State Regents. Over time, the University of Oklahoma and Cameron University were granted exceptions to this provision.

**POLICY ISSUES:**

The aforementioned policy provision requires institutions to seek a policy exception to transcript credit for prior learning before a student completes 12 credit hours. Oklahoma State University (OSU) is seeking an exception to transcript the credit for prior learning after admission and prior to initial enrollment.

**ANALYSIS:**

OSU is currently able to notate credit for prior learning in its computer system after the student is admitted and before he/she enrolls; however, consistent with the aforementioned policy, no such credit is posted on the transcript before the student completes 12 hours at OSU. To ensure consistency, OSU programed its computer system to automate the transcription credit for prior learning when the student completes 12 or more OSU credit hours.

Unlike its current computer system, the computer system that OSU is implementing, Banner, does not have the functionality to automate the transcription of credit for prior learning after a student earns the requisite 12 credit hours. Therefore, without the automated capability, to comply with the

aforementioned provision, OSU would be forced to significantly alter its data-entry procedures, which, as a result thereof, would likely hinder both student advisement and enrollment processes and procedures.

An exception to post the credit for prior learning after admission and before enrollment would allow OSU to maintain its current data entry process and thereby ensure that such credit is clearly notated prior to initial advisement and enrollment. Therefore, it is recommended that the State Regents approve this request.

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**AGENDA ITEM #16-b:**

**Deleted Item.**



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**AGENDA ITEM #16-c:**

**Deleted Item.**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #17-a:**

**Temporary Assistance to Needy Families.**

**SUBJECT:** Approval of amendments to the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families program.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the attached contract amendments in the amount of \$2,591,038, and \$116,100.**

**BACKGROUND:**

Since the 1996 Welfare Reform Act was legislated, short-term training programs at the community college tailored for recipients of Temporary Assistance to Needy Families (TANF) have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Three of the State System community colleges offer TANF programs at locations on and off the campus as follows: Carl Albert State College, Poteau and Sallisaw; Murray State College – Tishomingo, Ardmore and Atoka, McAlester and Idabel; and Northeastern Oklahoma A&M College – Miami and Jay.

Additionally, the OSRHE and OKDHS contract to provide a TANF job readiness program at Oklahoma State University – Oklahoma City (OSU-OKC).

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

**ANALYSIS:**

The attached contract amendments between the State Regents and OKDHS in the sum of \$2,591,038, and \$116,100 reflect an approximate 10 percent reduction in the contract that was approved by the State Regents at the June 2015 and May 2015 meeting, respectively, to fund the TANF employment training programs at the community colleges.

Note: Contract modification attachments are on file at the State Regents' office.  
Attachments

## AMENDMENT

The State of Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, Agency Requisition #15000402, PO# 0100402.

This modification serves to decrease the contract amount to \$2,591,038 (two million five hundred ninety-one thousand thirty eight dollars) for FY 2017, in accordance with revised "Attachment A" and modifies the amount of Block Grant funding DHS will set aside as stated in Section II Financial Commitment No.1 to said amount of \$2,591,038.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval:

Approval:

\_\_\_\_\_  
Authorized Representative  
Oklahoma Department of Human Services

\_\_\_\_\_  
Glen D. Johnson, Chancellor  
Oklahoma State Regents for Higher Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## AMENDMENT

The State of Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, Agency PA#16000445.

This modification serves to decrease the contract amount to \$116,100 (One hundred sixteen thousand one hundred dollars) for FY 2017, in accordance with revised "Attachment A" and modifies the amount of Block Grant funding DHS will set aside as stated in Section II Financial Commitment No.1 to said amount of \$116,100.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval:

Approval:

\_\_\_\_\_  
Authorized Representative  
Oklahoma Department of Human Services

\_\_\_\_\_  
Glen D. Johnson, Chancellor  
Oklahoma State Regents for Higher Education



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #17-b:**

**Temporary Assistance to Needy Families.**

**SUBJECT:** Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Department of Human Services.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (State Regents).**

**BACKGROUND:**

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the State Regents. Ten community colleges have program at 16 sites. There is also a TANF program at the two technical branches, namely, OSU-IT, and OSU-OKC.

Since July 1999 DHS and the State Regents have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. The purpose of this program is to offer intense job readiness skills and subsequent job search to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

**ANALYSIS:**

A review of the community college TANF program continuation applications for FY17 by DHS and State Regents' staff resulted in the recommended amounts listed:

<b>College</b>	<b>Amount</b>
Carl Albert State College	217,203
Connors State College*	111,141
Murray State College**	544,296
Northeastern Oklahoma A& M College	186,340
Northern Oklahoma College-Enid	148,587
Oklahoma City Community College	198,697
Oklahoma State University Institute of Technology – Okmulgee	149,345
Oklahoma State University – Oklahoma City	195,450
Oklahoma State University – Oklahoma City (job readiness program)	116,100
Redlands Community College	241,794
Rose State College	208,207
Seminole State College	162,330
Western Oklahoma State College*	117,410

\* joint program with area technology center

\*\* a total of 5 program sites

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**AGENDA ITEM #18-a:**

**Scholars for Excellence in Childcare.**

**SUBJECT:** Scholars for Excellence in Child Care. Approval of contract and contract modification between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Scholars for Excellence in Child Care program.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship contract in the amount of \$1,004,226 and program contract modification for the third one-year term allowable in the amount of \$694,067.**

**BACKGROUND:**

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (OKDHS) have contracted to fund the Scholars for Excellence in Childcare (Scholars) program in an effort to improve the quality of care children receive in licensed child care facilities and increase teacher educational levels, compensation, and retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to enhance educational opportunities and encourage coordination and cooperation between the State Regents, State System institutions and other state agencies.

**ANALYSIS:**

The Scholars Program has achieved success since its inception. Through summer 2015, there have been approximately 427 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 3,240 have earned a certificate of mastery and 978 an associate degree through the Scholars program initiative. There have been 288 directors/assistant directors who have obtained a Director's Certificate of Completion

awarded through the Scholars program. Ten scholars have received a bachelor's degree through the pilot bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, offered on-line and at the area technology centers and scholarshipped through the Scholars program, there have been approximately 358 child care providers that have obtained a national CDA credential through June 2015.

The contract and contract modification will continue the program through FY17.

Note: Attachments to the contract and contract modifications are on file in the State Regents' office.

Attachments

**State of Oklahoma**  
**Department of Human Services**

CONTRACT

This agreement is entered into, effective July 1, 2016, by the Oklahoma Department of Human Services (hereinafter Department) and the Oklahoma State Regents for Higher Education (hereinafter OSRHE). The OSRHE hereby offer and agree to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (hereinafter CDA) credential, Certificate of Mastery, Director's Certificate of Completion, an associate degree in early childhood education/child development or a bachelor's degree as described in Section V in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not-to-exceed \$1,004,226 (One million four thousand, two hundred twenty-six dollars) for services agreed upon herein (budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis. Billing shall be submitted in the format and in accordance with procedures prescribed by the Department. Payment for all services required herein will be made in arrears. OSRHE will be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior approval from the Department. The Department will not make any advance payments.

II. Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-16 and ending 6-30-17. This agreement may be renewable for three one year periods at the level of services outlined in Attachment A.

III. OSRHE will agree to provide the following:

1. Review, coordinate, and approve operating budgets for each institution's program;
2. Assist with the coordination of the State System community college and pilot four-year college programs in accordance with contract guidelines;
3. Assure compliance with contract requirements;
4. Reimburse program costs to approved participating community college and pilot four-year university programs;
5. Notify the Colleges of the assurances and responsibilities that the Colleges are obligated to meet pursuant to the contract. Approval of any subcontract will not relieve OSRHE of any responsibility for performance under this contract.
6. Assure accountability measures through the Scholars for Excellence in Child Care (Scholars) program's database to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.

7. In collaboration with the Department, and with input from institutions, continue to refine the duties and expectations for the position of scholar coordinator.
8. Conduct campus site visits or other evaluative measures as agreed upon by the Department on a rotating (every other year) basis, or more frequently as needed, for the purposes of monitoring program goals, objectives and fiscal compliance to assure adherence to the contract and program guidelines.
9. Update the Scholars website within 30 days of significant program changes.
10. At the end of each semester provide a summary of activities and statistical data as submitted by the scholar coordinators; and at the end of the contract period provide a formal report detailing services that have been provided in the format prescribed by the Department. The annual report is due as part of claims documentation for the final billing.

IV. OSRHE will oversee and coordinate with community colleges to:

1. Assure all early childhood/child development courses that are appropriate incorporate Child Development associate (CDA) competencies established by the Council for Professional Recognition.
2. If not incorporated into courses taken toward CDA credential, offer CDA preparation workshops to be conducted by scholar coordinators or advise them to enroll in the Pathway CDA preparation module.
3. Provide an 18-credit hour certificate of mastery program consisting of 15 credit hours in early childhood education/child development and 3 hours of English composition for child care staff currently working in licensed child care facilities that articulates toward an associate of arts or science degree in early childhood education/child development in order to facilitate articulation to a four-year institution. A Certificate of Mastery could be earned through an associate of applied science degree if that degree articulates to a bachelor's degree without loss of any credit hours.
4. Assure the 24-credit hour Director's Certificate of Completion articulates toward an associate of arts or associate of science degree in early childhood education/child development in order to facilitate articulation to a four-year institution and toward an associate of applied science degree in child center administration.
5. After appropriate student assessment, ensure literacy is woven into all of the early childhood education/child development courses which may include, but not be limited to: independent reading and writing assignments, reading groups, computer-aided instruction, learning resource center assignments, instructional tutoring, etc.
6. Provide additional support services for students having difficulty or deficiencies with reading, writing, and math, as appropriate.
7. Offer early childhood education/child development courses in a variety of educational delivery modalities including, but not limited to: accelerated coursework (i.e., an 8-week period), non-traditional class times, distance learning or on-site training opportunities.



8. Ensure a seamless transfer of coursework equivalent to 6 credit hours, if a CDA credential has been received through a technology center, to an early childhood education/child development associate of arts or associate of science degree program to facilitate articulation.
9. Annually submit for approval to the State Regents' staff a detailed budget outlining the cost for the scholar coordinator's salary and benefits and anticipated operating costs to manage and oversee the program for 12 months.
10. Provide a program plan that details the scholar coordinator's responsibilities and activities as outlined below (Attachment B-1- B-8).
11. Serve a minimum number of active program participants per semester as outlined in the OSRHE Scholars Guidebook (Attachment C);
12. Request approval from OSHRE and the Department for out of state travel for scholar coordinators, if applicable;
13. Ensure all financial aid and/or loans are applied to the scholar's educational costs prior to applying the program scholarship.
14. Ensure two-year colleges employ a scholar coordinator with, at a minimum, a bachelor's degree in early childhood education or child development. If the scholar coordinator is attending graduate school a copy of the class schedule must be submitted to OSRHE two weeks prior to commencement of classes.
15. Responsibilities of the scholar coordinator include, but are not limited to, the items contained in the Scholars for Excellence in Child Care Guidebook (Attachment C) under the "Program Guidelines" tab further identified under the heading "Scholar Coordinator Expectations". Additionally, scholar coordinators must adhere to all requirements set forth in the Guidebook.

V. OSRHE will oversee and implement a pilot bachelor degree scholarship program:

1. Eligibility for regional and comprehensive institutions to receive scholarship support will require an approved transfer agreement, by OSRHE and the Department staff, reflecting program-to-program acceptance of coursework with no loss of college hours for the scholar.
2. The pilot participants must have been on the scholars program and graduated from a two-year college with an associate degree in early childhood education or child development, or an associate in applied science degree in ECE/CD administration or ECE/CD that meets the program-to-program transfer requirement.
3. OSRHE will employ an administrative support person who will work with the institutions that meet the program-to-program transfer standard.
4. OSRHE will provide copies of transfer agreements (or degree plans) to the Department prior to the approval of any scholarships for the bachelor's degree.
5. OSRHE will ensure all financial aid and/or loans are applied to the scholar's bachelor's degree educational costs prior to applying the program scholarship.

6. Will ensure that the administrative support person will have at a minimum a bachelor's degree.

VI. Department agrees to provide the following:

1. Conduct site visits to the participating college campuses as needed for the purposes of assessing or monitoring program, and to assure adherence to approved program purposes, goals and objectives;
2. Review and approve proposed SECC program plans and budgets in consultation with OSRHE's staff prior to OSRHE's approval.
3. At the six-month interval, evaluate programs from OSRHE's reports, monitoring reports and on-site visits, if needed, for program continuance or in developing a corrective action plan.

VII. Department's Financial Commitment

The Department will provide funding, based on approved institutional budgets, on a quarterly reimbursement basis for a coordinator (salary and benefits) and the associated operating costs. An amount not to exceed 13.175% of program costs will be provided to OSRHE as an administrative fee.

VIII. Reporting/Accountability

It will be the responsibility of each institution's scholar coordinator to maintain reports/documentation in a form agreed upon by the Department and the OSRHE.

1. Institutions will be expected, among other things, to submit reports/documentation to the State Regents' staff on a quarterly or semester basis or upon request, if needed. Documentation for quarterly invoicing will be due by the 10<sup>th</sup> of the month following the end of the quarter.
2. OSRHE staff will submit invoice amounts to the Department no later than 45 days following the end of the quarter.
3. The Department will transfer funds to the OSRHE staff within 45 days upon receipt of an invoice.
4. OSRHE agrees that it has not contracted with another state agency to provide similar services as outlined herein.

IX. General Provisions

A. Billing

This is a cost reimbursement contract. Claims for reimbursement of services shall be submitted within (90) calendar days of the provision of services. Supporting encumbrances will be canceled upon a lapse of six months from the actual provision of services, unless specified otherwise in the contract. All claims for reimbursement must be submitted no later than September; after this date all funds will be canceled.

The State of Oklahoma has 45 days from presentation of a proper invoice to issue payment to the OSRHE.

In the event that any cost items claimed by the OSRHE are subsequently disallowed by the Department as cost items of the contract, the OSRHE shall repay the Department, on demand, the amount of any such disallowed items. At the discretion of the Department, the Department may deduct such amounts from subsequent payments to be made to the OSRHE without prejudice to the OSRHE's right to establish the allow-ability of any such item of cost under the contract.

The difference between the contract negotiated indirect rate and the federal allowable indirect rate is an in-kind state funded contribution made by two-year institutions.

#### B. Travel

The travel expenses to be incurred by the OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, the Department will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, the Department policy. The OSRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.

#### C. Modification

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and the Department.

#### D. Termination

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before termination date.

#### E. Sub-Contracting

The service to be performed under this contract by OSRHE and the institutions shall not be subcontracted, in whole or in part, to any other person or entity without the written consent of the Department. The terms of this contract and such additional terms as the Department may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

#### F. Disallowance of Claims

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE (and on behalf of the colleges), OSRHE agrees to reimburse the Department in an amount equal to the disallowance.

#### G. Supporting Documentation

The OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect

costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

#### H. Unavailability of Funding

The Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated herein. In the event funds to finance this Contract become unavailable, either in full or in part, due to insufficient funding, the Department may terminate the contract, or reduce the contract consideration, upon notice in writing to Contractor. The notice shall be delivered by certified mail, return receipt requested, or in person with written proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such contract termination or reduction in consideration shall be specified in the notice, provided, that the funding adjustments stated in this paragraph shall not apply to payments made for services satisfactorily completed prior to the effective date of the termination or reduction. In the event of a reduction in Contract consideration, Contractor may work with the Department to reduce the Scope of Work proportionately or cancel this contract as of the effective date of the proposed reduction, upon advance written notice to the Department. Both parties shall make a good faith effort to reach mutual agreement on reasonable phase-out costs upon notice of termination or reduction of contract.

The OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

#### X. Assurances

The Department and OSRHE and Colleges will comply with Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975), and Americans with Disability Act of 1990.

#### XI. Marketing

The Department retains ownership to all names, artwork, publications, web content and web domains associated with the services provided by the contractor on behalf of the Department. The Department will determine the overall branding of services (may include, but not limited to: name of the service, artwork or logos) provided by contractor on behalf of the Department. The Department and the Contractor agree to collaborate on the marketing of services provided by the contractor on behalf of the Department. The Department agrees that there may be reference to the contractor or designee in certain marketing publications.

All major publications or web content associated with a service provided on behalf of the Department, or paid by the Department, will be furnished to the Department prior to use or distribution.

Contractor agrees that the marketing terms will be complied with by all sub-contractors or grantees of the contractor providing services on behalf of the Department.

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Representative for the  
Oklahoma Department of Human Services

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Glen D. Johnson, Chancellor  
Oklahoma State Regents for Higher Education

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**STATE OF OKLAHOMA**

**DEPARTMENT OF HUMAN SERVICES**

**FIRST RENEWAL AND FIRST MODIFICATION OF CONTRACT**

This Renewal and Modification of the current contract 16000127, PO# 0100127 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2015, the Department and the OSRHE entered into an agreement effective July 1, 2015 through June 30, 2016 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, the original contract is an amount not to exceed \$754,989;

WHEREAS, original contract is being reduced by approximately 9% to an amount not to exceed \$694,067;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Modifications

The contract amount is reduced to an amount not to exceed \$694,067.

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See “Attachments A & B” attached hereto.

II. Renewal

This Agreement shall be renewed for the first of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2016 and ending June 30, 2017.

Except as expressly amended and modified by this First Renewal and Modification, all provisions of the Agreement and First Modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this First Renewal and Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

**Oklahoma Department of Human Services**

**Oklahoma State Regents for Higher Education**

By: \_\_\_\_\_  
DHS Representative

By: \_\_\_\_\_  
Glen D. Johnson, Chancellor

Date: \_\_\_\_\_

Date: \_\_\_\_\_





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #18-b:**

**Scholars for Excellence in Childcare.**

**SUBJECT:** Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to the contract with the Oklahoma Department of Human Services.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the community college's Scholars for Excellence in Childcare program FY 2017 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.**

**BACKGROUND:**

Since June 2000, the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services (OKDHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Seven community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

**ANALYSIS:**

A review of the community college Scholars program continuation applications by OKDHS and State Regents' staff resulted in the following recommendations for FY 2017:

<b>Community College</b>	<b>FY 2017 Allocation</b>
Carl Albert State College	
Northern Oklahoma College	
Oklahoma City Community College	
Oklahoma State University-OKC	
Redlands Community College	
Rose State College	
Tulsa Community College	
Western Oklahoma State College	



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #19:**

**Intensive English Programs.**

**SUBJECT:** Approval to offer Intensive English Programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an extension of the review schedule for 1) The Center for English as a Second Language for four months and 2) ELS Language Center for four months.**

**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.

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.

IEPs 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:**

- 1) In 2013, the State Regents granted the Center for English as a Second Language (CESL) at the University of Oklahoma (OU) approval with the stipulation that the program be reviewed again in Spring 2016. A site visit was conducted April 26-27, 2016 and a draft report submitted on May 9, 2016. The report was sent to CESL and OU on May 19, 2016. As allowed by policy, the IEP has 15 working days from the date the final report is sent to correct any factual errors. This timeframe does not allow ample opportunity to prepare the agenda item for State Regents' consideration.
- 2) In 2011, the State Regents granted the ELS Language Center (ELS) approval with stipulation that the program be reviewed again in Spring 2016. As required by policy, a letter requesting to use external accreditation in lieu of a State Regents' review was submitted by ELS. Upon receipt of this request, State Regents' staff worked with the IEP administrator to provide guidance on the review process. In order to adequately prepare and submit the required documentation needed for review, ELS requested additional time to complete the process.

In agreement with the IEP Administrators, State Regents' staff recommends an extension to CESL and ELS for four months to allow for time to complete the review process.

Meeting of the  
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**AGENDA ITEM #20:**

**Teacher Education.**

**SUBJECT:** Acceptance of Elementary and Secondary Education Act (ESEA), Improving Teacher Quality (ITQ), Title II, Part A, Supplemental Allocation of State Grant Program funds from the United States Department of Education (USDE).

**RECOMMENDATION:**

**It is recommended that the State Regents accept supplemental grant funds in the amount of \$1,040.00.**

**BACKGROUND:**

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

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

**AND**

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

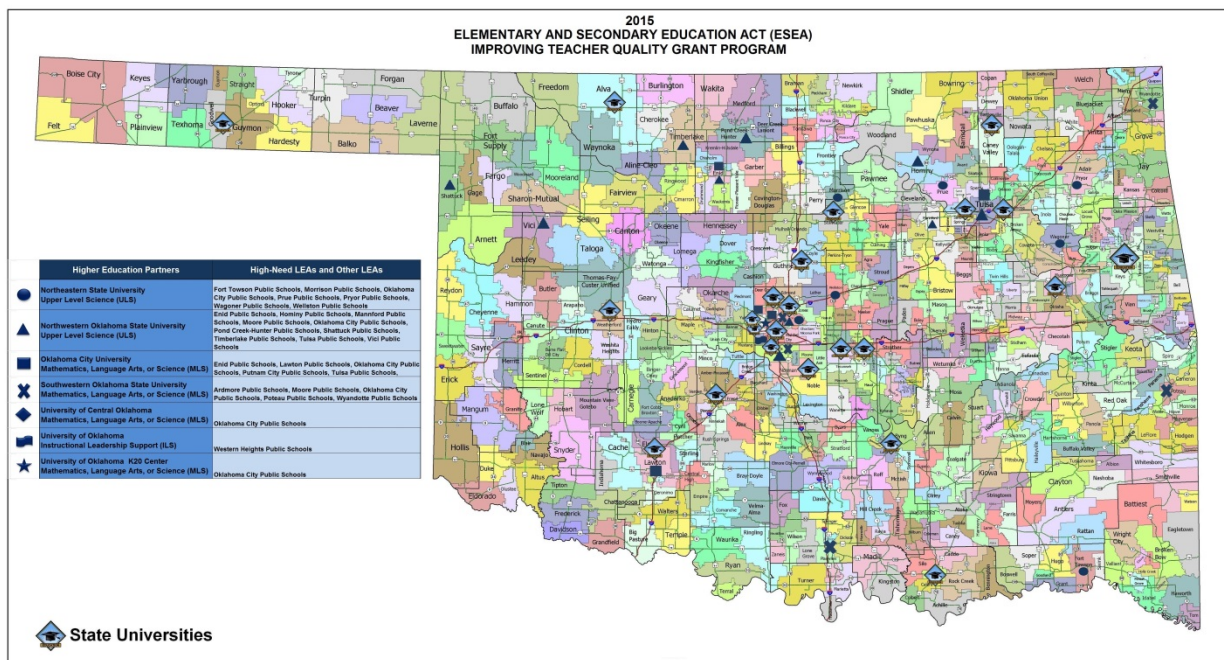
Eligible partnerships also may include additional institutions of higher education (IHE) - either two-year or four-year; additional local education agencies (LEA), public or private, whether or not they are high-need; public charter schools; individual elementary or secondary schools; educational service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

## ISSUES:

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

## ANALYSIS:

During summer 2015, 242 teachers participated in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve approximately 19,172 students during the current school year. The following map indicates the PK-12 districts served by the sub-grant awardees.



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

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

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

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

As part of the 2015 grants, applicants must continue to focus on Oklahoma Academic Standards and effective professional education growth to high-need schools.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #21:**

**Oklahoma Tuition Aid Grant.**

**SUBJECT:** Approval of the 2016-2017 Oklahoma Tuition Aid Grant Award Schedule.

**RECOMMENDATION:**

It is recommended that the State Regents approve the proposed 2016-2017 award schedule for the Oklahoma Tuition Aid Grant program.

**BACKGROUND:**

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. In 2015-2016, the program served over 21,000 students with expenditures totaling \$18.6 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

**POLICY ISSUES:**

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

**ANALYSIS:**

As shown in the attached document, the proposed award schedule reflects the following:

- For 2016-2017, the state appropriated funds for OTAG are \$16.1 million, a reduction of \$3 million or 16% from the 2015-2016 appropriation level. The funding reduction will result in about 3,000 fewer students receiving the OTAG award.
- To accommodate the reduction in funding, awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through March 1<sup>st</sup>. This date can be extended if funds are sufficient. For 2015-2016, funds were sufficient to pay full year awards to students applying through March 31<sup>st</sup>.

Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal student financial aid application.

- The maximum award level will remain at \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained \$1,000 since 1982.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.
- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5234, which is consistent with eligibility for federal Pell Grants in 2016-2017.

Attachment

**OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM  
PROPOSED 2016-2017 AWARD PAYMENT SCHEDULE**

**EFC-DRIVEN NEED ANALYSIS FORMULA**

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining OTAG award eligibility. The Oklahoma State Regents for Higher Education (OSRHE) set an annual award payment schedule. The applicant's EFC is incorporated into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75% of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status to determine the maximum OTAG award amount.

**Maximum Award Amount is 75% of Enrollment Costs, not to Exceed \$1,000 For Students Attending Public Colleges, Universities and Career Technology Centers or \$1,300 for Students Attending Non-Profit Private Colleges and Universities**

<u>EFC RANGE</u>	<u>% OF ENROLLMENT COSTS</u>
0 – 1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5234	45%

- Shaded area represents initial 2016-2017 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5234 are ineligible in 2016-2017.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

**2016-2017 Awarding Priorities:**

Only undergraduates will be considered for awards in 2016-2017.

1. Undergraduate applications with receipt dates of March 1 or earlier and EFCs from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFCs from 0 through 1700 received through March 1, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond March 1 and/or the EFC cutoff may be extended above 1700.
3. If, after all fall and spring disbursements have been paid, funds remain available, the OSRHE may authorize the payment of awards for summer enrollments. If the OSRHE determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.



Meeting of the  
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**AGENDA ITEM #22:**

**Oklahoma Tuition Equalization Grant.**

**SUBJECT:** Approval of the methodology for distribution of the 2016-2017 funding.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed allocation methodology for the distribution of funding for the Oklahoma Tuition Equalization Grant program in the 2016-2017 academic year.**

**BACKGROUND:**

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

At their meeting on March 3, 2016, the State Regents fulfilled their statutory mandate to determine that Community Care College of Tulsa currently meets the statutory requirements to participate in the OTEG program. Community Care College, formerly a for-profit college, began operating as a nonprofit college on July 1, 2015. Because Community Care College will be participating in the OTEG program for the first time in 2016-2017, the State Regents must reconsider how OTEG funds are distributed.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Current Allocation Methodology:**

Currently, each institution participating in OTEG is allocated a lump-sum amount from the total funding authorized by the State Regents. Under the current funding methodology, each institution’s allocation is based on its actual OTEG expenditures in the prior year as a percentage of all OTEG expenditures in the prior year (see the following table for the 2015-2016 allocation of funds).

**OKLAHOMA TUITION EQUALIZATION GRANT  
2015-2016 ALLOCATION OF FUNDS**

**\$3,560,000**

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

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

**Notes:**

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

**Proposed Allocation Methodology for 2016-2017:**

The proposed allocation methodology for 2016-2017 is based on each institution's actual number of OTEG awards utilized in 2015-2016 plus any eligible alternate recipients that were not funded. The State Regents office verified the eligibility of all submitted alternates. Community Care College submitted individual student records for all students that would have met the OTEG eligibility requirements during the Fall 2015 and Spring 2016 semesters. The eligibility of these students was also verified by the State Regents' office. The following table shows how each institution's percentage allocation of OTEG funds would change from 2015-2016 to 2016-2017 based on the proposed allocation methodology. As shown, Community Care College would qualify for 13.81 percent of the available funding. Among the thirteen other participating colleges, ten would have reduced percentages while three would have increased percentages.

**OKLAHOMA TUITION EQUALIZATION GRANT  
2015-2016 Allocation Percentage and 2016-2017 Proposed Allocation Percentage**

Institution	2014-15 End of Year Actual Expenditures	% Used for 2015-16 Allocations	Total Actual Awards and Verified Alternates for 2015-16* (See spreadsheet below)	% of 2015-16 Actual Awards and Verified Alternates (Potential 2016-17 Allocation %)	Change from 2015-16 Allocation %
Bacone College	\$ 317,000	8.80%	296	6.60%	-2.20%
Family of Faith College	\$ 11,000	0.31%	6	0.13%	-0.17%
Hillsdale Free Will Baptist College	\$ 78,000	2.16%	102	2.27%	0.11%
Mid-America Christian University	\$ 150,000	4.16%	228	5.08%	0.92%
Oklahoma Baptist University	\$ 625,000	17.35%	676	15.06%	-2.28%
Oklahoma Christian University	\$ 227,000	6.30%	271	6.04%	-0.26%
Oklahoma City University	\$ 288,000	7.99%	285	6.35%	-1.64%
Oklahoma Wesleyan University	\$ 131,000	3.64%	207	4.61%	0.98%
Oral Roberts University	\$ 461,000	12.79%	476	10.61%	-2.19%
St. Gregory's University	\$ 166,000	4.61%	166	3.70%	-0.91%
Southern Nazarene University	\$ 533,000	14.79%	538	11.99%	-2.81%
Southwestern Christian University	\$ 102,000	2.83%	102	2.27%	-0.56%
The University of Tulsa	\$ 514,000	14.27%	515	11.48%	-2.79%
Community Care College	\$ -	0.00%	620	13.81%	13.81%
<b>TOTALS</b>	<b>\$ 3,603,000</b>	<b>100.00%</b>	<b>4,488</b>	<b>100.00%</b>	

\*The following table shows how the 4,488 “Total Actual Awards and Verified Alternates for 2015-16” in the table above was calculated.

**Oklahoma Tuition Equalization Grant (OTEG)**

College	Fall 2015 Semester			Spring 2016 Semester			Total 2015-16 Actual Awards & Verified Alternates		% of 2015-16 Total Actual Awards & Alternates	
	Fall Actual Awards	Verified Eligible Alternates	Total Actual & Alternates	Spring Actual Awards	Verified Eligible Alternates	Total Actual & Alternates	Alternates	Alternates		
BACONE COLLEGE	142	-	142	154	-	154	296		6.60%	
SOUTHERN NAZARENE UNIVERSITY	263	12	275	263	-	263	538		11.99%	
OKLAHOMA WESLEYAN UNIVERSITY	64	44	108	66	33	99	207		4.61%	
OKLAHOMA BAPTIST UNIVERSITY	309	41	350	309	17	326	676		15.06%	
OKLAHOMA CHRISTIAN UNIVERSITY	112	34	146	112	13	125	271		6.04%	
OKLAHOMA CITY UNIVERSITY	147	6	153	130	2	132	285		6.35%	
SOUTHWESTERN CHRISTIAN UNIVERSITY	50	-	50	50	2	52	102		2.27%	
ST GREGORYS UNIVERSITY	82	2	84	82	-	82	166		3.70%	
THE UNIVERSITY OF TULSA	254	7	261	254	-	254	515		11.48%	
ORAL ROBERTS UNIVERSITY	228	26	254	222	-	222	476		10.61%	
MID AMERICA CHRISTIAN UNIVERSITY	73	59	132	74	22	96	228		5.08%	
HILLSDALE FREEWILL BAPTIST COLLEGE	39	18	57	39	6	45	102		2.27%	
FAMILY OF FAITH COLLEGE	3	-	3	3	-	3	6		0.13%	
COMMUNITY CARE COLLEGE	-	286	286	-	334	334	620		13.81%	
	1,766	535	2,301	1,758	429	2,187	4,488		100.00%	

**Proposed Allocation of Funds for 2016-2017:**

For 2016-2017, the total amount of funds available for allocation to the OTEG program is \$2,812,000, a reduction of \$748,000 or 21 percent compared to 2015-2016. The size of the reduction is due to three factors:

- A cut of \$533,906 or 16 percent, in state appropriated funds
- A loss of \$134,240 in one-time funds allocated by the State Regents in 2015-2016
- A loss of \$79,391 in program carryover funds that were available in 2015-2016

Due to the participation of Community Care College in 2016-2017, the amount allocated to each individual institution already participating in OTEG is further reduced. As shown below, the levels of reduction for these institutions range from 0 percent to -41 percent, with most institutions receiving a reduction of more than 30 percent.

**OKLAHOMA TUITION EQUALIZATION GRANT  
2015-2016 Allocation and 2016-2017 Proposed Allocation**

FY2016 Allocation of \$3,560,000 = \$3,346,368 + \$134,240 one-time funds + \$79,391 prior year carryover

Institution	2015-16 Actual Allocations	Proposed % for 2016-17 Allocations	Potential Allocation for 2016-17 (16% cut; less one-time; less carryover)	2016-17 Adjusted Allocation	Change from 2015-16 Allocation %	% Change from 2015-16 Allocation
Bacone College	\$ 314,000	6.60%	\$ 185,360	\$ 186,000	\$ (128,000)	-41%
Family of Faith College	\$ 10,000	0.13%	\$ 5,757	\$ 6,000	\$ (4,000)	-40%
Hillsdale Free Will Baptist College	\$ 78,000	2.27%	\$ 63,874	\$ 64,000	\$ (14,000)	-18%
Mid-America Christian University	\$ 148,000	5.08%	\$ 142,777	\$ 142,000	\$ (6,000)	-4%
Oklahoma Baptist University	\$ 618,000	15.06%	\$ 423,323	\$ 424,000	\$ (194,000)	-31%
Oklahoma Christian University	\$ 224,000	6.04%	\$ 169,705	\$ 170,000	\$ (54,000)	-24%
Oklahoma City University	\$ 284,000	6.35%	\$ 178,472	\$ 178,000	\$ (106,000)	-37%
Oklahoma Wesleyan University	\$ 130,000	4.61%	\$ 129,627	\$ 130,000	\$ -	0%
Oral Roberts University	\$ 456,000	10.61%	\$ 298,079	\$ 298,000	\$ (158,000)	-35%
St. Gregory's University	\$ 164,000	3.70%	\$ 103,952	\$ 104,000	\$ (60,000)	-37%
Southern Nazarene University	\$ 526,000	11.99%	\$ 336,905	\$ 336,000	\$ (190,000)	-36%
Southwestern Christian University	\$ 100,000	2.27%	\$ 63,874	\$ 64,000	\$ (36,000)	-36%
The University of Tulsa	\$ 508,000	11.48%	\$ 322,502	\$ 322,000	\$ (186,000)	-37%
Community Care College	\$ -	13.81%	\$ 388,255	\$ 388,000	\$ 388,000	na
<b>TOTALS</b>	<b>\$ 3,560,000</b>	<b>100.00%</b>	<b>\$ 2,812,462</b>	<b>\$ 2,812,000</b>	<b>\$ (748,000)</b>	<b>-21%</b>

2015-16 Initial Allocation	\$ 3,560,000
Less 2015-16 One-time funds	\$ (134,240)
Less carryover funds from 2014-15	\$ (79,391)
Less FY2016 legis. base reduction (7%)	\$ (234,246)
Less FY2017 appro. reduction (9%)	\$ (299,661)
Potential FY2017 Allocation	\$ 2,812,462
\$ Change	\$ (747,538)
% Change	-21%



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #23:**

**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:

- **Chancellor Glen D. Johnson**, provided remarks at annual Council on Information Technology (CoIT) Summit sponsored by the Oklahoma State Regents for Higher Education and held at Oklahoma City Community College in Oklahoma City; attended and provided remarks at retirement reception honoring Professor Vicki Hudson at Southeastern Oklahoma State University (SEOSU) in Durant; taped remarks for retirement reception honoring Vice President for Student Affairs Sharon Robinson at Southeastern Oklahoma State University (SEOSU) in Durant.
- **Kelli Kelnar**, OCAP Outreach coordinator, served as a guest presenter at the Student Preparation counselor retreat at Sequoyah State Lodge, where she shared available college planning resources with the counselors.
- **Melissa Michie**, the Oklahoma Teacher Connection coordinator, presented Literacy, Insight, Family, and Teacher (LIFT), strategies to LIFT marginalized learners' academic outcomes to the Cooperative council for Oklahoma School Administration.
- **Lisa Nelson**, Student Preparation coordinator, held a counselor retreat at Sequoyah State Lodge June 6 and 7 with 28 counselors in attendance. They were from Yale High School, Irving Middle School in Norman, Locust Grove High School, Seminole Public Schools, Lawton High School, Jay High School, Citizen Potawatomi Nation, Muskogee High School, Mason High School, Wagoner Middle School, Booker T. Washington School, GW Carver Middle School, Western Heights Middle School, Greenvale Elementary School in Western Heights, Soper Public Schools, Hilldale Public Schools, Miami High School, Watts Public Schools, and Northeast Technology Center.
- **Kathy Spengler**, Student Performance Systems analyst, presented at the Spring 2016 OKAIR conference in Tulsa, on the subject of "Who are all These Kids and Where did They Come From?"

- The following staff were honored at the Annual Employee Recognition Ceremony for their years of service.

**5-Years**

Stephanie Beauchamp  
Teresa Broughton  
Jarrod Cordova  
Skyler Donahue  
Ashley Hines  
Trey Holmes  
Chelsea Hunt  
Natasha Mickel  
Lisa Nelson  
Erin Stelter  
Sheila Smith  
Jeremy Wright  
Mei-Lin Yang

**10-Years**

Kristi Allison  
Matt Higdon  
Melissa Neal  
Kerry O'Dell  
Deena Thomas  
Lisa Walker

**15-Years**

Cindy Brown  
Lynn Dennis  
Cynthia Fuston  
Rhonda Goss  
Janet Jackson  
Pam Shumate

**20-Years**

Angela Caddell  
Randy McCrary  
Shelley Sanderson  
Kathy Spengler  
Debra Stuart  
Sandra Wineberry

**25-Years**

Tonii Christopher  
Ami Layman

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #24:**

**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.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #25-a:**

**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)  
53 degree program requirement changes

University of Oklahoma (OU)  
23 degree program requirement changes  
1 degree program name change  
3 degree program option additions  
1 degree program option name change

Cameron University (CU)  
1 degree program option addition  
1 degree program option deletion

East Central University (ECU)  
11 degree program requirement changes  
2 degree program option deletions

Northeastern State University (NSU)  
6 degree program requirement changes  
4 degree program option additions  
7 degree program option deletions  
1 degree program name change

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

Southwestern Oklahoma State University-Sayre (SWOSU-Sayre)  
1 degree program requirement change

University of Central Oklahoma (UCO)  
1 degree program requirement change

Oklahoma City Community College (OCCC)  
1 degree program requirement change  
4 degree program name changes  
1 degree program option addition

Oklahoma State University Institute of Technology (OSUIT)  
5 degree program requirement changes  
1 degree program option name change

Rose State College (RSC)  
15 degree program requirement changes  
3 degree program name changes  
6 degree program option deletions  
4 degree program option additions

Tulsa Community College (TCC)  
5 degree program requirement changes  
20 degree program option deletions

Western Oklahoma State College (WOSC)  
1 degree program option deletion

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **OSU – Bachelor of Architectural Engineering in Architectural Engineering (020)**

Degree program option additions

- Add options “Mechanical, Electrical, and Plumbing” and “Construction Project Management.”
- The proposed options address the needs of the profession and are recommendations of the program’s advisory committee.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

##### **OSU – Bachelor of Architecture in Architecture (021)**

Degree program requirement changes

- Change credit hours required for “Humanities” from 6 to 3.
- Add ARCH 4374.
- Change credit hours required for “Electives” from 15 to 11.
- 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 Agricultural Sciences and Natural Resources in Agribusiness (263)

### Degree program requirement changes

- For all options:
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require AGEC 1113.
  - Add 6 credit hours required of “Additional General Education” from 3 to 6 and require courses designated as ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Pre-Veterinary Business Management” option:
  - Add AGEC 2101 and AGEC 3333.
  - Change credit hours required for “Electives” from 20 to 16.
- For students pursuing the main “Agribusiness” program:
  - Change "9 credit hours from: AGEC 4213, AGEC 4333, AGEC 4343, AGEC 4403, AGEC 4423, AGEC 4503, AGEC 4513, AGEC 4703, AGEC 4723, and AGEC 4803" to "9 hours from AGEC 4000 level courses excluding 4990."
- For the “Agricultural Communications Double Major” option:
  - Change credit hours required for "Analytical & Quantitative Thought" from 9 to 6 and remove MATH 1483 or MATH 1513.
  - Change credit hours required for "Natural Sciences" from 8 to 7 and remove BIOL 1114 and add any course designated ‘N.’
  - Change “College/Departmental Requirements” from 8 to 11.
  - Remove ECON 3123 or 3313 from “Major Requirements.”
  - Change credit hours required for “Major Requirements” from 79 to 76.
  - Add 1 credit hour of “Electives.”
- For the “Crop and Soil Sciences” option:
  - Change credit hours required for "Natural Sciences" from 13 to 7 and remove BIOL 1114 and add any course designated ‘N.’
  - Change “College/Departmental Requirements” from 7 to 14.
  - Change credit hours required for “Major Requirements” from 70 to 66.
  - Change "6 credit hours from: AGEC 4213, AGEC 4333, AGEC 4343, AGEC 4403, AGEC 4423, AGEC 4503, AGEC 4513, AGEC 4703, AGEC 4723, and AGEC 4803" to "6 hours from AGEC 4000 level courses excluding 4990."
  - Change credit hours required for “Minor” from 19 to 23.
- For the “Farm and Ranch Management” option:
  - Change credit hours required for “Major Requirements” from 56 to 62.
  - Change "6 credit hours from: AGEC 4213, AGEC 4333, AGEC 4343, AGEC 4403, AGEC 4423, AGEC 4503, AGEC 4513, AGEC 4703, AGEC 4723, and AGEC 4803" to "6 hours from AGEC 4000 level courses excluding 4990."
  - Change “Related Courses” from 9 to 15.
  - Change credit hours required for “Electives” from 11 to 5.
- For the “International” option:
  - Change "6 credit hours from: AGEC 4213, AGEC 4333, AGEC 4343, AGEC 4403, AGEC 4423, AGEC 4503, AGEC 4513, AGEC 4703, AGEC 4723, and AGEC 4803" to "6 hours from AGEC 4000 level courses excluding 4990."
- For the “Pre-Law” option:
  - Change credit hours required for “Additional General Education” from 3 to 6 and require courses designated as ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - Change “College/Departmental Requirements” from 10 to 13.
  - Change credit hours required for “Major Requirements” from 70 to 62.

- o Change "6 credit hours from: AGEC 4213, AGEC 4333, AGEC 4343, AGEC 4403, AGEC 4423, AGEC 4503, AGEC 4513, AGEC 4703, AGEC 4723, and AGEC 4803" to "3 hours from AGEC 4000 level courses excluding 4990."
- o Change credit hours required for "Related Courses" from 29 to 21.
- o Change "3 credit hours from AGEC 4213, AGEC 4333, AGEC 4343, AGEC 4403, AGEC 4423, AGEC 4503, AGEC 4513, AGEC 4703, and AGEC 4723" to "6 hours from AGEC 4000 level courses excluding 4990."
- o Add 5 credit hours of "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 Agricultural Sciences and Natural Resources in Agricultural Communications (013)**

Degree program requirement changes

- For all options:
  - o Add AGCM 3203 as an alternative course to SPCH 2713 or SPCH 3733.
  - o Add 6 credit hours of "Additional General Education" and require courses designated 'A,' 'H,' 'N,' or 'S.'
- For "Agriculture Communications:"
  - o Change credit hours for "Analytical and Quantitative Thought" from 6 to 3 and require MATH 1483 or MATH 1493.
  - o Change credit hours required for "Natural Sciences" from 13 to 7 and remove BIOL 1114 and add any course designated 'N.'
  - o Change credit hours required for "College/Departmental Requirements" from 17 to 23.
  - o Change "3 credit hours of environmental science course," and "3 credit hours of agricultural social science course" and require one course from each of the following:
    - FDSC 1133, FDSC 2103, FDSC 2233 or FDSC 2253, ANSI 2253, NSCI 2114 or NACI 3543.
    - ENTO 2003, ENVR 1113, NREM 1014, NREM 2013, or NREM 3343, or SOIL 1113.
    - AGED 4713, AGEC 2303 or AGEC 3403, AGLE 2303 or AGLE 2403.
  - o Change credit hours required for "Major Requirements" from 62 to 57.
  - o Add AGCM 3503.
  - o Change credit hours for "Related Courses" from 18 to 16.
- For the "Agribusiness Double Major" option:
  - o Change credit hours required for "Analytical & Quantitative Thought" from 6 to 3 and remove MATH 1483 or MATH 1513.
  - o Change credit hours required for "Natural Sciences" 8 to 7 and remove BIOL 1114 and add any course designated 'N.'
  - o Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
  - o Change credit hours required for "College/Departmental Requirements" from 8 to 17 and add AGCM 3203 or SPCH 2713 or SPCH 3733.
  - o Change credit hours required for "Major Requirements" from 77 to 71.
  - o Add AGCM 3503 and remove ECON 3123 or ECON 3313.
  - o Change credit hours required for "Electives" from 2 to 0.
- For the "Animal Science" option:



- o Remove 3 credit hours of courses designated ‘A’ from “Analytical & Quantitative Thought” and add STAT 2013 or MATH 1613.
- o Change credit hours required for "Natural Sciences" 8 to 7 and remove BIOL 1114 and add any course designated ‘N.’
- o Change credit hours required for “College/Departmental Requirements” from 16 to 26 and add AGCM 3203 or SPCH 2713 or SPCH 3733.
- o Remove PLNT 1213 as a required course.
- o Change credit hours required for “Major Requirements” from 72 to 64.
- o Change credit hours required for “Species Courses” from 9 to 6.
- o Add 1 credit hour of “Related Courses” to be selected from courses in agriculture, communications, or discipline-related areas.
- o Change credit hours required for “Electives” from 1 to 0.
- 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 Agricultural Science and Natural Resources in Agricultural Economics (004)**

Degree program requirement changes

- For students pursuing the main Agricultural Economics program:
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require AGEC 1113.
  - o Change credit hours required for “Additional General Education” from 3 to 6 and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “Related Courses” from 29 to 24.
  - o Add 5 credit hours of “Electives.”
  - o Change credit hours required for “Major Requirements” from 67 to 62.
- For the “Accounting Double Major” option:
  - o Add AGCM 3203 as an alternative to SPCH 2713.
  - o Add BCOM 3443 as an alternative course to BCOM 3113.
- 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 Agricultural Sciences and Natural Resources in Agricultural Education (007)**

Degree program requirement changes

- For all options:
  - o Change credit hours required for “English Composition & Oral Communication” from 9-12 to 6.
  - o Remove PSYC 1113.
  - o Change credit hours required for “Natural Sciences” from 9 to 7.
  - o Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Agricultural Business and Economics” option:
  - o Remove SPCH 2713 and require ACOM 3203.

- o Change credit hours required for “Analytical & Quantitative Thought” from 9 to 3, remove MATH 1483 or MATH 1513 and STAT 2023 or STAT 4013, and require any MATH or STAT course.
- o Change credit hours required for “College/Departmental Requirements” from 8 to 15.
- o Change credit hours required for “Major Requirements” from 69 to 66.
- o Remove AGLE 2303 or AGLE 3303.
- o Add 4 credit hours of “Electives.”
- For the “Agricultural Communications” option:
  - o Remove SPCH 2713 and require ACOM 3203.
  - o Change credit hours required for “Analytical & Quantitative Thought” from 9 to 3, remove MATH 1483 or MATH 1513 and STAT 2023 or STAT 4013, and require any MATH or STAT course.
  - o Change credit hours required for “College/Departmental Requirements” from 26 to 36.
  - o Change credit hours required for “Major Requirements” from 65 to 56.
  - o Remove AGCM 4233 as an alternative course to AGCM 3233.
  - o Remove AGLE 2303 or AGLE 3303
  - o Add 1 credit hour of “Elective.”
- For the “Animal Agriculture” option:
  - o Change credit hours required for “College/Departmental Requirements” from 24 to 32.
  - o Change credit hours required for “Major Requirements” from 63 to 60.
  - o Remove AGED 4713 or ANSI 3903, PLNT 1213 and add ANSI 1111.
- For the “Horticulture Sciences” option:
  - o Change credit hours required for “Analytical & Qualitative Thought” from 6 to 3 and require any MATH course designated ‘A.’
  - o Remove SPCH 2713 and require ACOM 3203.
  - o Change credit hours required for “College/Departmental Requirements” from 8 to 14.
  - o Change credit hours required for “Major Requirements” from 67 to 64.
  - o Remove AGLE 2303 or AGLE 3303.
  - o Change credit hours required for “Electives” from 5 to 6.
- For the “Natural Resources” option:
  - o Remove SPCH 2713 and require ACOM 3203.
  - o Change credit hours required for “Analytical & Qualitative Thought” from 6 to 3 and require any MATH course designated ‘A.’
  - o Change credit hours required for “College/Departmental Requirements” from 8 to 33.
  - o Change credit hours required for “Major Requirements” from 67 to 46 and remove AGLE 2303 or AGLE 3303.
  - o Add NREM 3343 as an alternative course to NREM 2013.
  - o Change credit hours required for “Electives” from 5 to 6.
- For the “Teaching” option:
  - o Change credit hours required for “Analytical & Qualitative Thought” from 6 to 3 and require any MATH course designated ‘A.’
  - o Change credit hours required for “College/Departmental Requirements” from 26 to 33.
  - o Change credit hours required for “Major Requirements” from 48 to 46.
  - o Change credit hours required for “Enrichment” from 15 to 16.
  - o Remove AGLE 2303 or AGLE 2403 or AGLE 3303.
- 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 Agricultural Sciences and Natural Resources in Agricultural Leadership (458)**

Degree program requirement changes

- For all options:
  - Change credit hours required for “English Composition & Oral Communication” from 9 to 6.
  - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
  - Change credit hours required for “Natural Sciences” from 9 to 7 and remove BIOL 1114.
  - Add CHEM 1014 or CHEM 1314 as alternative courses to CHEM 1215.
  - Change credit hours required “Social & Behavioral Science” from 6 to 3 and require AGCM 1113.
  - Add 9 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For all options:
  - Change credit hours required for “College/Departmental Requirements” from 18 to 20.
  - Add SOIL 1113 as an alternative course to SOIL 2124.
  - Add AGCM 3203 as an alternative course to SPCH 2713.
- For the “Extension Education” option:
  - Add AGLE 3333 and allow students to select 2 courses from: AGLE 3333, AGLE 3503, and AGLE 4303.
  - Change credit hours required for “Related Courses” from 8 to 11.
- For the “General” option:
  - Change credit hours required for “Related Courses” from 15 to 18.
- 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 Agricultural Sciences and Natural Resources in Animal Science (018)**

Degree program requirement changes

- For all options:
  - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require AGECE 1113.
  - Add CHEM 1314 as an alternative course to CHEM 1215.
  - Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - Add AGCM 3203 as an alternative course to SPCH 2713.
  - Change credit hours required for “Natural Sciences” from 8-13 to 7.
- For the “Animal Biotechnology” option:
  - Add AGCM 3103 as an alternative course to ENGL 3323.
  - Change credit hours required for “College/Departmental Requirements” from 32 to 21.
  - Change credit hours required for “Major Requirements” from 42 to 59.
  - Change credit hours required for “Upper Division Related Courses” from 7 to 3.
- For the “Agricultural Communications Double Major” option:
  - Change credit hours required for “College/Departmental Requirements” from 17 to 26.
  - Change credit hours required for “Major Requirements” from 71 to 64.
  - Change credit hours required for 4000 level “Animal Science” courses from 9 to 6.

- o Remove MKTG 3213 as an alternative course to AGEC 3323 and LSB 3213 as an alternative course to AGEC 3713.
- o Remove PLNT 1213.
- o Add 2 credit hours of “Related Courses” and allow students to select from ANSI 1111, ANSI 4910, or courses with the following prefixes: ANSI, FIN, PLNT, ENTO, AGEC, NREM, MKTG, MGMT, and AGCM.
- o Change credit hours required for “Electives” from 1 to 0.
- For the “Agricultural Education Double Major” option:
  - o Change credit hours for “College/Departmental Requirements” from 25 to 31.
  - o Remove PLNT 1213, AGED 4713 and ANSI 3903.
  - o Change credit hours required for “Major Requirements” from 63 to 62.
  - o Add 2 credit hours of “Related Courses” and allow students to select from ANSI 1111, ANSI 3903, or courses with the following prefixes: AGEC, ANSI, ENTO, EEE, FIN, MCAG, MGMT, MKTG, NREM, PLNT, and SOIL.
- For the “Business” option:
  - o Change credit hours for “College/Departmental Requirements” from 19 to 18.
  - o Change credit hours required for “Major Requirements” from 59 to 62.
  - o Change credit hours required for “Related Courses” from 17 to 9.
- For the “Livestock Merchandising” option:
  - o Change credit hours for “College/Departmental Requirements” from 16 to 18.
  - o Change credit hours required for “Related Courses” from 15 to 19.
- For the “Production” option:
  - o Change credit hours for “College/Departmental Requirements” from 20 to 23.
  - o Change credit hours required for “Major Requirements” from 58 to 57.
  - o Change credit hours required for “Related Courses” from 16 to 7.
- For the “Ranch Operations” option:
  - o Change credit hours for “College/Departmental Requirements” from 24 to 23.
  - o Change credit hours required for “Major Requirements” from 54 to 57.
  - o Change credit hours required for “Upper-Division Related Courses” from 6 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 Agricultural Sciences and Natural Resources in Biochemistry and Molecular Biology (216)**

Degree program requirement changes

- For all options:
  - 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 7 to 4.
  - o Change credit hours required for “Natural Sciences” from 13 to 9 and require CHEM 1314 and 5 credit hours from any course designated ‘N.’
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
  - o Add 8 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Remove BIOC 3713.
  - o Change “One course from the following” to “One course from two of the following groups:

- PLNT 1213, HORT 1013, NREM 1113 or NREM 3343.
- SOIL 1113 or SOIL 2124.
- ANSI 1124, FDSC 1133, ENTO 2993 or ENTO 3003.
- NREM 1014, NREM 2013, ENVR 1113, BIOC 2344, BIOC 3713, or LA 1013.
- For the main “Biochemistry and Molecular Biology” program:
  - o Change credit hours required for “College/Departmental Requirements” from 27 to 13.
  - o Change credit hours required for “Major Requirements” from 40 to 67.
  - o Change credit hours required for “Electives” from 9 to 0.
- For the “Pre-Medical or Pre-Veterinary Science” option:
  - o Change credit hours required for “College/Departmental Requirements” from 27 to 13.
  - o Change credit hours required for “Major Requirements” from 40 to 63.
  - o Change credit hours required for “Electives” from 9 to 4.
- 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 Agricultural Sciences and Natural Resources Entomology (088)**

Degree program requirement changes

- For all options:
  - o Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and require MATH 1513 or MATH 1613 or STAT 2103.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Add AGCM 3013, BCOM 3113, and BCOM 3443 as alternative courses to ENGL 3323.
- For the “Bio-Forensics” option:
  - o Change credit hours required for “Natural Sciences” from 12 to 8 and remove BOT 1404 or ZOOL 1604.
  - o Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
  - o Add 8 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “College/Departmental Requirements” from 10 to 19.
  - o Change credit hours required for “Additional Math and Science” from 14 to 7.
  - o Change credit hours required for “Major Requirements” from 68 to 67.
- For the “Insect Biology and Ecology” option:
  - o Change credit hours required for “Natural Sciences” from 12 to 8 and remove BOT 1404 or ZOOL 1604.
  - o Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
  - o Add 8 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “College/Departmental Requirements” from 10 to 19.
  - o Change credit hours required for “Additional Natural Resources or Biological Sciences” from 17 to 12.
  - o Change credit hours required for “Additional Math and Science” from 14 to 12.
  - o Change credit hours required for “Major Requirements” from 68 to 67.
- For the “Pre-Veterinary and Pre-Medical” option:
  - o Change credit hours required for “English Composition and Oral Communication” from 9 to 6.
  - o Add 3 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’

- o Change credit hours required for “College/Departmental Requirements” from 28 to 24.
- o Add AGECE 1113.
- o Remove 5 credit hours of upper-division CHEM and add CHEM 3015 or CHEM 3053, CHEM 3153 and CHEM 3112.
- o Add ANSI 3423 or BIOL 3023.
- 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 Agricultural Sciences and Natural Resources in Environmental Science (401)**

Degree program requirement change

- For all options:
  - 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 9 to 3.
  - o Remove STAT 2023 and STAT 4013 as alternative courses to STAT 2013.
  - o Remove MATH 2123 and MATH 2144 as alternative courses to MATH 2103.
  - o Remove PHIL 3413, PHIL 3513, PHIL 3803, PHIL 3823, PHIL 3833, and PHIL 3843 from “Humanities.”
  - o Change credit hours required for “Natural Sciences” from 8 to 7 and remove CHEM 1414.
  - o Add CHEM 1215 as an alternative course to CHEM 1314.
  - o Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
  - o Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Add NREM 2013 or NREM 3013 or BIOC 3244/CHEM 3015.
  - o Remove PHYS 2014 as an alternative course to PHYS 1114.
- For the “Environmental Policy” option:
  - o Remove MATH 1613.
  - o Remove MATH 2123 and MATH 2144 as alternative courses to MATH 2103.
  - o Add LA 4423 and LA 4453 as alternative courses to SOC 4433.
  - o Change credit hours required for “College/Departmental Requirements” from 32 to 41.
  - o Change credit hours required for “Major Requirements” from 51 to 43.
  - o Change credit hours required for “Related Courses” from 16 to 11.
- For the “Natural Resources” option:
  - o Add BIOL 1604 as an alternative course to BOT 1404.
  - o Add MATH 1715 or MATH 1513 and MATH 1613.
  - o Remove SOIL 4683.
  - o Change credit hours required for “College/Departmental Requirements” from 32 to 40.
  - o Change credit hours required for “Major Requirements” from 51 to 44.
  - o Change credit hours required for “Related Courses” from 16 to 15.
- For the “Water Resources” option:
  - o Add BIOL 1604 as an alternative course to BOT 1404.
  - o Add MATH 1715 or MATH 1513 and MATH 1613.
  - o Change credit hours required for “College/Departmental Requirements” from 32 to 40.
  - o Change credit hours required for “Major Requirements” from 51 to 44.
  - o Change credit hours required for “Related Courses” from 16 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 Agricultural Sciences and Natural Resources in Food Science (361)**

Degree program requirement change

- For all options:
  - Change credit hours required for “English Composition and Oral Communication” from 9 to 6.
  - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
  - Change credit hours required for “Natural Sciences” from 14 to 7.
  - Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
  - Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - Add FDSC 3123.
- For the “Food Industry” option:
  - Remove ANSI 1111, MICR 2123, MICR 2132, and ENVR 1113 or HORT 1013.
  - Change credit hours required for “College/Departmental Requirements” from 20 to 28.
  - Change credit hours required “Major Requirements” from 53 to 52.
  - Change credit hours required for “Major Electives” from 15 to 9.
  - Change credit hours required for “Related Courses” from 13 to 9.
- For the “Meat Science” option:
  - Remove ANSI 1111, ANSI 4023, and 12 credit hours of “Core Electives.”
  - Add ENVR 1113, HORT 1013, and PLNT 1213 as alternative courses to BIOC 2344.
- For the “Food Safety” option:
  - Add ENVR 1113 as an alternative course to BIOC 2344.
  - Remove FDSC 3713.
  - Change credit hours required for “College/Departmental Requirements” from 19 to 27.
  - Change credit hours required “Major Requirements” from 55 to 53.
  - Change credit hours required for “Related Courses” from 16 to 13.
- For the “Science” option:
  - Remove ANSI 1111, ANSI 1124, and 12 credit hours of “Core Electives.”
  - Add FDSC 3123 and FDSC 4153.
  - Change credit hours required for “College/Departmental Requirements” from 34 to 31.
  - Change credit hours required for “Major Requirements” from 50 to 49.
  - Change credit hours required for “Related Courses” from 8 to 13.
- 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 Agricultural Sciences and Natural Resources in Horticulture (128)**

Degree program requirement change

- For all options:
  - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
  - Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.

- o Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- o Change credit hours required for “College/Departmental Requirements” from 11 to 17.
- For the “Horticulture Business” option:
  - o Remove MATH 1513, HORT 3253 and PLNT 3113.
  - o Change credit hours required for “Major Requirements” from 67 to 61.
- For the “Horticultural Science” option:
  - o Remove MATH 1513, BIOC 2344, and PLNT 3113.
  - o Change credit hours required for “Major Requirements” from 67 to 61.
  - o Change credit hours required for “Related Courses” from 33 to 30.
- For the “Public Horticulture” option:
  - o Remove MATH 1513 and SOC 1113/PSYC 1113.
  - o Change credit hours required for “Major Requirements” from 64 to 60.
  - o Change credit hours required for “Electives” from 3 to 1.
- For the “Turf Management” option:
  - o Remove MATH 1513 and HORT 4953/HORT 4963/SOIL 4893/SOIL 4463.
  - o Change credit hours required for “Major Requirements” from 65 to 61.
  - o Change credit hours required for “Electives” from 2 to 0.
- 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 Landscape Architecture in Landscape Architecture (226)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and require MATH 1583 or MATH 1613.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Remove GENT 1153 and ARCH 1216 as alternative courses to ART 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 Agricultural Sciences and Natural Resources in Landscape Management (128)**

Degree program requirement change

- Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and remove MATH 1513.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove SPCH 2713 and add AGCM 3203 as an alternative course to SPCH 3733.
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’



- Change credit hours required for “Related Courses” from 15 to 9.
- 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 Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management (101)**

Degree program requirement change

- For all options:
  - Add HIST 1483 or HIST 1493 as an alternative course to HIST 1103.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - Change credit hours required for “Natural Sciences” from 9-12 to 7.
  - Add AGCM 3203 and SPCH 3733 as alternative courses to SPCH 2713.
  - Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Fisheries and Aquatic Ecology” option:
  - Change credit hours required for “College/Departmental Requirements” from 22 to 33.
  - Change credit hours required for “Major Requirements” from 61 to 52.
  - Change credit hours required for “Related Courses” from 19 to 10.
  - Change “13 credit hours from the following” to “4 credit hours from the following.”
- For the “Fire Ecology and Management” option:
  - Remove MATH 1613 as an alternative to MATH 1513.
  - Remove GEOL 1114 and 9 credit hours of “Social and Public Relations” courses.
  - Change credit hours required for “College/Departmental Requirements” from 23 to 30.
  - Change credit hours required for “Major Requirements” from 60 to 55.
  - Change credit hours required for “Related Courses” from 14 to 18.
- For the “Forest Ecology and Management” option:
  - Remove MATH 1715 and MATH 1613 as alternative courses to MATH 1513.
  - Add CHEM 1314 as an alternative course to CHEM 1215.
  - Change credit hours required for “College/Departmental Requirements” from 29 to 36.
  - Change credit hours required for “Major Requirements” from 60 to 54.
  - Change credit hours required for “Related Courses” from 11 to 5.
- For the “Natural History and Conservation” option:
  - Remove MATH 1483 as alternative courses to MATH 1513.
  - Remove HIST 4523 and RMTR 4453.
  - Change credit hours required for “College/Departmental Requirements” from 29 to 40.
  - Change credit hours required for “Major Requirements” from 56 to 50.
  - Change credit hours required for “Related Courses” from 10 to 7.
- For the “Rangeland Ecology and Management” option:
  - Remove MATH 1613 as alternative courses to MATH 1513.
  - Add CHEM 1314 as an alternative course to CHEM 1215.
  - Remove GEOL 1114.
  - Change credit hours required for “College/Departmental Requirements” from 26 to 33.
  - Change credit hours required for “Major Requirements” from 57 to 52.
  - Change credit hours required for “Related Courses” from 7 to 2.
- For the “Wildlife Biology and Pre-Veterinary Science” option:
  - Remove STAT 4013 as alternative courses to STAT 2013.
  - Add BIOC 3713 and BIOC 3723 as alternative courses to BIOC 3653.

- o Change credit hours required for “College/Departmental Requirements” from 32 to 43.
- o Change credit hours required for “Major Requirements” from 56 to 47.
- o Change credit hours required for “Related Courses” from 18 to 9.
- For the “Wildlife Ecology and Management” option:
  - o Remove MATH 1483 as an alternative course to MATH 1513 and STAT 4013 as alternative courses to STAT 2013.
  - o Change credit hours required for “College/Departmental Requirements” from 23 to 34.
  - o Change credit hours required for “Major Requirements” from 60 to 51.
  - o Change credit hours required for “Related Courses” from 19 to 10.
- 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 Agricultural Sciences and Natural Resources in Plant and Soil Sciences (014)**

Degree program requirement change

- For all options:
  - 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 6 to 3 and require STAT 2013.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Change credit hours required for “Natural Sciences” from 13 to 7.
  - o Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Agronomic Business” option:
  - o Add ANSI 1124 as an alternative course to ENTO 2993.
  - o Add MATH 1513 as an alternative course to MATH 2103.
  - o Remove PLNT 4573 as a required course and add it as an alternative course to PLNT 4613.
  - o Remove BOT 1404 and 3 credit hours selected from SOIL 3433, SOIL 4483, SOIL 4683 and SOIL 4893.
  - o Add SOIL 4213 and ACCT 2103 or AGECE 3813.
  - o Change credit hours required for “College/Departmental Requirements” from 10 to 25.
  - o Change credit hours required for “Major Requirements” from 67 to 55.
  - o Remove 17 credit hours of “Area of Emphasis” and add 5 credit hours of “Related Courses.”
- For the “Crop Production and Management” option:
  - o Add MATH 2144 as an alternative course to MATH 1513.
  - o Change credit hours required for “College/Departmental Requirements” from 10 to 25.
  - o Change credit hours required for “Major Requirements” from 67 to 55.
  - o Remove 17 credit hours of “Area of Emphasis” and add 5 credit hours of “Related Courses.”
- For the “Biotechnology and Improvement” option:
  - o Add MATH 1513 as an alternative course to MATH 2144.
  - o Remove MICR 2123 and SOIL 4483.
  - o Change credit hours required for “College/Departmental Requirements” from 10 to 25.
  - o Change credit hours required for “Major Requirements” from 66 to 55.

- o Remove 11 credit hours of “Area of Emphasis” and add 6 credit hours of “Related Courses.”
- For the “Soil and Water Resources” option:
  - o Remove BIOC 2344 or CHEM 3015 as required and add as alternative courses to PHYS 1114.
  - o Change credit hours required for “College/Departmental Requirements” from 11 to 30.
  - o Change credit hours required for “Major Requirements” from 66 to 50.
  - o Change credit hours required for “Area of Emphasis” from 19 to 11.
- 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 Health Education and Promotion (116)**

Degree program requirement changes

- Change credit hours required for “English Composition and Oral Communication” from 9 to 6 and remove SPCH 2713.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Recreation Management and Therapeutic Recreation (180)**

Degree program requirement changes

- For all options:
  - o Change credit hours required for “English Composition and Oral Communication” from 9 to 6 and remove SPCH 2713.
- For the “Recreational Therapy” option:
  - o Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3.
  - o Remove PSYCH 1113, SOC 1113, and HHP 2603.
  - o Change credit hours required for “Major Requirements” from 53 to 56.
- For the “Teacher Education” option:
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and remove PSYC 1113.
  - o Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and require any MATH or STAT course.
  - o Add 9 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Remove HHP 2602, HHP 1812, HHP 3623, and HHP 3623.
  - o Change credit hours required for HHP 1822 from 2 to 3 (1823), for HHP 1832, from 2 to 3 (1833), for HHP 1842 from 2 to 3 (1843), and for HHP 3431 from 1 to 3 (3433).
  - o Add EPSY 3513 and SPED 3202.
  - o Change credit hours required for “Major Requirements” from 44 to 37.

- o Change credit hours required for “Professional Core Requirements” from 25 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 Aerospace Administration and Operations (247)**

Degree program requirement changes

- For all options:
  - o Change credit hours required for “English Composition and Oral Communication” from 9 to 6 and remove SPCH 2713.
  - o Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Add 9 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Aviation Management” option:
  - o Require ECON 2103 to fulfill the “Social and Behavioral Sciences” requirement.
- For the “Professional Pilot” option:
  - o Require MATH 1513 or higher to fulfill the “Analytical and Quantitative Thought” requirement.
- 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 Secondary Education (182)**

Degree program requirement changes

- For all options:
  - o Change credit hours required for “Analytical and Quantitative Thought” from 5 to 3 and allow any MATH or STAT course designated ‘A.’
  - o Add 8 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Social Studies” option:
  - o Change credit hours required for “English Composition and Oral Communication” from 9 to 6 and remove SPCH 2713.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Change credit hours required for “Major Requirements” from 57 to 42.
- For the “English” option:
  - o Change credit hours required for “Humanities” from 3 to 6.
- For the “Foreign Language” option:
  - o Remove SPCH 2713 and ENGL 2443 and add EDUC 4110.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 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 Recreation Management and Recreational Therapy (180)**

Degree program requirement changes

- For the “Recreation Management” option:
  - Change credit hours required for “English Composition and Oral Communication” from 9 to 6 and remove SPCH 2713.
  - Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and allow any MATH or STAT course designated ‘A.’
  - Change credit hours required for “Natural Sciences” from 9 to 6 and allow any course designated ‘N’ with one course also designated ‘L.’
  - Remove PSYC 1113 and SOC 1113.
  - Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - Remove 3 credit hours of MKTG and require LSB 3123 or MKTG 3213.
  - Add STAT 2013, or STAT 2023, or STAT 2053.
  - Change credit hours required for “Electives” from 15 to 14.
- 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 Career and Technology Education (196)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and allow any MATH or STAT course designated ‘A.’
- Add 3 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Elementary Education (074)**

Degree program requirement changes

- Add ENGL 2243 and ENGL 2513 as alternative courses to SPCH 2713.
- 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 Arts in American Studies (416)**

**Bachelor of Arts in Art (024)**

**Bachelor of Arts in English (085)**

**Bachelor of Arts in Liberal Studies (443)**

**Bachelor of Arts in Theatre (228)**

**Bachelor of Arts in Music (153)**

**Bachelor of Science in Liberal Studies (444)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and allow any MATH or STAT course designated ‘A.’
- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 2 credit hours of “Controlled Electives.”
- Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Arts in Economics (249)**

Degree program requirement changes

- Remove MATH 1513 or MATH 1715 and add MATH 2103.
- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 2 credit hours of “Controlled Electives.”
- Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Arts in Geography (252)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and require STAT 2013, STAT 2023, or STAT 2053.
- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 2 credit hours of “Controlled Electives.”
- Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Change credit hours required for “Natural and Mathematical Sciences” from 4 to 3.
- Remove GEOG 2343 as an alternative course to GEOG 4203.
- Change credit hours required for “Electives” from 10 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 Arts in Mathematics (254)**

Degree program requirement changes

- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.

- Remove 1 credit hour of “Controlled Electives.”
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Arts in Philosophy (158)**

Degree program requirement changes

- Remove MATH 1483 or MATH 1493 or MATH 1513 and allow any MATH or STAT course designated ‘A.’
- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove PHIL 1013 as an alternative course to PHIL 1113 and PHIL 1213 and add PHIL 2013.
- Remove 1 credit hour of “Controlled Electives.”
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Arts in Political Science (170)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and allow any MATH or STAT course designated ‘A.’
- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require SPCH 2713 or SPCH 3733.
- Remove 3 credit hours of “Controlled Electives.”
- Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Change credit hours required for “Electives” from 11 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 Arts in Psychology (257)**

##### **Bachelor of Science in Psychology (176)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and require MATH 1483 or MATH 1513.
- Change credit hours required for “Natural Sciences” from 8 to 6.

- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require PSYC 1113.
- Remove 2 credit hours of “Controlled Electives.”
- Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Arts in Graphic Arts (233)**

Degree program requirement changes

- For all options:
  - Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and allow any MATH or STAT course designated ‘A.’
  - Change credit hours required for “Natural Sciences” from 8 to 6.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - Remove 2 credit hours of “Controlled Electives.”
  - Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Graphic Design” option:
  - Remove ART 1113.
  - Change credit hours required for “Upper-Division Studio Art or Career-Related Courses” from 9 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 Biochemistry (026)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 7 to 3.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 3 credit hours of “Controlled Electives.”
- Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Remove SPCH 2713.
- 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 Biological Science (030)**

Degree program requirement changes

- For students pursuing the main “Biological Science” program:
  - Remove MATH 1513.



- o Add STAT 2013 as an alternative course to STAT 4013.
- o Remove MATH 1715 as an alternative course to MATH 1613.
- o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- o Remove 3 credit hours of “Additional General Education.”
- o Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- o Change credit hours required for “Supplemental Courses” from 0- 6 to 3- 9.
- o Change credit hours required for “Upper-Division” courses from 48 to 44.
- For the “Secondary Teacher Certification” option:
  - o Change credit hours required for “Natural Sciences” from 12 to 8.
  - o Change credit hours required for “Social and Behavioral Sciences” from 3 to 6 and require PSCY 1113 and SPCH 2713.
  - o Remove 1 credit hours of “Additional General Education.”
- 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 Chemistry (044)**

Degree program requirement changes

- For the “American Chemical Society” option:
  - o Change credit hours required for “Analytical and Quantitative Thought” from 7 to 4.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Remove 3 credit hours of “Controlled Electives.”
  - o Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “Electives” from 12 to 11.
- For the “Departmental Degree in Chemistry” option:
  - o Change credit hours required for “Analytical and Quantitative Thought” from 7 to 4.
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Remove 3 credit hours of “Controlled Electives.”
  - o Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “Electives” from 22 to 21.
- For the “Secondary Teacher Certification” option:
  - o Change credit hours required for “Natural Sciences” from 8 to 12
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and remove PSYC 1113 and PSCH 2713.
  - o Remove CHEM 3433 and CHEM 3553, and add CHEM 3413.
- 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 Communication Sciences Disorders (213)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and remove MATH 1513 or MATH 1483.

- Remove '4 hours PHYS' and add PHYS 1014.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 3 credit hours of "Controlled Electives."
- Remove SPCH 2713.
- Add 9 credit hours of "Additional General Education" and require courses designated 'A,' 'H,' 'N,' or 'S.'
- 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 Science (052)**

Degree program requirement changes

- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 3 credit hours of "Controlled Electives."
- Add 6 credit hours of "Additional General Education" and require courses designated 'A,' 'H,' 'N,' or 'S.'
- Change credit hours required for "Electives" from 11 to 13.
- 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 Economics (063)**

Degree program requirement changes

- Remove MATH 1715 as an alternative course to MATH 1513.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 2 credit hours of "Controlled Electives."
- Add 7 credit hours of "Additional General Education" and require courses designated 'A,' 'H,' 'N,' or 'S.'
- Add MATH 2103.
- 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 Geography (109)**

Degree program requirement changes

- Change credit hours required for "Analytical and Quantitative Thought" from 6 to 3 and remove MATH 1483 or MATH 1513.
- Change credit hours required for "Natural Sciences" from 8 to 6.
- Change credit hours required for "Social and Behavioral Sciences" from 6 to 3.
- Remove 3 credit hours of "Controlled Electives."

- Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Remove GEOG 2343 as an alternative course to GEOG 4203.
- Change credit hours required for “Electives” from 21 to 22.
- 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 Geology (111)**

Degree program requirement changes

- For students pursuing the main “Geology” program:
  - Change credit hours required for “Analytical and Quantitative Thought” from 7 to 4.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - Remove 4 credit hours of “Controlled Electives.”
  - Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - Change credit hours required for “Electives” from 16 to 12.
- For the “Secondary Teacher Certification” option:
  - Change credit hours required for “Natural Sciences” from 8 to 12.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - Remove SPCH 2713.
  - Change credit hours required for “Electives” from 2 to 4.
- 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 Mathematics (141)**

Degree program requirement changes

- For students pursuing the main “Mathematics” program:
  - Change credit hours required for “Natural Sciences” from 8 to 6.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - Remove 1 credit hour of “Controlled Electives.”
  - Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Actuarial and Financial Mathematics” option:
  - Change credit hours required for “Natural Sciences” from 8 to 6.
  - Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require ECON 2103.
  - Remove 1 credit hour of “Controlled Electives.”
  - Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - Change credit hours required for “Electives” from 19 to 18.
- For the “Applied Mathematics” option:
  - Change credit hours required for “Natural Sciences” from 8 to 6.
  - Remove PHYS 2114 as an alternative course to PHYS 2014.

- o Remove CHEM 1314 or CHEM 1414 and BIOL 1114 or BOT 1404 or GEOG 2344 or GEOL 1114.
- o Add PHYS 1224.
- o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require ECON 2103 or AGECE 1113.
- o Remove 2 credit hours of “Controlled Electives.”
- o Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Secondary Teacher Certification” option:
  - o Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
  - o Remove PSYC 1113.
  - o Add 4 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
  - o Change credit hours required for “Electives” from 7 to 6.
- 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 Microbiology/Cell and Molecular Biology (149)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 7 to 3 and require MATH 1513.
- Remove MATH 2144, STAT 4013, PHIL 3833 and PHYS 1214.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 3 credit hours of “Controlled Electives.”
- Add 8 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Add CHEM 3014 as an alternative course to CHEM 3053, CHEM 3112, and CHEM 3153.
- For students pursuing the main “Microbiology/Cell and Molecular Biology” program:
  - o Change credit hours required for “Upper-Division MICR” from 7 to 10.
  - o Change credit hours required for “Electives” from 11 to 17.
- For the “Medical Laboratory Science” option:
  - o Change credit hours required for “Electives” from 0 to 9.
- 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 Physics (161)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 7 to 4 and require MATH 2144.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 3 credit hours of “Controlled Electives.”
- For the “Physics” option:
  - o Change credit hours required for “Electives” from 14 to 13.

- o Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Applied Physics” option:
  - o Change credit hours required for “Electives” from 14 to 15.
  - o Add 7 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- For the “Secondary Teacher Certification” option:
  - o Change credit hours required for “Natural Sciences” from 8 to 12.
  - o Change credit hours required for “Electives” from 0 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 Physiology (164)**

**Bachelor of Science in Zoology (210)**

Degree program requirement changes

- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3.
- Remove 3 credit hours of “Controlled Electives.”
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- 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 Political Science (170)**

Degree program requirement changes

- Change credit hours required for “Analytical and Quantitative Thought” from 6 to 3 and allow any MATH or STAT course designated ‘A.’
- Change credit hours required for “Natural Sciences” from 8 to 6.
- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require SPCH 2713 or SPCH 3733.
- Remove 3 credit hours of “Controlled Electives.”
- Add 10 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Change credit hours required for “Electives” from 21 to 22.
- 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 Statistics (230)**

Degree program requirement changes

- Change credit hours required for “Natural Sciences” from 8 to 6.

- Change credit hours required for “Social and Behavioral Sciences” from 6 to 3 and require SPCH 2713.
- Remove 3 credit hours of “Controlled Electives.”
- Add 6 credit hours of “Additional General Education” and require courses designated ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Add STAT 4981 as an alternative course to STAT 4991.
- Change credit hours required for “Electives” from 24 to 26.
- 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 – Master of Education in Special Education (219)**

Degree program requirement changes

- Remove EDSP 5983.
- For students concentrating in Special Education:
  - Add EDSP 6023 as an alternative course to EIPT 5033.
  - Change credit hours required for “Concentration” from 15-18 to 18.
- For students holding teacher certification:
  - Add EDSP 6023 as an alternative course to EIPT 5033.
  - Change credit hours required for “Concentration” from 15 to 18 and require 9 credit hours of Special Education courses and 9 hours of approved graduate-level courses.
  - Remove EDSP 4053, EDSP 5063, EDSP 5970, and EDSP 5093 or EDSP 5403.
- For students concentrating in Applied Behavior Analysis:
  - Change credit hours required for “Concentration” from 15 to 18.
  - Add EDSP 6023.
  - Add 3 credit hours of elective with approval of advisor and Graduate Liaison.
- For students concentration in Secondary Transition Education:
  - Add EDSP 6023 as an alternative course to EIPT 5033.
  - Change credit hours required for “Concentration” from 15 to 18.
- The proposed changes will better serve students and aligns the curriculum with programs at comparable institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OU – Master of Human Relations in Human Relations (329)**

Degree program option addition

- Add option “Clinical Mental Health Counseling.”
- The proposed option provides students a pathway to counseling licensure.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 36 to 36-60.
- No funds are requested from the State Regents.

### **OU – Bachelor of Science in Construction Science (255)**

Degree program requirement changes

- Remove PHIL 1213, PHYS 1311, ACCT 2123, ECON 1123, CNS 3821, ECON 2843, CNS 4112, and MATH 1823.

- Change credit hours for CNS 1212 from 2 to 3 (1213), for CNS 2714 from 4 to 3 (2713), for CNS 2822 from 2 to 3 (2823), CNS 3824 from 4 to 3 (3823), for CNS 3943 from 3 to 1 (3941), for CNS 4613 from 3 to 2 (4612), for CNS 4153 from 3 to 2 (4152).
- Remove CNS 4113, CNS 4122, and CNS 4881 and add CNS 3883, CNS 4133, and CNS 3322.
- The proposed changes are in response to the new American Council for Construction Education accreditation criterion.
- Total credit hours for the degree will change from 129 to 120.
- No funds are requested from the State Regents.

#### **OU – Master of Arts in Anthropology (009)**

Degree program requirement changes

- Remove ANTH 5003 and ANTH 5123.
- Change credit hours required for “Electives” from 12-15 to 18.
- The proposed changes will better meet students’ educational needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU – Doctor of Philosophy in Mathematics (155)**

Degree program requirement changes

- Remove the qualifying examination and foreign language reading proficiency requirements.
- Remove “Undergraduate Math Curriculum and Pedagogy.”
- Allow RUME courses to meet the 12 credit hours of 5000 level mathematics courses.
- Remove 6 credit hours in 3 areas and add 18 credit hours of 5000 level or above “Mathematics Electives.”
- The proposed changes will simplify and unify the requirements for the program and increase flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU – Bachelor of Architecture in Architecture (011)**

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

- Change program name to “Architecture – Four-Plus Year Program.”
- For the “Architecture” option:
  - Change option name to “Architecture – Four-Plus Year Program.”
- Add ARCH 1163, ARCH 4663, ARCH 4160, ARCH 4923, ARCH 4956, ARCH 4053, and ARCH 4056.
- Change credit hours required for ARCH 1153 from 3 to 4 (1154), for ARCH 1254 from 4 to 5 (1255), for ARCH 2354 from 4 to 6 (2356), for ARCH 2454 from 4 to 6 (2456), for ARCH 3555 from 5 to 6 (3556), for ARCH 4755 from 5 to 6 (4756).
- Remove 3 credit hours of “Ecology” elective.
- Remove ARCH 4623, ARCH 4823, ARCH 4855, ARCH 5160, ARCH 5922, ARCH 5955, ARCH 5022, and ARCH 5055.
- The proposed changes are the result of the academic program review process and efforts to decrease the amount of time needed for degree completion.

- The proposed name changes help to distinguish the program from other architecture programs which require 5 years.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 160 to 150.
- No funds are requested from the State Regents.

#### **OU – Master of Science in Interior Design (383)**

Degree program requirement changes and degree program option additions

- Add options “Interior Design (First Professional)” and “Interior Design (Post-Professional)”
- For the “Interior Design (Post-Professional)” option:
  - Remove ID 5153, ID 5163, ID 5223, ID 5343, and ID 5143 as required courses and allow students to select 2 of the aforementioned courses.
  - Add 6 credit hours of ID 5940.
- For the “Interior Design (Post-Professional) option:
  - Require ID 5526, ID 5533, ID 5543, ID 5763, ID 5773, ID 4793/5793, ID 4753/5793, ID 4723/5723, and ID 4713/5713 as “Prerequisite Leveling Courses.”
- The proposed options will provide students with a non-Interior Design undergraduate degree an opportunity to obtain the qualifications needed to be eligible for the National Council for Interior Design Qualifications exam.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 33 to 30-63.
- No funds are requested from the State Regents.

#### **OU – Master of Architecture in Architecture (012)**

Degree program requirement changes

- For the “Architecture (via other Pre-arch 2 year)” option:
  - Remove ARCH 5453, ARCH 5955, ARCH 5055, and ARCH 5022.
  - Add ARCH 6590, ARCH 6956, ARCH 6056, and ARCH 5053.
  - Change credit hours required for ARCH 5922 from 2 to 3 (5923).
  - Add 3 credit hours of “Research Elective.”
- For the “Architecture (via other Pre-arch 3 year)” option:
  - Remove ARCH 5523, ARCH 5623, ARCH 5823, ARCH 5955, ARCH 5922, ARCH 5055, and ARCH 5022.
  - Add ARCH 5363, ARCH 5463, ARCH 5563, ARCH 5663, ARCH 5863, ARCH 6590, ARCH 6956, ARCH 5923, ARCH 6056, and ARCH 5053
- The proposed changes align with updates to the professional undergraduate degree program.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 53 to 60.
- No funds are requested from the State Regents.

#### **OU – Bachelor of Interior Design in Interior Design (126)**

Degree program requirement changes

- Remove ARCH 4623 and add ARCH 4563.
- The proposed changes are the result of course updates in the Architecture 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.



### **OU – Bachelor of Science in Plant Biology in Plant Biology (021)**

Degree program requirement changes

- Add BIOL 1134 and PBIO 4114.
- Change “One course from each of the 4 areas” to “Once course from each of the 3 areas.”
- Add BIOL 2913 or BIOL 4913, CHEM 3053 and CHEM 3152 or CHEM 3064.
- Remove “One course in statistics, biochemistry, computer science, or a second course in physics.”
- Remove 5 credit hours of organic chemistry.
- The proposed changes allow students to specialize their education based on their interest in the field of study.
- One new course will be added and no courses will be deleted.
- No funds are requested from the State Regents.

### **OU – Bachelor of Business Administration in Accounting (003)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- Remove course restrictions from “Free Electives.”
- Remove maximum ACCT course requirement from “Upper-Division Electives.”
- Require students to earn a 2.5 Grade Point Average for ACCT 2113 and ACCT 2123.
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OU – Bachelor of Business Administration in Economics (277)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- Remove course restrictions from “Free Electives.”
- Require 6 credit hours “Upper-Division Electives” to be non-business courses.
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OU – Bachelor of Business Administration in Finance (081)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- Add FIN 3703.
- Change credit hours required for “Free Electives” from 5 to 6 and remove course restrictions.
- Change credit hours required for “Upper-Division” electives from 8 to 6 and require non-business courses.
- Require students to earn a 2.5 Grade Point Average for ACCT 2113 and ACCT 2123.
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OU – Bachelor of Business Administration in International Business (024)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Bachelor of Business Administration in Management Information Systems (262)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- Remove course restrictions from “Free Electives.”
- Remove maximum MIS course requirement from “Upper-Division Electives.”
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Master of Science in Management Information Systems in Management Information Systems (341)**

Degree program requirement changes

- Change degree requirements to the following:
  - MIT 5602.
  - Two to four credit hours of additional required coursework from a list maintained by the department and approved by the Graduate Liaison.
  - Two to three credit hours of either capstone courses or thesis hours from a list maintained by the department and approved by the Graduate Liaison.
  - Ten to thirteen credit hours of graduate-level MIT courses as necessary to reach 32 credit hours for the degree; or
  - Thirteen credit hours of graduate-level business, MIT electives, or other electives as approved by the MIS Division.
- The proposed changes allow students more flexibility in selecting coursework in line with the student’s area of 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.

**OU – Bachelor of Business Administration in Marketing/Supply Chain Management (152)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- For the “Marketing” option:
  - Remove course restrictions from “Free Electives” and “Upper-Division Electives.”
- For the “Supply Chain Management” option:
  - Require no more than 9 credit hours of “Upper-Division Electives” to be business courses and remove SCM course restriction.
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Bachelor of Science in Computer Science in Computer Science (233)**

Degree program requirement change

- Add ENGR 2002 as an alternative course to ENGL 3153 or BC 2813.
- The proposed change allows students more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Bachelor of Fine Arts in Art (268)**

Degree program requirement change

- For the “Art, Technology, and Culture” option:
  - Remove grade requirement in ATC 2823, ATC 2853, and ATC 2873.
  - Require a portfolio review for admission.
  - Remove ARTC 3933.
  - Change credit hours required for “Upper-Division Specialization” from 12 to 18.
  - Change semester requirement for ATC 4863 from 4 to 2.
  - Change credit hours required for “Additional School of Art and Art History Electives” from 17-18 to 21 and require 6 credit hours to be upper-division.
- The proposed changes allow for better clarity in the degree plan and to be more consistent with other options within the School of Art and Art History.
- 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 Public Administration in Public Administration (197)**

Degree program requirement change

- Remove admission requirement of submitting Graduate Record Examination scores and add submission of a resume.
- The proposed change eliminates a significant barrier to the target audience for the program and aligns the admission criteria to other professional programs at OU.
- 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 Business Administration in Management and Human Resources (168)**

Degree program requirement changes

- Add BAD 1000 and BAD 1010 and earn 40 milestone points before graduation.
- For the “Energy Management” option:
  - Add LS 4413 as an alternative course to LS 4523.
- For the “Entrepreneurship and Venture Management” option:
  - Remove FIN 3513 and add ENT 3513.
  - Remove course restrictions from “Free Electives.”
- For the “Human Resources Management” option:
  - Add MGMT 4143.
  - Remove course restrictions from “Free Electives” and “Upper-Division Electives.”
- For the “General Management” option:
  - Remove course restrictions from “Free Electives” and “Upper-Division Electives.”
- The proposed changes will more adequately prepare students for employment.
- Two new courses will be added and no courses will be deleted.

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

#### **OU – Master of Education in Professional Counseling (248)**

Degree program requirement changes

- Remove EDPC 5910 and EDPC 5920 and add EDPC 5453 and EDPC 5633.
- Change credit hours required for “Concentration” from 12 to 12 to 15.
- The proposed changes reflect new standards for students to sit for the Licensed Professional Counselor examination.
- One new course will be added and no courses will be deleted
- Total credit hours for the degree will change from 45 to 44-46.
- No funds are requested from the State Regents.

#### **OU – Bachelor of Science in Architectural Engineering in Architectural Engineering (357)**

Degree program requirement changes

- Remove ARCH 2323, ARCH 2423, and CEES 4453.
- Add ARCH 2363, ARCH 1263, and 3 credit hours of “Professional Elective.”
- The proposed changes are the result of course updates in the Architecture 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.

#### **CU – Bachelor of Science in Organizational Leadership (775)**

Degree program option addition and degree program option deletion

- Add option “Sociology.”
  - The proposed option will meet an existing demand that will serve a large regional community.
- Delete option “Communication.”
  - The proposed deletion is the result of low interest in the option.
  - There are currently 4 students enrolled with an expected graduation date of Spring 2016.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **ECU – All undergraduate degrees**

Degree program requirement changes

- Remove UNIV 3001.
- The proposed change removes a course no longer needed for student assessment and eliminates an unnecessary financial burden.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **ECU – Bachelor of Science in Kinesiology (020)**

Degree program requirement changes and degree program option deletions

- Delete options “Exercise Science” and “Recreation.”
  - There are currently 29 students enrolled and will be allowed to complete degree requirements.
- Remove KIN 2432 and add KIN 2532.

- The proposed deletions are the result of declining enrollment in the “Recreation” option and the decision to have a single degree track.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU – Bachelor of Science in Athletic Training (060)**

Degree program requirement changes

- Remove BIOL 1314 and add BIOL 1114.
- The proposed changes are the result of prerequisite changes in other required courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU – Bachelor of Science in Chemistry (010)**

**Bachelor of Science in Environmental Health Sciences (016)**

Degree program requirement changes

- Remove BIOL 1214 or BIOL 1314 and add BIOL 1114.
- The proposed changes are the result of prerequisite changes in other required courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU – Bachelor of Science in Biology (004)**

Degree program requirement changes

- Add BIOL 1114.
- For the “Biology” option:
  - Remove BIOL 2344 and add BIOL 3635.
  - Change credit hours required for “Electives” from 20 to 16.
  - Remove “Minor” requirement.
- For the “Teacher Certification” option:
  - Remove BIOL 3245 as an alternative course to BIOL 2184.
- For the “Clinical Laboratory Scientist” option:
  - Change credit hours required for BIOL 2345 from 5 to 4 (2344).
  - Remove BIOL 3654.
  - Remove BIOL 3245 as an alternative course to BIOL 2184.
  - Change credit hours required for “Electives” from 10-12 to 6-9.
- For the “Molecular Biology” option:
  - Remove MATH 2825 as an alternative course to MATH 1513.
  - Change credit hours required for BIOL 2345 from 5 to 4 (2344).
  - Remove BIOL 2243, BIOL 3553, and BIOL 4765.
  - Add CHEM 4213, CHEM 4221, PHYS 1214, BIOL 3013 and BIOL 2184 or BIOL 3245.
  - Change credit hours required for “Electives” from 6 to 9.
  - Remove MATH 1713 or MATH 3583 and add MATH 2613 or MATH 2825.
  - Remove “Minor” requirement.
  - Change credit hours required for “Electives” from 0-6 to 5-8.
- The proposed changes are the result of prerequisite changes in other required courses and to update the curriculum to have a common core.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 124-126 to 124-128.
- No funds are requested from the State Regents.

**ECU – Bachelor of Science in Legal Studies (055)**

Degree program requirement changes

- Remove BUSLW 3213 and add MIS 1903.
- Change credit hours required for “Required Electives” from 30 to 33.
- Change credit hours required for “Political Science Electives” from 6 to 9.
- Require students to earn a ‘C’ or better in all required courses.
- The proposed changes are the result of recommendations from the American Bar Association.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU – Bachelor of Science in Nursing (034)**

Degree program requirement changes

- Remove BIOL 1314 and add BIOL 1114.
- For the “Nursing” option:
  - Change admission criteria to require 24 credit hours of prerequisite courses to “include one College Algebra course and two required science courses one of which must be Human Anatomy.”
  - Require applicants to “Meet benchmark on the pre-entrance examination.”
- The proposed changes are the result of prerequisite changes in other required courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU – Bachelor of Science in Physics (035)**

Degree program requirement changes

- Change credit hours required PHYS 3411 from 1 to 2 (3422).
- For the “Physics” option:
  - Change credit hours required for “Physics Electives” from 3 to 2.
- For the “Medical Physics” option:
  - Change credit hours required for “Physics Electives” from 6 to 5.
  - Remove BIOL 1314 and add BIOL 1114.
  - Add MATH 3583 and SOC 3833 as alternative courses to MATH 3513.
- For the “Teacher Certification” option:
  - Remove BIOL 1314 and add BIOL 1114.
  - Change credit hours required for “Physics Electives” from 3 to 2.
- The proposed changes are the result of prerequisite changes in other required courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU – Bachelor of Arts in Political Science (018)**

Degree program requirement changes

- Remove PS 4333 and add PS 4883.
- The proposed changes update the curriculum to better serve students.
- 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.

**ECU – Master of Education in Educational Leadership (098)**

Degree program requirement changes

- Remove PSYCH 5473 and add EDUC 5943.
- The proposed changes reflect current trends in the discipline and will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NSU – Master of Business Administration in Business Administration (056)**

Degree program requirement changes and degree program option additions

- Add options “General Management,” “Managerial Accounting and Finance,” and “Native American Enterprise.”
- Remove MBA 5353 and MBA 5923.
- Remove 6 credit hours of “Emphasis” and 1-6 credit hours of “Research Emphasis.”
- The proposed options will provide students an opportunity to tailor their coursework to their professional and career objectives.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 31-36 to 36.
- No funds are requested from the State Regents.

**NSU – Bachelor of Music Education in Music Education (062)**

Degree program requirement changes

- Change credit hours required for MUS 3742 from 2 to 3 (3743).
- Remove EDUC 4353.
- The proposed changes eliminate course overlap and adhere to the National Association of Schools of Music standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 138-142 to 136-140.
- No funds are requested from the State Regents.

**NSU – Bachelor of Science in Biology (115)**

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

- Change program name to “Integrative Biology.”
- Delete options “Cellular” and “Molecular Biology.”
  - There are currently 117 students enrolled in the options and will be allowed to complete their required course work under the current program or change to the proposed Bachelor of Science in Cell and Molecular Biology (see new program item this agenda).
- For all options:
  - Add BIOL 1013, BIOL 1011, BIOL 1023, BIOL 1021, BIOL 3153, and BIOL 3454.
- For the “Organismic” option:
  - Remove BIOL 3133 or BIOL 3423, BIOL 3314 or BIOL 3334 or BIOL 3344, BIOL 3214 or BIOL 3414 or BIOL 4214, and BIOL 3213 or BIOL 3433 or BIOL 4114.
  - Add BIOL 3224, BIOL 4500 (3 credit hours), CHEM 3123, and CHEM 3132.
  - Change credit hours required for “Biology Electives” from 7-8 to 11.
- For the “Fish and Wildlife” option:

- o Remove BIOL 3344, GEOL 1114 or GEOL 4113, and ENGL 3083 or COMM 2213 and add BIOL 3252, BIOL 3272, and GEOG 3813.
- o Remove 22-24 credit hours of electives and add 8 credit hours to be selected from BIOL 3244, BIOL 4234, BIOL 4264, and BIOL 4584.
- The proposed changes reflect an extensive reorganization of the program.
- Six new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NSU – Bachelor of Science in Medical Laboratory Science (147)**

Degree program requirement changes and degree program option deletions

- Delete options “Medical Laboratory Science Internship (3+1)” and “Medical Laboratory Science Degree Completion (2+2).”
  - o There are currently 57 students enrolled in the options and will be allowed to continue the program in the proposed pathways.
- For students in the “Internship” pathway:
  - o Remove PHYS 1115.
- For students in the “Completion” pathway:
  - o Add CHEM 2004 or CHEM 3123 and remove MLS 4332.
  - o Change credit hours required for MLS 4423 from 3 to 5 (4425) and for MLS 4474 from 4 to 2 (4842).
- The proposed changes align the curriculum to meet State Regents’ common core requirement and creates pathways for degree completion rather than options.
- The proposed changes also address the National Accrediting Agency for Clinical Laboratory Sciences accreditation and credentialing standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NSU – Master of Science in Natural Science (150)**

Degree program requirement changes and degree program option deletions

- Delete options “Biology,” “Chemistry,” and “Physics.”
  - o There are currently 11 students enrolled in the options and will be allowed to complete their degree requirements.
- Remove SCI 5502 or SCI 5532.
- Remove PHYS 5123 as an alternative course to MATH 5533.
- Add 12 credit hours of “Electives.”
- Add 14 credit hours of “Thesis or Capstone.”
- The proposed changes are the result of efforts to improve student retention and degree completion.
- Six new courses will be added and 6 courses will be deleted.
- Total credit hours for the degree will not change
- No funds are requested from the State Regents.

#### **NSU – Bachelor of Science in Chemistry (014)**

Degree program requirement changes and degree program option addition

- Add option “Biochemistry.”
  - o The proposed option is in response to the anticipated need for biochemists and biophysicists.



- Add BIOL 1013, BIOL 1011, MATH 214, MATH 3513, and PHYS 2115.
- Remove CHEM 4524 and CHEM 4714 from “Chemistry Core.”
- For the “Professional” option:
  - Add CHEM 4214, CHEM 4524, CHEM 4714, MATH 2624, and PHYS 2215.
- For the “Environmental” option:
  - Add BIOL 3413, CHEM 4524, CHEM 4714, and MATH 2624.
  - Remove BIOL 4522 and GEOL 1114.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change
- No funds are requested from the State Regents.

#### **SWOSU – Doctor of Pharmacy (142)**

Degree program requirement changes

- Add PHARM 3010, PHARM 4010, and PHARM 5010.
- The proposed changes are in response to mandates from the Accreditation Council for Pharmacy Education to include specific program activities to enhance the educational and professional development of students.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **SWOSU – Bachelor of Science in Education in Natural Science Education (039)**

Degree program requirement changes

- Remove BIOL 1004 and BIOL 1013 as alternative courses to BIOL 1054.
- Add CHEM 2612 and remove BIOL 1054 from “Required Courses.”
- Change credit hours required for “Required Courses” from 35 to 33.
- The proposed changes clarify degree requirements and provide courses that better prepare students for certification exams.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 126.
- No funds are requested from the State Regents.

#### **SWOSU-Sayre – Associate in Applied Science in Radiologic Technology (145)**

Degree program requirement changes

- Change credit hours required for ALHLT 2121 from 1 to 2 (2122).
- Add KINES 2212.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 79 to 82.
- No funds are requested from the State Regents.

#### **UCO – Bachelor of Science in Organizational Leadership (775)**

Degree program requirement change

- Change ORGL 4933 from a requirement to being an optional course.
- Change credit hours required for “Area of Focus” from 15-18 to 12-15.
- Add “Global Citizenship” as an “Area of Focus.”
- The proposed changes update the curriculum to provide students additional options.
- Two new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

**OCCC – Certificate in Film and Video Production (130)**

**Associate in Applied Science in Film and Video Production (129)**

**Associate in Arts in Film and Video Production (144)**

Degree program name change

- Change program name to “Digital Cinema Production.”
- The proposed name better reflects the current nomenclature within the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OCCC – Associate in Applied Science in Computer-Aided Technology (011)**

Degree program option addition

- Add option “Unmanned Vehicle System.”
- The proposed option provides students with training in growing industry.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OCCC – Certificate in Emergency Medical Basic (059)**

Degree program name change and degree program requirement changes

- Change program name to “Emergency Medical Technician.”
  - The proposed name change better reflects the current nomenclature within the industry.
- Add EMS 1019 and delete EMS 1018 and EMS 2013.
- The proposed changes are in response to changes in the EMS National Curriculum requirements.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 11 to 9.
- No funds are requested from the State Regents.

**OSUIT – Bachelor of Technology in Information Technology (094)**

Degree program requirement changes and degree program option name change

- Remove ITD 4812 and add ITD 3453 and ITD 4809.
- Add ORIE 1011 as an alternative course to GTGE 1111.
- For the “Information Assurance and Forensics” option:
  - Change option name to “Cybersecurity and Digital Forensics.”
  - Change credit hours required for “Approved Technical Electives” from 9 to 6.
  - Add ITD 3533.
- For the “Network Infrastructure” option:
  - Remove ITD 3443 and add ITD 3643.
- For the “Software Development” option:
  - Remove ITD 3713 and add ITD 3663.
- The proposed changes better reflect current industry nomenclature and needs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSUIT – Associate in Applied Science in Information Technologies (012)**

**Associate in Science in Information Technologies (092)**

Degree program requirement change

- Add ORIE 1011 as an alternative course to GTGE 1111.
- The proposed change allows students greater flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSUIT – Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004)**

Degree program requirement changes

- Remove ENGL 1033 and ENGL 2033 and add ENGL 1113.
- Remove AUMP 1031 and add AUMP 1002 and AUMP 2162.
- The proposed changes better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Remove 3 credit hours of MGMT, MATH 1613, PHIL 1213, PHYS 1114, SEPP 1213, SEPP 1232, SEPP 1241, SEPP 2433, SEPP 2513, SEPP 2533, SEPP 2606, SEPP 2613, and CS 1013.
- Add SPCH 1113 or SPCH 2323, SEPP 1103, SEPP 1133, SEPP 1233, SEPP 1243, SEPP 2403, SEPP 2443, SEPP 2503, SEPP 2543, SEPP 2553, SEPP 2563, SEPP 2623, and SEPP 2633.
- The proposed changes are recommendations from the program’s advisory committee and will better align with industry needs.
- Twelve new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 90 to 89.
- No funds are requested from the State Regents.

**RSC – Associate in Science in Geosciences (126)**

Degree program option addition

- Add option “Earth Science Education.”
- The proposed option will serve students interested in majoring in Secondary Education with an emphasis in the Earth Sciences.
- 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.

**RSC – Associate in Arts in Sociology (124)**

Degree program option addition

- Add option “Gender Studies.”
- The proposed option will better serve students interested in transferring to a similar program at a four-year institution.
- 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.

**RSC – Associate in Science in Mathematics (029)**

Degree program option addition

- Add option “Mathematics Education Emphasis.”
- The proposed option will better align with the articulation agreement with OU.
- 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.

**RSC – Associate in Applied Science in Networking/Cyber Security (111)**

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

- Change program name to “Cyber Security/Digital Forensics.”
- Add option “Digital Forensics.”
- Delete option “Networking.”
  - There are currently 25 students enrolled in the program and will be provided a teach-out plan.
- Remove CIT 2583 and add CIT 1113, CIT 2053, and CIT 2323.
- Remove 2 credit hours of HPER and add 3 credit hours of “General Education Elective” and require courses from SPCH, HUM, or ECON 2843.
- Add ECON 2103.
- For the “Cyber Security” option:
  - Remove CIT 2573.
- The proposed changes align with current trends in the industry.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 63-66.
- No funds are requested from the State Regents.

**RSC – Associate in Applied Science in Business Administration (008)**

Degree program requirement changes and degree program option deletion

- Delete option “Consumer Finance Administration.”
  - The proposed deletion is due to lack of student interest.
  - There are currently no students enrolled in the option.
- For the “General Business” option:
  - Remove BA 2523 and add BA 2413.
- For the “Small Business Operations” option:
  - Remove ACCT 2413 as an alternative course to ACCT 2403 or ECON 2503.
- For the Marketing/Social Media” option:
  - Remove MKTG 2513 and MULT 2103 and add BA 2193 or CIT 2313, and MULT 1133.
- For the “Hospitality and Event Management” option:
  - Remove MGMT 2503 and add BA 2413.
- The proposed changes update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC – Certificate in General Business (136)**

Degree program requirement changes

- Remove BA 2523 and add BA 2413.
- The proposed changes update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.

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

**RSC – Certificate in Small Business Operations (139)**

Degree program requirement changes

- Remove ACCT 2413 as an alternative course to ACCT 2403 or ECON 2503.
- The proposed changes update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC – Associate in Applied Science in Business Administration (008)**

Degree program requirement changes

- Remove MKTG 2513 and MULT 2103 and add BA 2193 or CIT 2313, and MULT 1133.
- The proposed changes update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC – Associate in Arts in History (125)**

Degree program option deletion

- Delete option “Women’s Studies.”
- There are currently no students enrolled in the option.
- The proposed deletion is due to a realignment of disciplines and the option will be renamed and moved under the Associate in Arts in Sociology (124).
- 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.

**RSC – Certificate in Mobile Design (304)**

Degree program requirement changes and degree program name change

- Change name to “Mobile/Web Development.”
- Remove MULT 1953 and CIT 1293.
- Add MULT 1103 and CIT 1113.
- The proposed changes better align with industry needs.
- No funds are requested from the State Regents.

**RSC – Associate in Applied Science in Computer and Information Technology (010)**

Degree program requirement changes

- Remove CIT 2313, CIT 2503, CIT 2583, MATH 2013, and MGMT 2513.
- Add CIT 1113 and CIT 1533.
- Add any MULT course (except MULT 1133) as an alternative to any CIT course.
- For the “Database” option:
  - Add MGMT 2313.
- For the “Programming” option:
  - Remove CIT 2173 and add CIT 1203 and CIT 1713.
- 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.

**RSC – Certificate in Computer Programming (135)**

Degree program requirement changes

- Remove CIT 2173 and add CIT 1713.
- The proposed changes are based on current technology trends and needs.
- No 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.

**RSC – Associate in Applied Science in Technical Supervision and Management (119)**

Degree program requirement changes

- Remove MGMT 2603 with BA 2413.
- The proposed changes will strengthen the integrity of the program and will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC – Associate in Arts in Liberal Studies (047)**

Degree program requirement change

- Change credit hours required for PHIL 2502 from 2 to 3 (2503).
- The proposed change reflects the increase in course requirements and the need to award appropriate credit.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 63.
- No funds are requested from the State Regents.

**RSC – Certificate in Health, Physical Education and Recreation (312)**

Degree program requirement changes

- Remove HPER 1502 and add HPER 2643.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 20 to 21.
- No funds are requested from the State Regents.

**RSC – Associate in Arts in Pre-Education (015)**

Degree program requirement change

- Add HES 2323 as an alternative course to 4 credit hours of Science electives.
- The proposed change will better streamline the transfer process for students attending OU.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 62-63.
- No funds are requested from the State Regents.

**RSC – Associate in Arts in Family Services and Child Development (014)**

Degree program requirement

- Add SOC 1113.
- The proposed change better prepares students for other courses in 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.

### **RSC – Associate in Applied Science in Technology (132)**

Degree program requirement changes

- Remove MATH 1715 and MATH 1613 and require MATH 1513.
- Remove CHEM 1114.
- Add ENSC 1103 and ENSC 1101 as an alternative to BIOL 1114.
- Remove ENGL 1213 and add ENGL 2053.
- 
- For the “Electronics” option:
  - Remove ENGT 1333 and add ENGT 1324, ENGT 1343, and ENGT 2313.
- For the “Advanced Design” option:
  - Add ENGR 2013, ENGT 1842, and ENGT 2614.
- For the “Mechanical Systems” option:
  - Add ENGT 2823 and ENGT 1842.
- For the “Quality Assurance” option:
  - Add MATH 2853 and ENGT 2833.
- The proposed changes will better meet industry needs and encourage program growth.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-65 to 62-64.
- No funds are requested from the State Regents.

### **RSC – Associate in Applied Science in Multimedia Communication (113)**

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

- Change program name to “Multimedia Digital Design.”
- Delete options “Multimedia Authoring/Web Design” and “Graphic Design.”
  - There are currently 38 students enrolled in the “Graphic Design” option and 5 students enrolled in the “Multimedia Authoring/Web Design” option and will be allowed a teach-out plan.
- Remove MULT 1813 and add MULT 2113, MULT 2003, MULT 2203, MULT 2213 and CIT 1113.
- Change credit hours required for “Support and Related Courses” from 6 to 9.
- The proposed changes are in response to industry and technological demands.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 62.
- No funds are requested from the State Regents.

### **TCC – Associate in Science in Business Administration (003)**

Degree program option deletions

- Delete options “Health Care Business Operations” and “Hospitality Management.”
- The proposed deletions are the result of low enrollment.
- There are currently 22 students enrolled in “Hospitality Management” and 23 students enrolled in “Health Care Business Operations” and will be allowed a two-year teach-out plan.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **TCC – Associate in Science in Science-Related Concentration (014)**

Degree program option deletion

- Delete option “Horticulture.”
- The proposed deletion is the result of low enrollment.
- There are currently 8 students enrolled and will be allowed a two-year teach-out plan.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Science in Child Development (246)**

Degree program option deletion

- Delete option “Human and Family Sciences/Early Care-NSU Transfer.”
- The proposed deletion is the result of NSU suspending the Bachelor of Science in Human and Family Sciences (045) program.
- There are currently 31 students enrolled and will be advised into other transfer 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.

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

Degree program requirement changes

- Add DMS 2153 and PHYS 1114.
- The proposed changes will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 69 to 72-73.
- No funds are requested from the State Regents.

**TCC – Associate in Science in Nutritional Sciences (273)**

Degree program requirement changes

- Remove ECON 1353 and 3 credit hours of “Electives” and add PHED 2653 and ALDH 1323.
- The proposed changes will ensure a seamless transfer for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60 to 61.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Respiratory Care (073)**

Degree program requirement changes

- Remove RESP 1251.
- Change credit hours required for RESP 2213 from 3 to 2 (2212) and for RESP 2563 from 3 to 2 (2562).
- The proposed changes are the result of faculty’s desire to reduce credit hours required for the degree without compromising student learning outcomes or program accreditation.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 72 to 69.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Child Development (200)**

Degree program requirement change

- Remove MATH 2423.
- The proposed change better ensures degree completion.



- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 60.
- No funds are requested from the State Regents.

**TCC – Certificate in Horticulture (208)**

Degree program requirement changes

- Remove BIOL 1404, HORT 1353, HORT 1363, HORT 2493, HORT 2613, HORT 2623, and 6 credit hours of “Emphasis.”
- Add HORT 1381.
- The proposed changes are the result of low enrollment in the program. TCC indicates the certificate will now only be taught at the Dick Conner Correctional Center.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 33 to 9.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Electronics Technology (031)**

Degree program option deletions

- Delete options “Alternative Energy” and “Electro-Mechanical Manufacturing.”
- The proposed deletions are due to low graduation rates.
- There are currently 10 students enrolled in the “Alternative Energy” option and 8 students enrolled in the “Electro-Mechanical Manufacturing” option and will be provide a two-year teach-out plan or advised into another option within 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.

**TCC – Associate in Applied Science in Information Technology (098)**

Degree program option deletions

- Delete options “Mobile Computing Development” and “Business Application Professional.”
- The proposed deletions are due to low enrollment and lack of workforce demands.
- There are currently 6 students enrolled in the “Mobile Computing Development” option and 4 students enrolled in the “Business Application Professional” option and will be provide a two-year teach-out plan or advised into another option within 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.

**TCC – Certificate in Information Technology (133)**

Degree program option deletion

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

**TCC – Associate in Applied Science in Business (153)**

Degree program option deletion

- Delete option “Hospitality Management.”

- The proposed deletion is due to low enrollment and lack of workforce demands.
- There are currently 14 students enrolled and will be provide a two-year teach-out plan or advised into another option within 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.

#### **TCC – Certificate in Management (193)**

Degree program option deletions

- Delete options “Management” and “Management Leadership.”
- The proposed deletions are due to low enrollment and lack of workforce demands.
- There are currently 2 students enrolled in the “Management” option and will be provide a two-year teach-out plan or advised into another option within the program.
- There are no students enrolled in the “Management Leadership” option.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **TCC – Associate in Applied Science in Human Services (201)**

Degree program option deletions

- Delete options “Family Studies,” “Community Services Management,” “Corrections,” “Developmental Disabilities,” “Gerontology,” and “Chemical and Alcohol Dependency.”
- The proposed deletions are due to low enrollment and lack of workforce demand for specializations at the associate degree level.
- There are currently 8 students enrolled in the “Family Studies” option, 5 students enrolled in the “Community Services Management” option, 3 students enrolled in the “Corrections” option, 5 students enrolled in the “Developmental Disabilities” option, 2 students enrolled in the “Gerontology” option, and 10 students enrolled in the “Chemical and Alcohol Dependency” option and will be provide a two-year teach-out plan or advised into the general Human Services curriculum.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **TCC – Certificate in Marketing (207)**

Degree program option deletions

- Delete options “Customer Service” and “E-Business.”
- The proposed deletions are due to low enrollment and lack of workforce demands.
- There are currently 2 students enrolled in the “Customer Service” option and 2 students enrolled in the “E-Business” option and will be provide a two-year teach-out plan.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **WOSC – Associate in Applied Science in Applied Technology (015)**

Degree program option deletion

- Delete option “Simulator Maintenance Technology.”
- The proposed deletion is the result of changes to the Cooperative Agreement Program and decline in enrollment at the technology center.

- There are currently no students enrolled in the option.
- No new courses will be added and 8 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.



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**AGENDA ITEM #25-b:**

**Electronic Delivery.**

**SUBJECT:** Northeastern State University. Approval of request to offer an existing degree program via online delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northeastern State University's request to offer the existing Master of Education in Teaching (124) via online delivery.**

**BACKGROUND:**

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

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

NSU's governing board approved offering online the existing Master of Education in Teaching (124) program at their January 29, 2016 meeting. NSU requests authorization to offer the existing program via online delivery, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

## **ANALYSIS:**

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

### **Master of Education in Teaching (124)**

**Demand.** In August 2015, the State of Oklahoma experiences a teacher shortage. According to NSU, the State Department of Education received more than 500 requests for emergency teaching certificates. Online course delivery offers increased flexibility to students and universities, serving as a bridge over time, space, and distance obstacles.

NSU's adult students have time management constraints based on the need to balance work, home, and family while completing a higher education degree. Offering the existing Master of Education in Teaching (124) via online delivery will help alleviate these time management constraints and will address the need for more qualified teachers in the public schools.

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

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on December 9, 2015. The University of Oklahoma (OU) requested a copy of the program, which was sent March 29, 2016. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

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**AGENDA ITEM #25-c:**

**State Authorization Reciprocity Agreement.**

**SUBJECT:** Ratification of an Institutional Request to participate in State Authorization Reciprocity Agreement.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma City University'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 June 30, 2016, State Regents' staff received a SARA application from Oklahoma City University (OCU). As a result of meeting the SARA eligibility requirements, OCU was approved by the Chancellor to participate in SARA. State Regents' ratification is requested.



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**AGENDA ITEM #25-d:**

**High School Courses Approved for College Admission.**

**SUBJECT:** Ratification of a high school's request to approve high school courses for college admission.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Epic Charter Schools' request to approve two high school courses for college admission.**

**BACKGROUND:**

Since Fall 2010, the State Regents' high school 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.

It is also important to note that the State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. Therefore, on March 3, 2016, State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating that the State Regents are the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

**POLICY ISSUES:**

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed within policy section 3.9.3 of the State Regents' Institutional Admission and Retention policy, reads as follows:

“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.”

**STAFF ANALYSIS:**

Prior to June 30, 2016, State Regents’ staff received a request from Epic Charter Schools to review two high school courses, Web Design and Java Script, for approval within the computer science college admission subject area requirement. After a comprehensive review of the course objectives and learning outcomes, it was determined that the aforementioned high school courses meet the requirement for college admission. Therefore these high school courses were approved for college admission by the Chancellor. State Regents’ ratification is requested.

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**AGENDA ITEM #25-e (1):**

**Agency Operations.**

**SUBJECT:** Ratification of Purchases.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between May 2, 2016 and June 6, 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 May 2, 2016 and June 6, 2016, there are 2 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Carahsoft Technology Corporation in the amount of \$41,412.64 for VMware license purchase for the implementation of the Oklahoma City and Tulsa virtual infrastructure server refresh project as well as the University of Oklahoma Health Sciences Center and Norman campus datacenter virtual environments. The cost of this project will be recovered through customer user fees. (Funded from 718-OneNet).
- 2) Copper River Information Technology in the amount of \$33,417.31 for materials used for OneNet to build fiber and provide services to the following Shawnee consortium members Oklahoma Baptist University, Gordon Cooper Aviation Center, City of Shawnee, Pottawatomie County, Shawnee Public Schools, St. Anthony Hospital and the Shawnee Public Library. The cost of this project will be recovered through customer user fees. (Funded from 718-OneNet).

CORE

- 3) NextThought, LLC in the amount of \$30,000 for the continuation of consulting services to advance the State Regents Online Education Task Force's goals to increase access and improve the quality of online courses and programs. NextThought will guide the collaborative efforts of the state institutions in professional development, increased application of affordable content, and maximized use of technology in the hybrid and online learning environments. (Funded from 210-Core).



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**AGENDA ITEM #25-e (2):**

**Agency Operations.**

**SUBJECT:** Approval of the renewal of the contract for legal services with the Office of the Attorney General for Fiscal Year 2017.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Attorney General for Fiscal Year 2017.**

**BACKGROUND:**

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. For Fiscal Year 2015 and 2016, the Assigned Attorney was Matt Stangl. For Fiscal Year 2017, the Assigned Attorney will again be AAG Matt Stangl. Mr. Stangl was a staff attorney in the Office of the General Counsel for the University of Oklahoma from 2007 to 2013.

**POLICY ISSUES:**

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. 2001, § 18I as amended. This is a renewal of an existing contract.

**ANALYSIS:**

The contract provides considerable value to the State Regents and to the State System.

- The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.
- The contract has enabled the State Regents to provide legal services support to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.

- Mr. Stangl's prior experience in the Office of the General Counsel for the University of Oklahoma is especially relevant to the State Regents' needs with respect to both the agency and the State System.

The annual cost of the contract is \$65,525.04 annually, and will be billed at \$5,460.42 per month. This includes the assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2016 was also \$65,525.04, so there has been no increase in the annual cost. A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the time expended and the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The Chancellor will direct that the assigned AAG not include within the scope of the activities any matters pertaining to the University Center of Southern Oklahoma (f/k/a Ardmore Higher Education Program) or the Office of Educational Quality and Accountability. The contract also provides that it may be terminated by either party upon 60 days written notice. Approval of the contract is recommended.

**CONTRACT FOR LEGAL SERVICES  
FISCAL YEAR 2017**

**1. PARTIES:**

This Agreement is between the Office of Attorney General and the Oklahoma State Regents for Higher Education ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

**2. AUTHORITY:**

This Agreement is authorized by virtue of 74 O.S. 2011, § 181.

**3. CONTRACT DURATION:**

This Agreement commences July 1, 2016, and covers fiscal year 2017 ending June 30, 2017.

**4. CONSIDERATION:**

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of \$65,525.04 annually, with monthly payments in the amount of \$5,460.42. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney equivalent to .50 FTE for the OSRHE regardless of whether the Assigned Attorney are in fact utilized. It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5. **OFFICE LOCATION:**

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6. **SUPERVISION:**

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorney's activities on their behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. **TERMINATION:**

This agreement may be terminated by either party upon 60 days written notice.

8. **AGENCY DESIGNEES:**

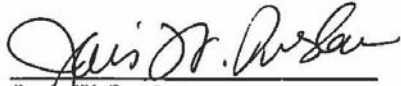
The authorized agent and designee for the Office of Attorney General is Janis W. Preslar. The authorized agent and designee for the OSRHE is Glen D. Johnson.

**OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION**

By: \_\_\_\_\_  
**Glen D. Johnson**  
Chancellor

DATE: \_\_\_\_\_

**OFFICE OF THE ATTORNEY GENERAL**

By:   
\_\_\_\_\_  
**Janis W. Preslar**  
Deputy Attorney General  
Chief, General Counsel Section

DATE: 3-1-16



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**AGENDA ITEM #25-f:**

**Resolutions.**



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**AGENDA ITEM #26-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 #26-b (1):**

**Annual Reports.**

**SUBJECT:** Low-Productivity Programs Report.

**RECOMMENDATION:**

**This is an information item only.**

**BACKGROUND:**

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

	<b>Minimum Degrees Conferred</b>	<b>Minimum Majors Enrolled</b>
Associate in Arts or Sciences	5	25
Associate in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

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

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

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

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.
3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.
7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)							
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7	
OU	285	6	2%	0	0	6				2			1	3
OUHSC	60	2	3%	0	0	2					1			1
OU-LAW	11	0	0%	0	0	0								
OSU	236	5	2%	0	0	5	2							3
OSU-OKC	56	1	2%	0	0	1								1
OSUIT	37	0	0%	0	0	0								
OSU-VET	2	0	0%	0	0	0								
OSU-CHS	6	0	0%	0	0	0								
CU	48	2	4%	0	0	2				1				1
ECU	55	0	0%	0	0	0								
LU	35	1	3%	0	0	1				1				
NSU	89	2	2%	0	0	2				2				
NWOSU	49	0	0%	0	0	0								
OPSU	32	1	3%	0	0	1								1
RSU	32	0	0%	0	0	0								
SEOSU	54	1	2%	0	0	1				1				
SWOSU	69	2	3%	0	0	2		1						1
UCO	108	1	1%	0	0	1								1
USAO	24	0	0%	0	0	0								
CASC	28	1	4%	0	0	1								1
CSC	25	0	0%	0	0	0								
EOSC	33	1	3%	0	0	1		1						
MSC	32	0	0%	0	0	0								
NEOAMC	46	1	2%	0	0	1								1
NOC	32	1	3%	0	0	1				1				
OSCC	70	1	1%	0	0	1					1			
RCC	28	3	4%	0	0	3					3			
RSC	72	1	1%	0	0	1				1				
SSC	23	1	4%	0	0	1				1				
TCC	102	0	0%	0	0	0								
WOSC	23	0	0%	0	0	0								
<b>Totals</b>	<b>1,802</b>	<b>34</b>	<b>2%</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>5</b>	<b>1</b>	<b>14</b>	

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

## **EXCEPTION CATEGORIES:**

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

## **DISPOSITION:**

1. **Deleted programs.** No programs of the low producing programs (0 percent) have been deleted or are scheduled for deletion.
2. **Suspended programs.** None of the low producing programs (0 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Thirty-four (100 percent) of the low producing programs have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #26-b (2):**

**Annual Reports.**

**SUBJECT:** Annual Report on system wide Teacher Education Review.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the eighteenth teacher education annual report on system wide review.**

**BACKGROUND:**

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

Prior to 2010, Oklahoma consistently ranked in the top fifteen in “Improving Teacher Quality” in the Education Week Quality Counts Report. Following this period, Oklahoma’s rank fell to twenty-four in the “Teaching Profession” category and has continued to remain in the bottom tier of overall education quality since that time.

Oklahoma’s decline in rank followed the 2010 moratorium placed on the Oklahoma Teacher Residency Year program which eliminated mentoring support for novice teachers designed to enhance their professional growth and practice. Additionally, in recent years, Oklahoma has failed to maintain a stable system of standards and assessments which has dramatically impacted teacher preparation, as well as student outcomes.

In 2014, recognizing the need for such support structures, a teacher residency program was reinstated for novice teachers. Further legislation has recently established new standards for Oklahoma with appropriate assessments to follow.

The State Regents initiated teacher education reform efforts in the summer of 1992 with the External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State

Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, the need for question four (4), “grade inflation in the field of education,” was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Praxis Core Academic Skills for Educators Test). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade ‘inflation’ was more the result of these criteria than from any other source. Thus, the report now answers six (6) questions instead of seven (7), omitting question four (4).

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the eighteenth annual report, covers the 2014-2015 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the Office of Educational Quality and Accountability (OEQA) in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

#### **POLICY ISSUES:**

As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents’ commitment to efficiency and excellence.

#### **ANALYSIS:**

Over 20 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Director of Teacher Education meets regularly with teacher education deans across the State System to maintain the gains in quality of teacher education programs. Consequently, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. Some general findings about the previous year’s compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2014-2015, the colleges of education conditionally admitted 240 teacher education graduate students. Those who moved forward in their respective programs completed the required remediation to meet admission requirements.
- The 12 universities constantly examine elementary education requirements. For 2014-2015, most colleges of education have been focusing on curriculum alignment to the new Interstate Teacher Assessment and Support Consortium (InTASC) standards as well as the Oklahoma Academic Standards (OAS). Additionally, the colleges are continuing to focus on content

knowledge instruction and constructive response strategies so candidates would have greater success in passing the Oklahoma Subject Area Tests (OSAT) Elementary Subtest 1. Other areas of concentration include working with pre-service teacher candidates to prepare them for the Teacher and Leader Effectiveness (TLE) evaluation process, improve instructional strategies for the classroom, modify reading and literacy assessments, as well as emphasize professional growth that impacts student learning.

- All colleges of education report investing in instructional technology in varying amounts for a variety of needs, ranging from computers and software to Smart Boards and video/audio equipment. A number of universities also reported purchases that included replacements and upgrades to printers, laptops, projectors and other hardware. Some institutions purchased iPads, lab equipment for instructional technology, 3-D printers, and other interactive technology (i.e. Microsoft Tables, webcams etc.), to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Additionally, some institutions upgraded network infrastructures, implemented wireless equipment, and established web-based data collection systems. Emphasis is placed on instructional and technical support, as well as general maintenance.
- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten clock hours in the public schools to meaningfully interact with P-12 students, teachers, and administrators.
- All 12 colleges of education report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and science faculty on a variety of committees in the teacher education college. Arts and science faculty assist colleges of education in coursework for pre-service teachers, as well as data analysis. Arts and science faculty members also make recommendations to colleges of education for program improvement. Additionally, the ongoing NCLB grants provide opportunities for arts and science faculty, teacher education faculty and K-12 teacher collaborations.

**REPORT ON RECOMMENDATIONS:**

- 1. Graduate programs should be examined to assure that they are rigorous, vigorously administered and adequately supported with resources.**

<b>Number of Graduate Students Admitted Conditionally</b>	
<b>Universities</b>	<b>Admitted Conditionally</b>
Cameron University	*66
East Central University	22
Langston University	8
Northeastern State University	N/A
Northwestern Oklahoma State University	1
Oklahoma Panhandle State University	N/A
Oklahoma State University	57
Southeastern Oklahoma State University	12
Southwestern Oklahoma State University	3
University of Central Oklahoma	14
University of Oklahoma	57
University of Science and Arts of Oklahoma	N/A
*Candidates should have been admitted conditionally but were fully admitted due to lack of procedures for handling conditional admissions. All candidates did complete the required remediation to meet the admission requirement that they lacked.	

- 2. The appointment of a Regents’ staff member to coordinate teacher education should be continued.**

Dr. Goldie Thompson has served as Director of Teacher Education and the Oklahoma Teacher Connection since September 2012.

- 3. Academic preparation in elementary education should be strengthened.**

Cameron University (CU)

2014-2015 marked the first year of use of the Interstate Teacher Assessment and Support Consortium (InTASC) aligned rubrics for many key assessments in the elementary education program that were developed during the previous year. Additionally, the unit partnered with John Adams Elementary School in a field experience for candidates in EDUC 3533 Teaching Intermediate/Middle School Reading so that candidates could gain experience teaching reading lessons to students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade at a Title I school.

East Central University (ECU)

The following changes have been made to strengthen the elementary education program:

- Constructed response prompts have been implemented in various professional education and elementary education methods courses.
- Faculty members are preparing teacher candidates to use the Oklahoma academic standards.

- Monthly faculty meetings are used to analyze various aspects of this report's data throughout the upcoming year for continual improvement of the elementary education teacher preparation program.
- Chalk and Wire is now being used for candidates to upload all field experience documents.
- In February 2015 an Education Symposium was held for all Field I, II, and III teacher candidates. The symposium was a panel discussion of pragmatic issues such as classroom management and instructional strategies in the classroom, as well as dispositional issues such as professional conduct and behaviors.
- Education faculty members are reaching out to partner more closely with area school districts so as to better mentor education majors into the profession. A Cooperating Teacher Forum was held in September 2014 and January 2015 for all area teachers and administrators who work with ECU teacher candidates. The Teacher Forum is an important networking venue where university faculty members can partner with area public schools to support and nurture candidates into the teaching profession. Feedback from these cooperating teachers and administrators is used to enhance this partnership with area stakeholders.
- Dr. Phyllis Isaacs and Mrs. Jennifer Snell worked with Byng schools to pilot a co-teaching model for early childhood and elementary education majors.
- Dr. Mark Jones and Dr. Shelli Sharber are hosting a CampTechTerra 3-day workshop in July 2015 for innovative teacher training within the newly renovated education building, incorporating Makerspaces, Robotics, 3D Printing, and Digital Storytelling.
- Elementary, special education and early childhood majors exhibited their poetry centers at the ECU Education Research Conference in May 2015.

#### Langston University (LU)

Changes made to strengthen the elementary education program include:

- Submitting the revised plan of study to the Oklahoma State Regents for Higher Education (OSRHE) (fall 2014) and receiving approval (spring 2015) for full implementation to begin fall 2015. The plan of study was adjusted to decrease the number of degree hours to 124 hours and to ensure appropriate course sequencing.
- Oklahoma Priority Academic Student Skills (PASS)-PORT, an electronic portfolio system adopted in spring 2014, was identified as a requirement for all candidates beginning fall 2014.
- Engaging reading faculty in a Professional Learning Community focused on improving alignment and content of the three primary reading courses.

#### Northeastern State University (NSU)

The elementary education department developed a proposal to revamp the program in order to embed more opportunities to gain significant knowledge in content areas, more pedagogy courses with application opportunities to implement the pedagogy strategies learned, and one hour special topic courses focused on the Oklahoma Subject Area Tests (OSAT) constructive response strategies. During the 2014-2015 and 2015-2016 academic years, the revamped Elementary Education (ELED) program proposal went through rigorous college and university committee procedures and is now awaiting Regents approval to implement the new program in fall 2016.

#### Northwestern Oklahoma State University (NWOSU)

Modifications to performance assessments for the elementary education program were made in alignment with meeting Association for Childhood International (ACEI) standards. Tutoring

sessions have been offered for all required testing. Class syllabi have been aligned to the standards of ACEI and the OSAT competencies. An OSAT study seminar is provided each semester presenting study strategies for taking the OSAT.

Elementary education majors were noted having difficulty passing the OSAT Subtest 1. It was recommended the OSAT competencies be reviewed in each class and a study guide developed as the competencies are reviewed in the class. This will assist students in preparing to take both subtests 1 and 2 of the OSAT. Study sessions were also developed to review testing and studying strategies. Students are advised not to take the test until they have taken Emergent Literacy and Diagnosis of Reading Problems. Additionally, due to the weakness in the reading and constructed response areas, more constructed response questions have been incorporated into the curriculum. The timing of courses has been reevaluated, and a change in the course rotation was implemented. For example, Diagnosis of Reading is now offered in only the Fall and Spring semesters to provide access to students recommended by the school systems needing reading tutoring. This will enable the students to see growth over time and enable them to apply the reading strategies learned in the coursework with P-12 students. This is continually monitored to see how improvements can be made.

#### Oklahoma Panhandle State University (OPSU)

No changes have been made to the elementary education program.

#### Oklahoma State University (OSU)

The elementary education program continually works to meet the state's supply and demand issues. The program continued a new partnership with Oklahoma City Public Schools (OKCPS) so that students may student teach in the fall semester and then work with OKCPS as a paid teaching assistant in the spring. This program is beneficial for both parties in that it recruits teachers for OKCPS and graduates have priority with employment with OKCPS. The program also continues to grow partnerships with Tulsa Public Schools and Stillwater Public Schools.

#### Southeastern Oklahoma State University (SEOSU)

The elementary education program has closely reviewed the test scores on the revised Elementary Education OSAT. Based on results from 2012-13, 2013-14 and 2014-15, the elementary education program has implemented the following changes: all syllabi for courses in the reading and language arts have been revised to include the OSAT competencies, and two additional ELED faculty members were added to the faculty in order to have full-time reading faculty at all five sites where the elementary education degree program is taught. In addition, the degree plan has been revised and two additional reading and language arts courses for older readers have been added to the required courses.

#### Southwestern Oklahoma State University (SWOSU)

The elementary education program was nationally recognized by ACEI on February 1, 2014.

#### University of Central Oklahoma (UCO)

The Elementary Education faculty members continue to collect data on candidates in the M.Ed. in elementary education program and have submitted a program review report included in the college's recent national and state team accreditation visit. Initial results from the visit indicate no concerns with the assessment of the M.Ed.-Elementary Ed program. The initial program in this area incorporates all elements required by law, the Office of Educational Quality and Accountability (OEQA), and the program's SPA. There have been no significant changes in the past year, but the college is exploring ways for the program to revise curriculum/credit hours assigned to courses in the major to ensure a course is included in English Language Learner

(ELL) strategies, a creativity course and potentially a Science, Technology, Engineering and Math education (STEM) course.

#### University of Oklahoma (OU)

Alignment in expectations and assessment in the elementary education pre-internship practicum, the internship, efforts to provide induction support to graduates who teach in Oklahoma, and the Teacher and Leader Effectiveness (TLE)s that have been adopted by the State are still under review. Changes are being made.

#### University of Science and Arts of Oklahoma (USAO)

A math content test was field tested in the spring and used in the fall within the math methods class. Additional lesson planning requirements have been added in math and social studies. Language arts now includes an assignment involving expository text and an activity involving common grammar errors. Physical Education (PE) methods class includes active field trips when possible, i.e. historic one-room school house, participation in Colonial Days at a local school.

#### **4. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.**

In 1996-1997, the State Regents funded more than \$1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses, and support technology upgrades. As technology continues to evolve, expenditures reflect current technology needs.

#### CU

Approximately \$13,000 was spent on instructional technology in 2014-2015. These expenditures included one TruTouch 650 LCD multi touch 65" display and one web camera that were installed in a highly trafficked teacher education classroom.

#### ECU

\$20,488 was budgeted for technology in the 2014-15 academic year. \$6,840 was allocated for the Education Media Lab; \$11,648 was allocated for the Education computer lab; and \$2,000 allocated for new faculty computers. In the renovation for the new education building \$82,000 has been designated for new technology for each classroom. Even though the renovation amount is included for the previous report, the renovation has been completed and each classroom received at least \$82,000 in new technology equipment. Every classroom has short throw projectors which makes every projection a "Smart" projection with touch capabilities. Every room received new speakers and new computers to enhance classroom instruction. One of the "showcase" rooms received one short throw projector, one touch screen monitor, a CAPP board, and a new sound system. College meetings, workshops, Lego Leagues, and interviews are all conducted in this room.

#### LU

During the 2014-15 year, approximately \$2,600 was allocated to the School of Education and Behavioral Sciences for technology needs. This money was used to replace classroom projector bulbs and install a new 64 inch television in the conference room. The bulbs supported faculty instructional needs in all professional education courses and the television was installed for use

with the Teacher Education Council and the Teacher Education Advisory Council. In addition to the allotted monies, 20 computers were leased, using university funds, to outfit the School of Education and Behavioral Sciences computer lab. The approximate cost of the 20 computers equates to \$10,000.

#### NSU

During the 2014-2015 academic year, the college of education spent approximately \$30,300 for technology purchases. Technology funds come from the college's portion of student technology fees, as well as other funds distributed at the institutional level. These funds supported instruction directly and included the purchase of classroom technology such as VEX robotics kits and parts, a KIBO robot and curriculum, Dash & Dot robots, and iPad minis for two robotics labs. The college purchased a Spirometer, Polar Loop fitness activity trackers, and Polar heart rate sensors for the Health & Kinesiology lab. For the two reading labs the college purchased Scholastic Bookflix reading software, Anywhere Learning System software, two hovercams, and large screen wall monitors. Also purchased, were Sona cloud based research & participant software. These purchases enhanced learning of teacher candidates and provided opportunities for faculty to model effective use of technology in K12 classrooms.

#### NWOSU

In previous years many labs were created on campus. At this time, just minor maintenance is being done to keep the labs in proper working order. A testing center has been created to allow NWOSU students local access to the OGET, OSAT and the Oklahoma Professional Teaching Exam (OPTE) tests. This year \$300.00 was spent for an updated SmartBoard tray. Additionally, a technology course is being offered for Teacher Education candidates, which may require the purchase of other technology equipment in the future.

#### OPSU

\$9,011 was spent for resources to support instructional technology during the 2014-2015 year. This was used to purchase Smart Boards, a 3-D Printer, replace printers, laptops, and light bulbs in projectors. All equipment is relatively new and in excellent working condition.

#### OSU

##### **Agricultural Education**

Students in Agriculture Education (AGED) 3103 (N = 48, fall 2014), AGED 4103 (N = 17 fall 2014 and N = 12 spring 2015), and AGED 4200 (N = 17 fall 2014 and N = 12 spring 2015) utilized the Agriculture Hall (AGH) 439 for laboratory practicums. These courses focused on teaching and learning and the acquisition and practice of effective teaching behaviors in the context of agricultural education. It is the goal of the practicums to provide a replica of a school-based agricultural education classroom. The modern classroom utilizes interactive technology and integrates computers and handheld devices to engage students with content and facilitate hands-on/minds-on learning. The technology in AGH 439 was updated with an 87" Sharp Interactive display as well as new carpet, paint, and furnishings.

In addition to a Sharp monitor, enhancing the ability to utilize technology and view information retrieved via student's personal devices is becoming common in Oklahoma school-based agricultural education programs. For example, the Amber-Pocasset program utilizes Apple TV as a tool for students to engage in a topic and display their findings for the classroom to discuss. Students should be exposed to this type of technology PRIOR to student teaching, not after they arrive. So, a proposal for an Apple TV system for use in AGH 439 will be submitted to the College Tech Fee Committee in the spring of 2016.



### **Early Childhood Education**

During 2014-2015, the Early Childhood Education (ECE) Program Coordinator wrote a technology funding proposal, which was submitted to the OSU College of Human Sciences Technology Committee and successfully funded for \$4,500. The funding was used to purchase 10 Samsung Galaxy Tablets. These tablets are used in a variety of ECE courses, and objectives for the use of the tablets include: equipping pre-service teachers with contemporary technology skills that administrators expect new teachers to possess; preparing pre-service teachers to be astute and discerning consumers of educational technology so as to benefit the young children in their classrooms; providing pre-service teachers with opportunities to learn how tablets and apps can enhance their instruction in math, science, social studies, literacy, and creative expression/the arts; and enhancing pre-service teachers' understanding of how technology can be used for family engagement and classroom management. The submission of this proposal was a direct result of input from community stakeholders during Spring 2014, specifically administrators from two different Oklahoma school districts who serve on the ECE Advisory Board and emphasized the need to expand students' technology skills.

Additionally, students are required to take Applications of Educational Technologies (EDTC) 3123: Applications of Educational Technologies prior to admission to the ECE program. Throughout the duration of their time in the ECE program, students create and maintain a digital professional portfolio on the LiveText platform; they also use the Desire2Learn platform, which hosts course sites for each class in their degree plan. Students regularly interface with technology in the Early Childhood Model Teaching Classroom, including the Smart Board, 25 MacBook laptop computers, five (5) Mac desktop PCs, digital still cameras, digital video cameras, and digital audio recording devices. The ECE program maintains a subscription to Videatives, an online streaming video resource used to share instructional and educational videos related to course content. The ECE program-designated technology is meaningfully and intentionally integrated into ECE courses by instructors via lecture, discussion, small group activities, student presentations, and out-of-class assignments. In various classes, the Smart Notebook software and Smart Board are used by students to design lesson plans.

### **Education**

College of Education Technology currently provides technology services in support of the college in the areas of technical support, Instructional Support, and Administrative Applications. Information below summarizes technology information and resources for all teacher education programs within the College of Education.

#### College of Education (COE) Administrative Applications - \$41,930

The Administrative Applications area of COE Technology is dedicated to the development of college-wide or mission critical network applications for streamlining administrative processes and functions. These activities include the design, development, and implementation of multi-user network database applications for assisting in the performance of College of Education administrative functions and in streamlining and automating day-to-day College of Education operations. This area also manages the collection of information, encompassing all College of Education activities, for online distribution. This includes the collection of academic, program, faculty and staff information for the College of Education and its dissemination through the internet and other media, the development of online calendars for College of Education activities, and development and design of web pages to promote College of Education events and course offerings.

### College of Education Computer Support - \$432,896

The College of Education Technical Support area is responsible for support of COE hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The College of Education Technical Support area provides not only technology resources in terms of hardware and software, but it also support for technology related problems and individualized training. Desktop computer support is provided for faculty and staff including acquisitions, new installations, upgrades, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical support staff maintain computing and multimedia equipment within all COE offices, classrooms, and student computer labs.

### College of Education Instructional Support - \$405,926

College of Education Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students, and with traditional media and equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday evenings, and on weekends during the fall and spring semesters; a reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the College of Education. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools.

### Changes to technology resources that occurred within the academic year

- Computer replacements for Willard 002 computer lab
- Computer replacements for classrooms
- Replaced equipment in Willard 004 distance classroom
- Replacements for student checkout laptops
- Equipped COE Technology Playground
- Implementation of device mirroring capabilities for classrooms
- Replaced equipment in Willard 231 conference room
- Increased licensing for research software
- Scheduled replacement of faculty and staff computers

### **Family and Consumer Sciences**

Substantial financial support was provided for the coordinator to attend conferences/webinars where instructional technology was a major topic. Other technology resources were not sought due to acquiring the needed instructional technology during previous years.

### SEOSU

Expenditures for education technology are estimated at \$15,000 for the 2014-15 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, and purchase laptops for classrooms and faculty. Three additional iPads were purchased for use in the ELED 4444 - Reading Diagnosis classes for elementary, special and Early Childhood majors.

### SWOSU

Due to large purchases in recent years and concerns regarding potential budget restrictions, minimal technology purchases have been made in FY-2015. Software updates and App purchases for iPads have been the primary focus for this year. The Comptroller submits data each year to the OSRHE. The amount reported in the 2012-13 SRA 6 Report to the OSRHE as the Information Technology Services (ITS) Allocation to the Education Department was \$27,641.

### UCO

The Instructional Technology Center (ITC) is the technology support arm of the college of education and Professional Studies\*. The chart below represents the spending during the reporting year:

Equipment, software, infrastructure maintenance	\$ 64,984.19
Professional staff (ITC, network, lab)	\$ 223,986.00
Student wages (resource center, labs, e-portfolio)	\$ 40,640.00
Misc. (supplies, lamps, batteries, etc.)	\$ 37,363.49
<b>TOTAL</b>	<b>\$366,973.68</b>

\*Note: The College of Education & Professional Studies does not divide the spending between the Teacher Education side of the “house” and the Professional Studies side. Both sides have access to the resources provided through the budget above. These figures do not include technology resources provided through other colleges’ (Liberal Arts, Fine Art & Design, and Math and Science) budgets for the few Educator Preparation Program (EPP) faculty members housed their colleges.

### OU

Technology-related expenditures are covered by OU-Jeannine Rainbolt College of Education (JRCoE) technology course fee generated each year based on the number of credit hours produced within the college. Currently the fee is \$26.40 per credit hour. The budget for technology needs is \$581,203 which covers the salaries and benefits for four IT support technicians, and several undergraduate student lab technicians. These technicians and fees cover maintenance of all electronic equipment within the college, the student computer lab, the computer classroom as well as equipment for students to check out.

All video-conferencing technologies in four conference rooms, the teaching podiums in College classrooms eight with linked Smartboards and ceiling-mounted projectors, as well as the College security system are also maintained with these funds. Additionally, the new Active Learning Classroom has been completed and is online which houses six collaborative workstations with 12 new monitors, two new 70” teaching screens and a new interactive whiteboard. A new DELL

Classroom with ten Chromebooks, 15 Surface Tablets and 15 Dell Laptops, two 90” screens, four portable display monitors and a projector were just added. It is expected that the college will receive a 3D printer soon for this classroom also. In addition, some technology fees are used to purchase faculty-requested hardware or software needed for student instruction.

The JRCoE has continued with its iPad initiative and has expanded it to include graduate certification students who are student teaching and now includes the Tulsa campus. Renovation of the current Student Computer Lab is anticipated within the next year. The Technology fees are used to maintain all of the iPads issued to the faculty/students as well as all of the technology mentioned above.

USAO

Equipment Description	Quantity	Price Per Unit	Total Price
Apple iPad Mini 2 -- with Retina Display (16GB)	10	\$473.00	\$4,730.00
Apple iPad Mini case	10	\$19.99	\$199.90
Brother HL-2240 laser printer	1	\$82.00	\$82.00
Dell Optiplex 9020, 3.4GHz Intel Core i7 processor, 8GB DDR3 RAM, 1TB HDD	1	\$964.32	\$964.32
Hitachi Projector Lamp for CP-X444 (replacement bulb) -- Model #: DT-00691	1	\$56.70	\$56.70
HP LaserJet Pro 400 M451DN color laser printer	1	\$289.99	\$289.99
IPEVO Wireless Station for iPad & USB Doc. Cameras (M/N: WS-01)	1	\$69.00	\$69.00
IPEVO Ziggi-HD High Definition USB Document Camera (M/N: CDVU-041P)	2	\$94.00	\$188.00
Logitech C270 HD webcam	2	\$25.99	\$51.98
LUXOR LLTM30-B iPad Charging Station Cabinet	1	\$659.84	\$659.84
Peerless PARAMOUNT Articulating (w/ tilt and swivel) Wall Arm mounting kit (M/N: PA740)	2	\$50.27	\$100.54
Replacement imaging unit for Xerox Phaser 6500DN printer	1	\$180.59	\$180.59
Tripp Lite SMART1500LCD rack-mountable UPS (1500VA)	1	\$191.09	\$191.09
Vizio 32" LED/HDMI TV (M/N: M322I-B1)	2	\$213.89	\$427.78
<b>TOTAL</b>			<b>\$8,191.73</b>

The iPads are set up for checkout as needed for classes in Canning Hall or Gary Hall. Faculty were provided a professional development session after which they researched and requested installation of various apps.

**5. Professional development should be focused on university faculty members’ ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.**

Funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students. Many faculty members continue to support first year teachers through mentorship activities after successful completion of their programs. Such a process gives faculty an opportunity to observe, assess and model best practices.

Please note that beginning with the 2015-2016 school year, under the provisions of House Bill 2885, the State Department of Education is charged with administering a residency program for teachers, requiring participation from all school districts. Unlike the previous mandate that was state funded and required one teacher education faculty member to serve on the residency committee of the novice teacher, the new mandate has no appropriations and makes participation of a teacher education faculty member optional.

## CU

The unit has policies and practices that encourage all faculty to be continuous learners. Based upon needs identified in faculty evaluation, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices. The unit encourages all professional faculty to be continuous learners, mentor new faculty, and support scholarly work related to the conceptual framework. The education unit places high priority on professional development for staff. Funds identified as supporting teacher education at the unit level is earmarked for annual professional development travel and events.

Unit faculty engage in regular on-campus professional development activities featuring Cameron faculty and invited presenters. In 2014-2015, this included a faculty book study on the works of Eric Jensen, working with diverse learners and creating accessible teaching materials, technology tools for student engagement, using open source materials in the classroom, communication skills for the first four weeks, teaching students with complicated lives, strategies for collaborative learning, research with undergraduates, metacognition and study strategies, and mentoring undergraduate students to success.

Faculty are also able to tailor their professional development to their own needs through the conferences that they attend, which in 2014-2015 included Oklahoma Association of Colleges for Teacher Preparation (OACTE)/Oklahoma Association of Teacher Educators (OATE)/Office of Educational Quality and Accountability (OEQA), Council for the Accreditation of Educator Preparation (CAEP), The American Association of Colleges for Teacher Education (AACTE), Critical Questions in Education, Academy of Educational Studies, Teacher Education Division (TED) Conference, Learning Leadership, National Student Teaching & Supervision Conference, Oklahoma Reading Conference, National Conference on Geography Education, Transformative Learning Conference, Connecting Across Cultures conference, National Association for the Education of Young Children conference, and International Literacy Association conference.

In addition, all unit faculty submit documentation of at least fifteen hours of professional development to the Director of Teacher Education on an annual basis. The Faculty Development Committee reviews all documentation and provides feedback to the faculty member.

## ECU

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Faculty have been provided faculty Professional Development on the campus in the following areas:

- Learning Disability Association International Conference, Chicago
- Autism and Asperger's Syndrome Super Conference, Dallas
- Lion's Quest: Social and Emotional Learning, ECU
- Teacher Induction Mentoring Seminars, ECU
- Conference on Teaching Reading in Poverty Areas
- OSE Summer Education Conference
- Oklahoma Foundation for Excellence Williamsburg Mini-Institute for Alumni
- 21<sup>st</sup> Century Community Learning Center Conference
- Quality Matters Training
- Transformational Learning Conference
- AdvanceED Lead Evaluator Training

- Oklahoma Transition Institute State Conference
- Oklahoma Council for Exceptional Children State Conference
- Education and Psychology Research in Action (EPRA) Spring Conference
- “Collaborate” and “Respondus” training on Blackboard and Chalk and Wire training
- OACTE/OEQA/OATE Fall Conference
- Co-Teaching Conference, Minnesota
- Math Consortium
- Oklahoma Physics Teacher Education Coalition
- (Et al.)

## LU

Professional development focused on increasing unit faculty members’ abilities to model effective teaching styles such as inquiry, discussion, and collaborative learning included:

- Attended workshops by OEQA on Mentoring Teacher Candidates through Co- Teaching: Train the Trainer hosted by St. Cloud University
- Attended Regent’s Reading Council Planning Conference
- Wrote National Science Foundation grant on advancement of women in STEM
- Submitted proposal to OACTE/OATE – Blended Learning: At the Intersection of Fact-to-Face and Online Instruction and Students with Disabilities Food and Agricultural Science Career Pathway Awareness
- Guest lecturer at the University of Oklahoma – Self-Determination: The Sometimes Ignored Reality of Development
- Presented at faculty institute – “Flipping Your Classroom to Enhance Learning: The Art of Frontloading for Increased Student Understanding”

## NSU

Teacher education faculty continue to have opportunities for professional development through college-sponsored activities, experiences supported through the NSU Center for Teaching and Learning, and professional workshops and conferences at state and national levels. The college of education also hosts college-wide professional development days each semester.

Online/blended professional development for effective teaching: In addition to previously available Quality Matters training, all faculty must now complete two courses—Online Educator Certification (OEC) Courses Parts 1 and 2 (OEC 1 and 2)—in order to teach online or blended courses. Faculty had to be certified in OEC 1 by January 2014, and OEC 2 by September 2014. OEC 1 is a series of tutorials that teach faculty how to use Blackboard, the learning management system (LMS) used by NSU. The OEC 2 course provides instruction on online and blended course design in Blackboard with an emphasis on alignment learning objectives, content, delivery, and assessment.

## NWOSU

The OACTE Fall Conferences and Specialized Professional Associations (SPA) training were attended by the teacher education faculty. Northwestern Oklahoma State University usually has 10-15 faculty members who attend both days of this conference each year. Education faculty attended AACTE/NCATE conferences in the fall. Other conferences attended were the Oklahoma Higher Education Reading Council Critical Literacy Seminar, OACTE/Oklahoma Education Forum, National Council on Teacher Quality (NCTQ) Conference, AACTE Conference, Board of Examiners (BOE) training, and a variety of State and National Conferences related to particular content areas.

NWOSU professional development workshops on Assessment Day are offered to the faculty across campus, as well as several presentations to public schools and career tech. Some of these trainings included Common Core, Agricultural Education, and ToPPS. Some examples of other professional development offered on campus include: Diversity training; Career Day; Common Core; SPA Training; Advisement Training; and many more. Education faculty who were not presenting these workshops attended for their own professional development.

## OPSU

All Teacher Education Council (TEC) faculty attended the OACTE/OCTP/OATE conventions in 2014 and 2015. Four TEC members presented at the 2015 OACTE Conference. All TEC faculty attended the 2015 CAEP Conference in Denver. Some members attended the AACTE conference in 2014 and 2015. Others have attended and presented at national conferences. Additional professional development meetings have been held on the OPSU campus. Three faculty are working toward a terminal degree.

## OSU

### **Agricultural Education**

Faculty (4.25) and graduate students (4) attended various professional development events conducted by the American Association for Agricultural Education (AAAE). Specifically, members from this group participated in the AAAE Southern Region Conference (Feb. 2015), the AAAE Western Region Conference (September 2014), and the National AAAE Conference (May 2015). Faculty also took part in professional development seminars offered through OSU's Institute for Teaching and Learning Excellence unit.

### **Early Childhood Education**

Professional development activities included national conferences such as the National Association for the Education of Young Children (NAEYC); the Society for Research in Child Development (SRCD); TASH (formerly known as The Association for Persons with Severe Handicaps); National Association for Early Childhood Teacher Educators (NAECTE); National Head Start Association Manager & Director Academy; and the National Training Institute on Challenging Behaviors. ECE faculty also attended and presented at regional and local conferences such as the Early Childhood Leadership Institute (ECLI), Leadership Oklahoma, Conscious Discipline training, Tulsa Community College Early Learning Conference, ABLE Tech, the Association for the Study of Play, and the Creativity World Forum. Faculty not only attended sessions related to pedagogy, classroom management, engaging learners, early childhood teacher education, collaborative learning in non-traditional environments, candidate dispositions, technology, peer coaching, and leadership, but they also presented on a variety of important topics such as developmental disabilities, inclusion, classroom guidance and management, leadership, diversity, English-language learners, STEM, arts integration, and technology at these national, regional, and local conferences.

### **Elementary**

Program faculty members participated in a wide range of professional development opportunities through national and state conferences, as well as through the OSU Institute for Teaching and Learning Excellence. Dr. Sue Parsons served as one of two Institute for Teaching and Learning Excellence (ITLE) Teaching Fellows for the College of Education, selected because of the recognition of her outstanding teaching. In that role, she served as a teaching mentor to faculty members across the College. Faculty members are considered experts in teaching through inquiry methods, group discussion, and collaborative learning.

### **Family and Consumer Sciences Education (FACSED)**

The conferences attended included information that was 1) shared with students as they prepared for their teaching career, and 2) used as professional development resources for teaching and learning at the university level by the FACSED Program Coordinator. The faculty member attended three conferences (one national, two state) and made six professional development presentations. The faculty member also participated in two other Professional Development (PD) endeavors and maintained two professional certifications.

### **Library Media**

Faculty and graduate students in this program are actively involved in the following organizations' international, national, and state conferences: Association for Educational Communication & Technology (AECT), the Association for the Advancement of Computing in Education (AACE), American Association of School Libraries (AASL), Oklahoma Technology Association (OTA), Oklahoma Association of School Libraries (OASL) and the Oklahoma Association for Colleges of Teacher Education (OACTE). The program worked with Professional Education candidates to host OSU's first edCamp experiences in Fall 2015 and 2016. Faculty are continually called upon to present on effective teaching topics for OSU's Institute for Teaching and Learning Excellence and for the Professional Education Workshop Series.

### **Mathematics Education**

Mathematics and Science Education faculty have attended a variety of professional development opportunities such as attendance/presentations at the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics annual conferences, the National Science Teachers Association, and the School Science and Mathematics Association. Additionally program faculty members have attended sessions at the UTEACH Institute in Austin.

### **Physical Education**

All PE faculty attended the state conference where several presentations were made as well as sessions attended. Sessions were varied but included action-based learning and classroom management.

### **Reading/Literacy**

Dr. Sanders attended National Writing Project annual conference in 2015 and learned about various ways of teaching writing to learners of all ages. She also attended National Council of Teachers of English (NCTE) Annual Convention in 2015. Dr. Parsons attended NCTE, International Reading Association Annual Convention and OK Reading Conferences. Dr. Wang attended American Education Research Association Annual Meetings in 2014 and 2015, and Literacy Research Association Annual Convention in 2014. Dr. Vasinda worked with Hilldale Elementary, a Putnam City Public School, to support Pre-K and the 5<sup>th</sup> grade teachers in writing instruction, and she also helped implement one writing unit with the 5<sup>th</sup> grade science teacher integrating writing strategies to deepen science understandings and writing processes.

### **School Administration**

Faculty development in teaching has primarily been through training offered through ITLE.

### **School Psychology**

Junior faculty members are mentored by senior faculty through regular consultation and observation of instructional delivery to ensure effective teaching is occurring in the



classrooms. In addition, course sequences and instructional responsibilities are based on content area expertise of the faculty.

### Science

The principal faculty member in secondary science attended several national conferences, National Association for Research in Science Teaching (NARST), National Association of Biology Teachers (NABT), School Science and Mathematics (SSMA), etc. to keep abreast of current teaching strategies related to working with pre-service teachers.

### Social Studies

Dr. Nowell presented two sessions at state conferences this year. Both modeled teaching strategies in secondary social studies.

### Special Education

Special education faculty attended various professional development events and activities related to special education and higher education. Dr. Cantley attended the Council for Exceptional Children (CEC) Teacher Education Division (TED) Annual Conference and presented a lecture presentation titled *Using Case Studies in an Introductory Special Education*. Faculty also attended the Association on Higher Education and Disability (OKAHEAD) conference and trainings provided by ITLE.

### Secondary Education Program Faculty

Several of the content area faculty have been using the “Teach Live” practices in the TECH Playground, for their pre-student teachers to experiment with a “live” classroom, led by Dr. Kathy Thomas, portfolio specialist. Dr. Shanedra Nowell, Social Studies, and colleague Dr. Pam Brown, Curriculum Studies, have offered each semester a “Constructed Response Workshop” to help the secondary education students prepare for their state certification exams.

### Grants and Contracts Awarded:

AMOUNT AWARDED	TITLE	PI
\$ 1,081,000.00	OSUTeach Foundation Reimbursable	Carroll, P.
\$ 139,116.00	Oklahoma Tiered Intervention System of Support (OTISS), Year 2	Duhon, G.
\$ 15,600.00	Practicum Agreement - Office of Juvenile Affairs	Koch, J.
\$ 12,626.00	Osage County Interlocal Cooperative Practicum Agreement	Duhon, G.
\$ 105,420.00	Osage County Interlocal Cooperative Agreement, FY 16	Duhon, G.
\$ 21,700.00	Assembly & Function of the Cyanobacterial Photosystem II Complex	Angle, J.
\$ 82,510.55	Technical & Industrial Educator Development/Teacher Induction (FY15 Funding)	Self, M.
\$ 24,667.00	The Genetic Architecture of Tillering in Panicoid Cereals	Angle, J.
\$ 18,722.00	The International Research Experiences for Students (IRES): Research Opportunities in	Ivey, T.

	Continental Rift Initiation for US Undergrad Geoscience Students in Malawi	
\$ 1,193,095.00	OSU Mathematics and Science Robert Noyce Scholarships	Utley, J.
\$ 9,800.00	Junior Science and Humanities Symposium (JSHS), FY 2015	Angle, J.
<b>Total funding</b> <b>\$2,704,256.55</b>		

### SEOSU

The teacher education faculty members have many opportunities to develop new knowledge and skills through in-service education, conference attendance, workshops, and working in PK-12 schools. During 2014-15, teacher education faculty members attended a variety of professional development activities. The following list indicates the types of professional activities in which the faculty had the opportunity to participate: Texas Association of School Administrators, National Association of Literacy Educators and Researchers; Conference for the Advancement of Mathematics Teaching; Annual Bill Martin Memorial Symposium of Teaching Reading; Texas Rural Education Summer Conference; Conference Society of Philosophy and History of Education; Annual meeting of the Education Law Association; Quality Matters Training-Applying the QM Rubric; Black Board Training; SMART Board Training, Oklahoma Rural Schools Fall Conference; Oklahoma Music Educator’s Conference; Oklahoma Choral Director’s Association Conference; Native American Symposium; Southeastern Faculty Symposium; BrainStorm 2015; Oklahoma Creativity Forum; and The Texoma Association for Public School Improvement (TAPSI) Staff Development – Standing in the Gap.

### SWOSU

Each faculty member is encouraged to pursue professional development opportunities such as conferences, online seminars, presentations, research, and publication. Faculty members are encouraged to attend professional development conferences, like CAEPCon and AACTE’s annual conference, to enhance teacher effectiveness and performance as well as gain new approaches to teaching and learning. Recently, six faculty members attended the AACTE annual conference, and two faculty members attended CAEPCon 2015. Also, a faculty member attended Dr. Eric Mazur’s Transformative Learning Conference at UCO, which featured strategies for active/engaged learning and flipped classrooms. Many faculty members are also sponsors for several education organizations and/or part of campus committees and boards.

Canvas and Co-Teaching trainings are two examples common to all faculty. In addition, faculty members are constantly seeking opportunities to present leadership skills and instructional strategies and practices in surrounding communities and local businesses and schools.

### UCO

Faculty members are required to participate in annual faculty development as part of promotion, tenure, and post-tenure processes. Numerous professional development opportunities are provided on campus, including opportunities for dialogue and intellectual exchange with contemporary national and state leaders in education. UCO’s Center for Excellence in Transformative Teaching and Learning (CETTL) provides professional development opportunities in many areas focusing on transformational learning, including inquiry, group discussion and collaborative learning. This office, with participation from faculty across all of the colleges, hosts an international Transformative Learning Conference annually. The EPP also hosts (for over thirty years) an annual Multicultural Institute that attracts participants from across Oklahoma and the region. Through numerous avenues, unit faculty have shared their expertise

with colleagues by presenting during faculty in-service trainings and at local, state and national conferences. They have also advanced their own skill sets through participation at these events.

### OU

In the JRCoE, faculty development is continuous and takes many forms.

All teacher education faculty are actively involved in a variety of national and international professional organizations that support and disseminate education research and provide professional development on topics ranging from effective pedagogy and pedagogical content knowledge, to quantitative, qualitative, and action research methodologies. Not only are OU faculty attending research and professional development sessions at these national and international venues, they are often the presenters.

All teacher education faculty actively conduct and publish educational research in their areas of expertise.

The JRCoE provides financial support for faculty professional development in the form of \$15,000 per academic year to be spent on professional travel, and \$18,000 per academic year to be spent on research-related expenses. Faculty members are also supported for sabbatical leaves, which often include professional development goals.

### USAO

Professional development opportunities included institutional offerings such as the Festival of Arts and Ideas, Abelson Reconciliation Lectures, Giles Symposium, Emerson-Weir Symposium, and the summer History Symposium. Opportunities designed to improve each unit faculty member's ability to model effective teaching styles included offerings such as teaching strategies for the iPad. Other professional development opportunities specific to the teacher education faculty included the annual Fall Work/Learning Day, Read Across America opportunities, and monthly Student National Education Association (SNEA) speakers. OACTE/OEQA/OATE Fall Conference offered other professional development opportunities. During the spring, the unit was able to provide some financial support for attendance at professional meetings by faculty in order to improve their teaching and model best practices. Budget cuts in the fall, however, limited the support to the OACTE/OEQA/OATE Conference.

Specifically, on campus opportunities included:

- Fall Work/Learning Day – 10/30/15
- Abelson Lecture – Hind Kabawat – 1/16/15
- Festival of Arts and Ideas – Spring 2015
- Emerson/Weir Symposium – Neil Gaiman – 3/9/15
- Civil War History Symposium – Dr. Daniel Sutherland – 6/9/15
- Giles Symposium – Dan Fagin – 9/29/14

Faculty and students regularly attend area Reading Council events. Faculty and students attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:

- “Bully to Buddy” – Shanna Rice, CEO SW Youth & Family Services – 3/2/15
- “Teaching Peace through Anti-bias education.” Akash Patel, Ok 2015 Multicultural Teacher of the Year
- Celebrate Reading-Chickasha Pub. Schools; Speaker 4/15

**6. The State Regents should continue to acquaint and involve education and arts and sciences faculty in the implementation of H.B. 2246 (now H.B. 1549).**

The 1996 State Regents' emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools of arts and sciences, because many entities contribute to the success of teacher education programs. In 2000, NCATE required that teacher candidates have in-depth knowledge of the subject matter that they plan to teach which is assessed with the OGET and the OSAT. Since academic core coursework in elementary, early childhood, special education and secondary subject major courses are taught by the arts and sciences faculty, they play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects. The ongoing No Child Left Behind (NCLB), Elementary and Secondary Education Act (ESEA), Title II, A, Improving Teacher Quality (ITQ) grants provide opportunities for arts and science faculty, teacher education faculty, and K-12 teacher collaborations.

CU

Faculty from arts and sciences are involved in Cameron's education programs in multiple ways. As members of the Assessment Advisory Committees for each program, faculty engage in data analysis and making recommendations for program improvement.

Program Quality Improvement Reports (PQIR) are required annually for all programs at the university. Each PQIR includes student learning outcomes, measures with benchmarks/targets, report of findings, and action plans. All PQIRs undergo an annual review by the university's assessment committee which includes representatives from arts and sciences. Because faculty cannot review programs in their own area, education programs are always reviewed by faculty from arts and sciences.

Also, a representative from the arts and sciences faculty serves on the Teacher Education Council. Duties of the council include: examining candidate data at program admission and making recommendations regarding the selection, admission, and retention of teacher education candidates; regular reviews of state test scores; assessment of the capacity and effectiveness of the unit's assessment system; and reviewing regulations and approving proposed curriculum changes.

ECU

Arts and Sciences faculty currently represent their certification area and thus contribute to the education of pre-service teachers in several different ways. First, each content certification area has a representative who serves on the Teacher Education committee. The coordinators of each of the certification programs attend the faculty retreat at the beginning of the year and share testing data related to their field. At the yearly retreat, all but one content area faculty member attended. During the retreat issues related to teacher education are discussed. Many Arts and Sciences faculty and students participate in the Cooperating Teacher Forum, Teacher of the Year lecture and The Education Scholarship and Awards Banquet in both the fall and spring semesters.

Education faculty work with content faculty to write grants. Currently, education and science faculty are collaborating on a STEM grant to attract more candidates into the Science Education field.

## LU

Faculty in Arts and Sciences are included on the Teacher Education Committee which oversees the program's policies and procedures, curriculum, admission requirements, candidate dispositions, as well as approval of candidates for admission to Teacher Education and Clinical Teaching. The committee is comprised of faculty from English, Mathematics, Chemistry, Biology, Music, and Physical Education along with faculty from Elementary, Special and Early Childhood Education.

## NSU

Faculty representatives for secondary and K-12 programs continue to be members of the COE's Teacher Education Council (committee consists of secondary faculty, COE faculty, COE administrators, graduate/undergraduate students, a public school administrator, and a public school teacher.) The committee discusses and approves all program changes for teacher education prior to submission to the university's Curriculum and Educational Policy Committee and the Regents. The committee provides oversight, guidance and direction to the teacher education programs, and serves as an avenue for communication of teacher education standards, policies, and requirements. The committee meets three times per year (additional meetings called as needed).

Secondary faculty continued to collaborate with COE faculty in the following ways:

- Review state and national specialized program area documents and continued assessment.
- Revision of program information--including online website consistency and accuracy
- Participate in all aspects of the teacher education unit including unit governance, TEC and subcommittee work.
- Creative course scheduling that best meets student needs.
- Serving on multiple COE committees (Strategic Plan, Conceptual Framework, CAEP Standard committees, Assessment Committee)

The Curriculum & Instruction Department are consistently collaborating with the Science, Liberal Arts, & Math departments to align curriculum with SPA standards, CAEP standards, OSAT competencies, and the needs of local area school districts. The Elementary Education, Special Education and Early Childhood programs developed a proposal to revamp their programs, as mentioned earlier, in collaboration with the above listed departments in order to better prepare teacher candidates to become effective teachers. The ELED program has recently piloted a new Integrated Arts class to provide more strategies to embed drama, dance, art, music, and theatre into their everyday curriculum and also align with Oklahoma's Academic Standards.

## NWOSU

Collaboration with arts & sciences faculty continued as all faculty assist candidates in preparing candidates to pass tests and increasing their content knowledge. The Teacher Education Faculty (TEF) consists of education faculty and representatives from each program which represent the arts & sciences faculty. The TEF members met on a monthly basis and during a retreat to ensure all members are kept abreast of educational issues at the local, state and national levels. The TEF make recommendations to the governing unit - Teacher Education Committee, as needed.

## OPSU

All secondary education degree programs (Math, Music, Agriculture Education) are housed in the Arts and Sciences departments. Representatives of each program offered at OPSU are active members of the Teacher Education Council (TEC) which meets monthly. All Arts and Science TEC members provide significant suggestions and collaboration with the unit.

## OSU

### **Elementary**

To date, Arts & Sciences faculty members are responsible for the delivery of the general education courses for all elementary education majors.

### **Library Media**

The School Library Media certification program collaborates with the OSU Library extensively. The Dean of Libraries worked with the department to develop an excellent scholarship for candidates seeking certification. The education department shares a Graduate Research Associate with the OSU Library working specifically on an Open Educational Resources (OER) project, and both departments are in the early stages of writing an Institute of Museum and Library Sciences (IMLS) grant.

### **Mathematics Education**

A&S faculty serve on the advisory council for OSUTeach and are in conversations with COE faculty about degree sheets and the new research course as well as the Functions and Modeling class. A mathematics education faculty member from the COE is serving on the curriculum committee for the mathematics department to help with the continued conversations for the joint OSUTeach mathematics degree with teaching certification option. This has resulted in conversations that are currently happening about the revamping of the history of mathematics course to meet the needs of preservice teachers.

### **School Psychology**

The School Psychology program is a graduate-student-only program; however, some of the foundation courses in psychology have been taught by Arts and Sciences faculty members (Biological Basis of Behavior and Social Psychology).

### **Science**

A great deal of collaborative work is accomplished between science education faculty members and science professors in the College of Arts & Sciences. Courses with various interfaces between the two include Science and Math Education (SMED) 4613, SMED 4713, and BIOL 1114. There is also a collaborative Pre-Service Teacher (PST) Research Symposium and Reception, presented by candidates who have been mentored by A&S researchers. PSTs work alongside STEM faculty during the Kansas-Nebraska-Oklahoma Regional Junior Science and Humanities Symposium. Research faculty serve as judges, PSTs assist throughout the process. National Lab Day at OSU is designed for STEM faculty to host high school teachers and students in their lab during three interactive sessions. PSTs serve as volunteers and guides throughout the day in helps teacher/student groups in the labs.

### **Social Studies**

Dr. Nowell has engaged in ongoing collaborative conversations with A & S faculty members to revise the secondary social studies degree sheet, particularly working with history department faculty on a double-major degree sheet for history/social studies education majors.

## SEOSU

The faculty from the School of Arts and Sciences are included in the Teacher Education Council (TEC) which is the governing body of the teacher education program at Southeastern. The TEC is comprised of one representative from each of the program areas which provide a teacher education program. Six programs are from the School of Education and Behavioral Sciences and six programs are from the School of Arts and Sciences. Each program has equal representation

and opportunity to participate in the development of the teacher education unit. TEC sub-committees are designed to include faculty from both schools and various departments to maintain a balance among the academic units.

#### SWOSU

The Teacher Education Council (TEC) continues to review, develop, and approve policies for both initial and advanced teacher education programs. Membership includes faculty representatives from each of the initial and advanced programs that make up the unit. An examination of the TEC membership shows both undergraduate and graduate faculty are represented. Each certification area, whether graduate or undergraduate, elementary, K12, or secondary, is represented on the TEC. All departments across campus play a role in developing program policies.

Moreover, nine members of the Arts & Sciences faculty attended the Transformative Learning Conference at UCO in 2015, keynoted by Dr. Eric Mazur of Harvard University. The focus was demonstrating engaged learning practices and inquiry based strategies. The conference provided these members of the TEC an opportunity to experience explorative practices and discussion outside the realm of normal classrooms in a safe, collaborative environment. Arts & Sciences faculty partnered with Department of Education faculty in exercises which proved effective in modeling effective teaching/ learning strategies for secondary education majors.

#### UCO

Faculty from the Colleges of Liberal Arts, Math and Science, and Fine Arts and Design teach courses in the educator preparation programs and continue to participate in unit governance through membership on the Council on Teacher Education (CTE). CTE faculty members hold membership on the three committees that make up that Council: Admissions & Retention, Assessment, and Curriculum. These members also serve on the Full Council and attend general Teacher Education Faculty (TEFAC) meetings to receive program updates, to provide input and to collaborate with College of Education and Professional Studies' staff. A strong, healthy relationship exists between the four undergraduate colleges (administrators and faculty) that house teacher preparation programs.

#### OU

A&S faculty members serve on each of the certification area committees and on the Education Professions Division (EPD), the teacher education steering committee in the College.

College faculty members collaborate with A&S faculty advisors to encourage A&S students in the STEM areas, world languages, English, and history/political science to add teacher certification to their bachelor's programs.

A&S Modern & Classical language faculty assist with advising of OU-JRCOE world language education students on efficient completion of their language courses.

#### USAO

The Teacher Education Committee with representatives from all certification programs meets monthly (P12 and teacher candidates are also members of the committee). The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to the Professional Trimester. Faculty representing Math, Science, English, Social Studies, Art, Music, and PE are outside the Division of Education.

Arts and Science faculty teach courses required for Elementary (Art in the Public School, 12 hours of math, Music in the Elementary School, 13 hours of science classes, a minimum of 9 hours of language arts content, 12 hours of social studies content, PE in the Elementary), Early Childhood (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Ed (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content).

The annual Fall Work/Learning Day was held October 30, 2015 with teacher education faculty from all program areas. Since the Workday was the day before Halloween and CAEP self-study was active, the theme included webs, cauldrons, witches, spiders, and spells. Faculty looked at CAEP Standards, reviewed and discussed assessment data from the prior year and five year trends, and completed inter-rater reliability training, and validity activities. The day ended with a “spell” by casting CAEP poison and USAO Program positives into a “boiling” cauldron.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #26-b (3):**

**Annual Reports.**

**SUBJECT:** Academic Policy Exception Quarterly Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 61<sup>st</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Three exceptions to OSRHE academic policies were granted by the Chancellor since the April 21, 2016 report.

**ANALYSIS:**

**Rogers State University**

An exception to OSRHE Undergraduate Degree Requirements policy, which states that baccalaureate degrees shall be based upon a minimum of 60 credit hours, excluding physical education activity courses, at a baccalaureate degree-granting institution was granted to Rogers State University to allow RSU to award a baccalaureate degree with only 57 credit hours having been awarded at a baccalaureate degree granting institution. The exception was approved based on the student having significantly exceeded the minimum 120 total credits hours required for a baccalaureate degree, having met all other undergraduate degree requirements, and the recommendation of the president.

**Western Oklahoma State College (WOSC)**

An exception to the OSRHE Institutional Admission and Retention policy, which states off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to WOSC to allow specified faculty to teach concurrent enrollment courses. This exception was based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair, dean of the college offering the course, and recommendation of the president.

### **Northeastern Oklahoma A&M College**

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 30, 2016

**AGENDA ITEM #26-b (4):**

**Annual Reports.**

**SUBJECT:** Current Operating Income and Expenditures Report. Oklahoma State Colleges and Universities, Fiscal Year 2014-2015

**RECOMMENDATION:**

**This is an information item recommended for the State Regents' acceptance.**

**BACKGROUND:**

The report, *Financing Current Operating Costs of Higher Education in Oklahoma*, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities have been gathered, analyzed and published for every fiscal year since 1962-63 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2014-2015 with comparisons to FY2013-2014 and FY2011-2012.

**POLICY ISSUES:**

This report is consistent with the State Regents policy.

**ANALYSIS:**

This Income and Expenditure Report for FY2014-2015 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

**Twenty-Five Colleges and Universities:**

<i>Total Educational and General Part I Income: FY2015 Compared to FY2014</i>				
<i>25 Colleges and Universities</i>				
<i>Income:</i>	<i>FY2015</i>	<i>FY2014</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	963,118,234	920,516,974	42,601,260	4.6%
<i>State Appropriations</i>	634,545,841	634,014,278	531,563	0.1%
<i>Gifts and Grants</i>	74,026,531	69,007,395	5,019,136	7.3%
<i>Other Sources</i>	124,209,028	116,803,087	7,405,941	6.3%
<b><i>Total Income</i></b>	<b>1,795,899,634</b>	<b>1,740,341,734</b>	<b>55,557,900</b>	<b>3.2%</b>
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2015 Compared to FY2014</i>				
<i>25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2015</i>	<i>FY2014</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	772,132,701	754,214,604	17,918,097	2.4%
<i>Research</i>	59,985,587	59,741,892	243,695	0.4%
<i>Public Service</i>	29,455,847	23,968,099	5,487,748	22.9%
<i>Academic Support</i>	254,500,907	211,417,860	43,083,047	20.4%
<i>Student Services</i>	130,054,912	121,517,990	8,536,922	7.0%
<i>Institutional Support</i>	145,067,461	139,691,980	5,375,481	3.8%
<i>Physical Plant</i>	252,662,859	218,065,075	34,597,784	15.9%
<i>Scholarships</i>	206,801,555	190,657,621	16,143,934	8.5%
<b><i>Total</i></b>	<b>1,850,661,829</b>	<b>1,719,275,121</b>	<b>131,386,708</b>	<b>7.6%</b>
<i>Columns May Not Add Due to Rounding</i>				

For the fiscal year ending on June 30, 2015, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$1,795,899,634, an increase of \$55.6 million (3.2 percent) over fiscal year 2013-2014. In FY2015, total income was comprised of \$963,118,234 (53.6 percent) from tuition and student fees, \$634,545,841 (35.3 percent) in state appropriations, \$74,026,531 (4.1 percent) in gifts and grants, and \$124,209,028 (6.9 percent) from other income sources.

From FY2014 to FY2015, tuition and student fees increased \$42.6 million (4.6 percent). State appropriations increased \$531.6 thousand (0.1 percent), gifts and grants increased \$5.0 million (7.3 percent), and other sources increased \$7.4 million (6.3 percent).

For the fiscal year ending on June 30, 2015, Educational and General Part I expenditures for the twenty-five institutions were reported at \$1,850,661,829, an increase of \$131.4 million (7.6 percent) over fiscal year 2013-2014. In FY2015, total expenditures were comprised of \$772.1 million (41.7 percent) for instruction, \$60.0 million (3.2 percent) for research, \$29.5 million (1.6 percent) for public service, \$254.5 million (13.8 percent) for academic support, \$130.1 million (7.0 percent) for student services, \$145.1 million (7.8 percent) for institutional support, \$252.7 million (13.7 percent) for physical plant, and \$206.8 million (11.2 percent) for scholarships.

From FY2014 to FY2015, expenditures for instruction increased \$17.9 million (2.4 percent), research increased \$243.7 thousand (0.4 percent), public service increased \$5.5 million (22.9 percent), academic support increased \$43.1 million (20.4 percent), student services increased \$8.5 million (7.0 percent), institutional support increased \$5.4 million (3.8 percent), physical plant increased \$34.6 million (15.9 percent) and scholarships increased \$16.1 million (8.5 percent).

<b>Total Educational and General Part I Expenditures: FY2015 Compared to FY2014</b>				
<b>25 Colleges and Universities</b>				
<b>Expenditures</b>	<b>FY2015</b>	<b>FY2014</b>	<b>\$ Change</b>	<b>% Chg</b>
Teaching Salaries	407,103,447	399,761,924	7,341,523	1.8%
Professional Salaries	297,526,121	275,936,964	21,589,157	7.8%
Other Salaries & Wages	145,622,203	145,162,982	459,221	0.3%
Fringe Benefits	295,536,310	288,975,561	6,560,749	2.3%
<b>Sub-Total</b>	<b>1,145,788,081</b>	<b>1,109,837,431</b>	<b>35,950,650</b>	<b>3.2%</b>
Professional Services	25,039,520	25,873,402	(833,882)	-3.2%
Travel	25,331,469	22,260,635	3,070,834	13.8%
Utilities	67,511,605	66,782,975	728,630	1.1%
Supplies & Other Operating Expenses	196,244,433	177,378,672	18,865,761	10.6%
Property, Furniture & Equipment	70,743,728	61,860,678	8,883,050	14.4%
Library Books & Periodicals	23,934,442	23,278,047	656,395	2.8%
Scholarships & Other Assistance	210,489,661	194,960,073	15,529,588	8.0%
Transfers & Other Disbursements	85,578,890	37,043,208	48,535,682	131.0%
<b>Sub-Total</b>	<b>704,873,748</b>	<b>609,437,690</b>	<b>95,436,058</b>	<b>15.7%</b>
<b>Total</b>	<b>1,850,661,829</b>	<b>1,719,275,121</b>	<b>131,386,708</b>	<b>7.6%</b>
<i>Columns May Not Add Due to Rounding</i>				

For FY2015, salaries and fringe benefits totaled \$1,145,788,081, an increase of \$35,950,650 (3.2 percent) over FY2014. Other operating costs total \$704,873,748, an increase of \$95,436,058 (15.7 percent) over FY2014. Teaching salaries total \$407,103,447, an increase of \$7.3 million (1.8 percent) over FY2014. Professional Salaries total \$297,526,121, an increase of \$21.6 million (7.8 percent) over FY2014. Other Salaries and Wages total \$145,622,203, an increase of \$459.2 thousand (0.3 percent) over FY2014. Fringe Benefits total \$295,536,310, an increase of \$6.6 million (2.3 percent) over FY2014. Professional Services total \$25,039,520, a decrease of \$833.9 thousand (-3.2 percent) from FY2014. Travel expenditures total \$25,331,469, an increase of \$3.1 million (13.8 percent) over FY2014. Utilities total \$67,511,605, an increase of \$728.6 thousand (1.1 percent) over FY2014. Supplies and Other Operating Expenses total \$196,244,433, an increase of \$18.9 million (10.6 percent) from FY2014. Property, Furniture & Equipment total \$70,743,728, an increase of \$8.9 million (14.4 percent) over FY2014. Library Books and Periodicals total \$23,934,442, an increase of \$656.4 thousand (2.8 percent) from FY2014. Scholarships and Other Assistance total \$210,489,661, an increase of \$15.5 million (8.0 percent) over FY2014. Transfers and Other Disbursements total \$85,578,890, an increase of \$48.5 million (131.0 percent) over FY2014.

**Ten Constituent Agencies:**

<b>Total Educational and General Part I Income: FY2015 Compared to FY2014</b>				
<b>10 Constituent Agencies</b>				
<b>Income:</b>	<b>FY2015</b>	<b>FY2014</b>	<b>\$ Change</b>	<b>% Chg</b>
Tuition and Student Fees	132,557,485	135,046,761	-2,489,276	-1.8%
State Appropriations	227,043,884	227,043,884	0	0.0%
Federal Stimulus	7,628,382	10,271,478	-2,643,096	-25.7%
Gifts and Grants	30,440,026	27,670,267	2,769,759	10.0%
Other Sources	72,724,290	61,176,847	11,547,443	18.9%
<b>Total Income</b>	<b>470,394,067</b>	<b>461,209,237</b>	<b>9,184,830</b>	<b>2.0%</b>
<i>Columns May Not Add Due to Rounding</i>				

<b>Total Educational and General Part I Expenditures: FY2015 Compared to FY2014</b>				
<b>10 Constituent Agencies</b>				
<b>Expenditures</b>	<b>FY2015</b>	<b>FY2014</b>	<b>\$ Change</b>	<b>% Chg</b>
<i>Instruction</i>	203,087,876	193,492,868	9,595,008	5.0%
<i>Research</i>	54,485,242	49,113,626	5,371,616	10.9%
<i>Public Service</i>	54,771,833	53,020,960	1,750,873	3.3%
<i>Academic Support</i>	54,468,753	46,114,698	8,354,055	18.1%
<b>Sub-Total</b>	<b>366,813,704</b>	<b>341,742,152</b>	<b>25,071,552</b>	<b>7.3%</b>
<i>Student Services</i>	14,971,149	14,657,425	313,724	2.1%
<i>Institutional Support</i>	43,446,492	40,601,732	2,844,760	7.0%
<i>Physical Plant</i>	83,266,488	52,781,360	30,485,128	57.8%
<i>Scholarships</i>	9,511,659	9,306,312	205,347	2.2%
<b>Sub-Total</b>	<b>151,195,788</b>	<b>117,346,829</b>	<b>33,848,959</b>	<b>28.8%</b>
<b>Total</b>	<b>518,009,492</b>	<b>459,088,981</b>	<b>58,920,511</b>	<b>12.8%</b>

For the fiscal year ending on June 30, 2015, Educational and General – Part I income for the ten constituent agencies were reported at \$470,394,067, an increase of \$9.2 million (2.0 percent) over FY2014. In FY2015, total income was comprised of \$132,557,485 (28.2 percent) from tuition and student fees, \$227,043,884 (48.3 percent) in state appropriations, \$7,628,382 (1.6 percent) in federal appropriations, \$30,440,026 (6.5 percent) in gifts and grants, and \$72,724,290 (15.5 percent) from other income sources. There were no federal stimulus funds received in FY2014 or in FY2015.

From FY2014 to FY2015, tuition and student fees decreased \$2.5 million (-1.8 percent). State appropriations remained the same, federal appropriations decreased \$2.6 million (-25.7 percent), gifts and grants increased \$2.8 million (10.0 percent) and other sources increased \$11.5 million (18.9 percent).

For the fiscal year ending on June 30, 2015, Educational and General Part I expenditures for the ten constituent agencies were reported at \$518,009,492, an increase of \$58.9 million (12.8 percent) over fiscal year 2013-2014. In FY2015, total expenditures were comprised of \$203.1 million (39.2 percent) for instruction, \$54.5 million (10.5 percent) for research, \$54.8 million (10.6 percent) for public service, \$54.5 million (10.5 percent) for academic support, \$15.0 million (2.9 percent) for student services, \$43.4 million (8.4 percent) for institutional support, \$83.3 million (16.1 percent) for physical plant, and \$9.5 million (1.8 percent) for scholarships.

<b>Total Educational and General Part I Expenditures: FY2015 Compared to FY2014</b>				
<b>10 Constituent Agencies</b>				
<b>Expenditures</b>	<b>FY2015</b>	<b>FY2014</b>	<b>\$ Change</b>	<b>% Chg</b>
<i>Teaching Salaries</i>	89,222,102	93,858,062	(4,635,960)	-4.9%
<i>Professional Salaries</i>	105,975,590	103,679,542	2,296,048	2.2%
<i>Other Salaries &amp; Wages</i>	41,288,262	40,471,807	816,455	2.0%
<i>Fringe Benefits</i>	83,045,751	81,584,082	1,461,669	1.8%
<b>Sub-Total</b>	<b>319,531,705</b>	<b>319,593,493</b>	<b>(61,788)</b>	<b>-0.02%</b>
<i>Professional Services</i>	7,080,677	4,566,318	2,514,359	55.1%
<i>Travel</i>	5,325,490	4,552,792	772,698	17.0%
<i>Utilities</i>	13,625,019	13,716,741	(91,722)	-0.7%
<i>Supplies &amp; Other Operating Expenses</i>	70,943,389	62,134,655	8,808,734	14.2%
<i>Property, Furniture &amp; Equipment</i>	16,625,117	8,506,978	8,118,139	95.4%
<i>Library Books &amp; Periodicals</i>	4,573,299	4,862,419	(289,120)	-5.9%
<i>Scholarships &amp; Other Assistance</i>	9,882,260	9,642,927	239,333	2.5%
<i>Transfers &amp; Other Disbursements</i>	70,422,536	31,512,658	38,909,878	123.5%
<b>Sub-Total</b>	<b>198,477,787</b>	<b>139,495,488</b>	<b>58,982,299</b>	<b>42.3%</b>
<b>Total</b>	<b>518,009,492</b>	<b>459,088,981</b>	<b>58,920,511</b>	<b>12.8%</b>

For FY2015, salaries and fringe benefits totaled \$319,531,705, a decrease of \$61.8 thousand (-0.02 percent) from FY2014. Other operating costs total \$198,477,787, an increase of \$59.0 million (42.3 percent) over FY2014. Teaching salaries total \$89,222,102, a decrease of \$4.6 million (-4.9 percent) from FY2014. Professional Salaries total \$105,975,590, an increase of \$2.3 million (2.2 percent) over FY2014. Other Salaries and Wages total \$41,288,262, an increase of \$816.5 thousand (2.0 percent) over FY2014. Fringe Benefits total \$83,045,751, an increase of \$1.5 million (1.8 percent) over FY2014. Professional Services total \$7,080,677, an increase of \$2.5 million (55.1 percent) over FY2014. Travel expenditures total 5,325,490, an increase of \$772.7 thousand (17.0 percent) over FY2014. Utilities total \$13,625,019, a decrease of \$91.7 thousand (-0.7 percent) from FY2014. Supplies and Other Operating Expenses total \$70,943,389, an increase of \$8.8 million (14.2 percent) from FY2014. Property, Furniture & Equipment total \$16,625,117, an increase of \$8.1 million (95.4 percent) over FY2014. Library Books and Periodicals total \$4,573,299, a decrease of \$289.1 thousand (-5.9 percent) from FY2014. Scholarships and Other Assistance total \$9,882,260, an increase of \$239.3 thousand (2.5 percent) over FY2014. Transfers and Other Disbursements total \$70,422,536, an increase of \$38.9 million (123.5 percent) over FY2014. Total FY2015 expenditures total \$518,009,492, an increase of \$58.9 million (12.8 percent) over FY2014.

**Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:**

<b>Total Income for the 25 College and Universities and the 10 Constituent Agencies</b>				
<b>FY2015 Compared to FY2014</b>				
<i>Income</i>	<i>FY2015</i>	<i>FY2014</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&amp;G Part I</i>	2,266,293,701	2,201,550,971	64,742,730	2.9%
<i>Sponsored Research</i>	492,249,287	499,471,193	-7,221,906	-1.4%
<i>Student Aid</i>	359,708,496	361,139,785	-1,431,289	-0.4%
<i>Auxiliary Services</i>	716,561,255	707,338,538	9,222,717	1.3%
<i>Hospitals and Clinics</i>	631,539,511	594,038,696	37,500,815	6.3%
<i>Agency Special</i>	77,686,976	51,342,671	26,344,305	51.3%
<b>Total</b>	<b>4,544,039,226</b>	<b>4,414,881,854</b>	<b>129,157,372</b>	<b>2.9%</b>

<b>Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies</b>				
<b>FY2015 Compared to FY2014</b>				
<i>Expenditures</i>	<i>FY2015</i>	<i>FY2014</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&amp;G Part I</i>	2,368,671,321	2,178,364,102	190,307,219	8.7%
<i>Sponsored Research</i>	492,273,484	499,504,403	-7,230,919	-1.4%
<i>Student Aid</i>	337,287,767	343,474,150	-6,186,383	-1.8%
<i>Auxiliary Enterprises</i>	620,381,334	601,631,656	18,749,678	3.1%
<i>Hospitals and Clinics</i>	582,108,039	506,076,603	76,031,436	15.0%
<i>Agency Special</i>	65,312,333	46,619,472	18,692,861	40.1%
<b>Total</b>	<b>4,466,034,278</b>	<b>4,175,670,386</b>	<b>290,363,892</b>	<b>7.0%</b>

For the fiscal year ending on June 30, 2015, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$4.466 billion, an increase of \$290.4 million (7.0 percent) over fiscal year 2013-2014. Expenditures made in fiscal year 2014-2015 include \$2.369 billion (53.0 percent) for Educational and General Part I, \$492.3 million (11.0 percent) for Sponsored Research and Other Sponsored Programs, \$337.3 million (7.6 percent) for Student Aid, \$620.4 million (13.9 percent) for Auxiliary Enterprises, \$582.1 million (13.0 percent) for Hospitals and Clinics and \$65.3 million (1.5 percent) for Agency Special.

From fiscal year 2013-2014 to fiscal year 2014-2015, total expenditures increased by \$290,363,892 (7.0 percent). Expenditures for Educational and General Part I increased \$190.3 million (8.7 percent),

Sponsored Research and Other Sponsored Programs decreased \$7.2 million (-1.4 percent), Student Aid decreased \$6.2 million (-1.8 percent), Auxiliary Enterprises increased \$18.7 million (3.1 percent), Hospitals and Clinics increased \$76.0 million (15.0 percent) and Agency Special increased \$18.7 million (40.1 percent).



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**MINUTES**

**Seven Hundred Seventy-Fourth Meeting**



May 27, 2016



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

Minutes of the Seven Hundred Seventy-Fourth Meeting  
May 27, 2016

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Research Park, Oklahoma City

**Minutes of the Seven Hundred Seventy-Fourth Meeting  
of the  
Oklahoma State Regents for Higher Education  
May 27, 2016**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Friday, May 27, 2016, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 20, 2015. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Toney Stricklin called the meeting to order and presided. Present for the meeting were State Regents Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent White made a motion, seconded by Regent Helm, to approve the minutes of the State Regents' regular meeting on April 21, 2016. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin, and White. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Stricklin thanked the President's and Chancellor Glen D. Johnson for going to the State Capitol during the legislative session and for their effort on behalf of the State System.
5. **REPORT OF THE CHANCELLOR.** Chancellor 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 faculty salaries at Oklahoma institutions.

**6. STATE REGENTS.** Regent Stricklin introduced United States District Judge Vicki Miles-LaGrange, who was present to administer the oath of office. Judge Miles-LaGrange administered the oath of office to Regent Andy Lester, who was appointed to a nine-year term by Governor Mary Fallin. All Regents congratulated Regent Lester.

**7. STUDENT ADVISORY BOARD.**

a. Judge Miles-LaGrange administered the oath of office to incoming members of the Student Advisory Board (SAB). Members of the SAB are elected to serve a one-year term by delegates to the Oklahoma Student Government Association at their annual meeting.

b. Regent Massey made a motion, seconded by Regent Helm, to approve the 2016 Annual Report of the Student Advisory Board. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

Vice Chancellor Kermit McMurry, introduced Mr. Matt Chuning, President of the Student Advisory Board, who provided Regents with an overview of the SAB annual report and recommendations. Recommendations included encouraging institutions to improve academic advising, implementing block rate tuition, making campus safety a top priority, improving WiFi on campus, supporting an increase in the Oklahoma's Promise income eligibility requirement, and maintaining the current policy concerning weapons on campus.

**8. E&G BUDGET.**

a. This item was approved after the Recess (page 19545).

b. Regent Helm made a motion, seconded by Regent Massey, to approve the allocation of \$1,300,277.19 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes

placed on the sale of cigarettes and tobacco products. Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm, and Parker. Voting against the motion were none.

**9. TUITION. REGENT HELM MADE A MOTION, SECONDED BY REGENT MASSEY, TO APPROVE THE FY2017 TUITION AND MANDATORY FEE PRINCIPLES AND GUIDELINES.** Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.

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

- a. XAP in the amount of \$250,000 for the operations and maintenance of the Student Portal.
- b. Pine Telephone Company in the amount of \$269,500 for circuits to provide service to OneNet customers.
- c. MBO Video LLC in the amount \$774,100 for circuits to provide service to OneNet customers.
- d. Dobson Technologies Transport and Telecom Solutions in the amount \$170,000 for FY17 statewide fiber maintenance of the Oklahoma Community Anchor Network.
- e. University of Oklahoma Health Sciences Center in the amount \$197,343.96 for lease of office space located at 840 Research Parkway.

Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, and Lester. Voting against the motion were none.

**11. INVESTMENTS.** Regent Parker made a motion, seconded by Regent Holloway, to approve new investment managers Apollo Total Return and H/2 Capital Partners. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester, and Turpen. Voting against the motion were none.

**12. NEW PROGRAMS.**

- a. Regent Parker made a motion, seconded by Regent Massey, to approve the request from

the University of Oklahoma 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. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Turpen, and Massey. Voting against the motion were none.

- b. Regent Massey made a motion, seconded by Regent Turpen, to approve the request from Oklahoma State University to offer the Bachelor of Science in Applied Exercise Science. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey, and Stricklin. Voting against the motion were none.
- c. Regent Parker made a motion, seconded by Regent Turpen, to approve the request from the University of Central Oklahoma 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. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin, and White. Voting against the motion were none.
- d. Regent Massey made a motion, seconded by Regent White, to approve the request from Rose State College to offer the Associate in Science in Emergency Management and the Certificate in Emergency Preparedness and Planning. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White, and Helm. Voting against the motion were none.
- e. Regent Turpen made a motion, seconded by Regent White, to approve the request from Tulsa Community College to offer the Associate in Applied Science in Healthcare Specialist/Paramedic. Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm, and Parker. Voting against the motion were none.

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

- a. Northeastern Oklahoma A&M College requested to delete the Certificate in Drafting/Design (less than 2 year certificate) and the Certificate in Drafting/Design (less than 1 year certificate). Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.

#### **14. POLICY.**

- a. Regent Holloway made a motion, seconded by Regent White, to approve revisions to the *Credit for Prior Learning* policy. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, and Lester. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent White, to approve the Langston University remediation pilot program. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester, and Turpen. Voting against the motion were none.
- c. Regent Holloway made a motion, seconded by Regent Parker, to approve the Oklahoma City Community College concurrent enrollment pilot project. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Turpen, and Massey. Voting against the motion were none.
- d. Regent Holloway made a motion, seconded by Regent White, to approve the Tulsa Community College EXCELeRATE Concurrent Enrollment pilot project. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey, and Stricklin. Voting against the motion were none.
- e. Regents reviewed revisions to the *Institutional Admission and Retention* policy. This item was for posting only and did not require State Regents' action.
- f. Regents reviewed revisions to the *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy. This item was for posting only and did not require State Regents' action.



- 15. INTENSIVE ENGLISH PROGRAM.** Regent Holloway made a motion, seconded by Regent Parker, to approve the English as a Second Language Program at Oklahoma City Community College. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin, and White. Voting against the motion were none.
- 16. DELETED ITEM.**
- 17. DELETED ITEM.**
- 18. COMMENDATIONS.** Regent Turpen made a motion, seconded by Regent Parker, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.
- 19. EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.
- 20. CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent White, to approve the following consent docket items:
- a. Programs.
    - (1) Program Modifications. Approval of institutional requests.
    - (2) Program Suspensions. Ratification of approved institutional requests to suspend degree programs.
  - b. State Authorization Reciprocity Agreement. Ratification of institutional requests to participate in the State Authorization Reciprocity Agreement.
  - c. GEAR UP. Ratification of GEAR UP Partnership Support for Oklahoma School Districts.
  - d. Brad Henry International Scholarship Program. Ratification of the Brad Henry International Scholarship Program 2016-2017 Scholarship Awards.

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

Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

**21. REPORTS.** Regent Parker made a motion, seconded by Regent Massey, to accept the following reports:

- a. Programs. Current status report on program requests.
- b. Annual Reports.
  - (1) Chiropractic Education Scholarship Program 2015-2016 Year End Report.
  - (2) Future Teachers Scholarship Program 2015-2016 Year End Report.
  - (3) William P. Willis Scholarship 2015-2016 Year End Report.
  - (4) George and Donna Nigh Scholarship 2015-2016 Year End Report.
  - (5) Tulsa Reconciliation Education and Scholarship Program 2015-2016 Year End Report.
  - (6) College Student Developmental Education/Remediation Report.

Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

**22. REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

d. Investment Committee. The Investment Committee had no additional items for Regents' action.

**23. NEW BUSINESS.** No new business was brought before the Board.

**24. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Stricklin announced that 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 9:00 a.m. at the State Regents Office in Oklahoma City.

**25. RECESS.** Regent Stricklin suspended the meeting due to pending legislation which may affect appropriations to the State System.

The State Regents meeting resumed at 2:45 p.m. on Friday, May 27, 2016, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Present for the meeting were Regent Stricklin, Helm, Parker, Holloway, and Lester.

After the recess, the State Regents approved the allocation of state appropriated funds.

**26. E&G BUDGET.**

a. Regent Helm made a motion, seconded by Regent Lester, to approve the allocation of FY2017 state appropriations to colleges, universities, constituent agencies, centers, Regents' operations and other special programs and to approve the FY2017 Budget Principles and Guidelines. Voting for the motion were Regent Helm, Parker, Holloway, Lester and Stricklin. Voting against the motion were none.

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

ATTEST:

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Toney Stricklin, Chairman

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Ron White, Secretary



# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

## MINUTES OF THE COMMITTEE-OF-THE-WHOLE

Thursday, May 26, 2016

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Thursday, May 26, 2016, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on November 20, 2015. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen and John Massey. Regent White joined the meeting at 10:40 a.m. and Regent Helm joined at 10:48 a.m. Regent Stricklin called the meeting to order and presided.

3. **MERCER-HAMMOND.** Ms. Beth Johnson and Mr. Ken Shimberg from Mercer-Hammond were present to facilitate a discussion regarding the Oklahoma State Regents for Higher Education's (OSRHE) current investments. Ms. Johnson and Mr. Shimberg discussed the current market environment, current investment returns and recommendations.

They made a recommendation to invest \$20 million in Apollo Total Return and \$7 million in H/2 Capital Partners.

4. **EXECUTIVE SESSION.** Regent Holloway made a motion, seconded by Regent Helm, 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, Helm, Parker, Holloway, Lester, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

5. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor Amanda Paliotta stated that the Oklahoma State Legislature has not approved an FY17 budget yet, but it is estimated the OSRHE will receive an \$810 million appropriation, a 15.92 percent reduction from FY16. Additionally, there may be a reduction in current fiscal year appropriations before year end due to an anticipated shortfall in oil gross production collections.

6. **SOUTHERN REGIONAL EDUCATION BOARD (SREB).** Vice Chancellor Tony Hutchison gave a brief presentation of the 2014-2015 SREB Indicators Report. He stated that among the four-year institutions in SREB states:

- Oklahoma is the lowest in tuition and fees;
- Third highest in degrees and certificates conferred;
- Fifth highest in percentage of undergraduate instruction through e-learning; and
- Next to last in faculty salaries.

In two-year institutions:

- Oklahoma ranks in the middle in tuition and fees;
- Sixth lowest in degrees and certificates conferred;
- Fifth highest in percentage of undergraduate instruction through e-learning; and
- In the middle in faculty salaries.

7. **LEGISLATIVE UPDATE.** Vice Chancellor Hollye Hunt stated that none of the weapons on campus bills were sent through the process. Additionally, HB 3058 that would allow the Office of Management and Enterprise Services to reconcile all state agency revolving funds and potentially take those funds did not make it through the process either.
8. **STATE HIGHER EDUCATION EXECUTIVE OFFICERS (SHEEO).** Chancellor Glen D. Johnson stated that Oklahoma was asked to participate in a pilot Adult Promise program with possible funding from the Lumina Foundation. Vice Chancellor Hutchison and Associate Vice Chancellor Debbie Blanke attended a two-day meeting to discuss the details of the program and they will be working with SHEEO in the coming months to possibly implement this program in Oklahoma.
9. **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 May meeting were: Southeastern Oklahoma State University, Northeastern State University, and Oklahoma City Community College.
  - a. Southeastern Oklahoma State University (SE). President Sean Burrage gave a brief presentation on SE's CCA initiatives. President Burrage began by stating that SE is focused on college readiness, early alerts, intrusive advising, and encouraging adult learners to come back to college. Dr. Robin Plumb, Coordinator of Field Experiences, stated that SE has collaborated with both the Choctaw and Chickasaw tribes to offer the Master of Science in Native American Leadership completely online. SE also offers the Bachelor of Science in Early Intervention and Child Development completely online, designed for working adults. SE's CCA goal is to graduate 25 additional students each year and they have surpassed that goal.
  - b. Northeastern State University (NSU). President Steve Turner gave a brief presentation on NSU's CCA initiatives. President Turner began by stating that NSU is focused on college readiness, math and English remediation reform through instructional labs, intrusive advising and early warning systems as well as accelerated degree pathways, and immersive learning principals. NSU's CCA goal is to graduate 55 more degrees per year and NSU has met that goal with an average 58.7 additional degrees.
  - c. Oklahoma City Community College (OCCC). President Jerry Steward gave a brief presentation on OCCC's CCA initiatives. President Steward began by stating that OCCC has taken a co-requisite approach with developmental math and English and are standardizing their online courses. OCCC had one advisor for every 2,000 students so they have contracted with existing faculty to work as advisors in their free time for a stipend. Additionally, 70 percent of OCCC students leave with no debt and those who do have an average debt of \$9,000. OCCC also implemented a mentor program for African American males. This program works with those students and in the pilot phase their

GPA's increased from 2.0 to 3.0. OCCC is working to find a revenue source to continue and grow this program.

**10. TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Vice Chancellor Blake Sonobe updated the State Regents on the status of the Online Education Task Force. He stated that NextThought has completed Phase 1 of their work on building an online education model in Oklahoma. Mr. Ken Parker, Co-Founder and Chief Executive Officer of NextThought, is currently working on next steps and will present those at the next Online Education Task Force meeting.
- 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. The planning group is identifying keynote, plenary speakers and breakout sessions.

- 11. GRANT.** Associate Vice Chancellor Blanke stated that the OSRHE is partnering with the Oklahoma State Department of Education and the Oklahoma Department of Career and Technology Education on the New Skills for Youth Initiative and grant. This is a multi-year grant focusing on career pathways and improving career-focused education that prepares students for competitive employment.

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

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

- Friday, May 27, 2016 – Reception for Regent Andy Lester – 8:30 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.
- Friday, June 3, 2016 – Employee Recognition Event – 3:30 p.m. at Langston University – Oklahoma City's Auditorium.
- 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.

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

ATTEST:

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Toney Stricklin, Chairman

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Ron White, Secretary