



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 1, 2016

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 1, 2016 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on September 1, 2016.

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

A G E N D A

Thursday, September 1, 2016 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman John Massey, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** (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.

ACADEMIC

6. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Bachelor of Science in Architectural Studies in Architecture, the Graduate Certificate in School Counseling, and the Graduate Certificate in Drug and Alcohol Counseling. Page 3.
 - b. Oklahoma State University. Approval to offer the Graduate Certificate in Infant Mental Health. Page 15.
 - c. Southeastern Oklahoma State University. Approval to offer the Bachelor of Science in Health and Human Performance. Page 23.
 - d. Southwestern Oklahoma State University. Approval to offer the Bachelor of Applied Science in Health Science. Page 33.
 - e. Rose State College. Approval to offer the Certificate in Digital Graphic Design. Page 41.
 - f. Oklahoma City Community College. Approval to offer the Certificate in Graphic Design and the Certificate in Photography/Digital Imaging. Page 47.
7. **Program Deletions.** Approval of institutional requests for program deletions. Page 55.

8. **Grants.**
 - a. Approval of funds granted for the continuation of the Single Mothers Academic Resource Team. Page 57.
 - b. Allocation of the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate Grant Programs. Page 61.
9. **Policy.**
 - a. Academic Scholars Program. Posting of proposed permanent rule revisions. Page 67.
 - b. Oklahoma's Promise. Posting of proposed permanent rule revisions to the Oklahoma's Promise – Oklahoma Higher Learning Access Program. Page 73.
 - c. Oklahoma Tuition Aid Grant. Posting of proposed permanent rule revisions. Page 77.
 - d. Regional University Baccalaureate Scholarship Program. Posting of proposed permanent rule revisions. Page 81.
 - e. Approval of a request from Tulsa Community College for a policy exception. Page 85.
 - f. Posting of revisions to the State Regents' Institutional Accreditation policy. Page 87.
 - g. Posting of revisions to the State Regents' Intensive English Program Approval and Review policy. Page 123.
10. **Intensive English Program.**
 - a. Approval of the Center for English as a Second Language at the University of Oklahoma in Norman, Oklahoma to offer Intensive English Programs. Page 135.
 - b. Approval of the ELS Language Centers in Oklahoma City, Oklahoma to offer Intensive English Programs. Page 139.
11. **Academic Scholars Program.** Program change for 2017-18 and authorization of freshmen institutional nominees for Fall 2017. Page 141.
12. **Regional University Baccalaureate Scholarship Program.** Approval of Freshmen Scholarship Slots for 2017-2018. Page 149.
13. **ACT Annual Report.** Oral presentation and acceptance of the Annual Report on the ACT scores for the 2016 graduating class. Page 153.

FISCAL

14. **E&G Budget Allocations.**

- a. First quarter FY17 distribution of Cigarette and Tobacco Tax Revenue. Page 157.
 - b. Approval of a third year grant allocation to the Oklahoma Historical Society for the Higher Education Archives Project. Page 159.
- 15. **Master Lease Equipment Program.** Approval of a listing of projects for submission to the Council of Bond Oversight for 2016 Master Lease Equipment Projects. Page 161.
 - 16. **EPSCoR.** Approval of the revised Oklahoma EPSCoR Committee bylaws. Page 165.
 - 17. **Contracts and Purchases.** Approval of FY-2017 Purchases in excess of \$100,000. Page 171.
 - 18. **Investments.** Approval of new investment managers. Page 173.

EXECUTIVE

- 19. **Institutional Cash Flow Reserves Report.** Acceptance of the FY17 Institutional Cash Flow Reserves Report. Page 175. (Supplement)
- 20. **State Regents' Meetings.** Approval of the proposed 2017 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 177.
- 21. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 179.
- 22. **Executive Session.** Page 181.
 - 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.
- 23. **Personnel.** Discussion and possible action regarding the position of GEAR UP Project Director. Page 183.

CONSENT DOCKET

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

- (1) Program Modifications. Approval of institutional requests. Page 187.
- (2) Program Suspension. Approval of institutional requests. Page 197.
- b. Reconciliation. Approval of institutional request for program reconciliation. Page 199.
- c. Electronic Delivery.
 - (1) Approval of Northeastern State University's request to offer the Bachelor of Science in Organizational Leadership through online delivery. Page 201.
 - (2) Approval of Western Oklahoma State College's to offer the Associate in Arts in Behavioral Science through online delivery. Page 203.
- d. Prior Learning Assessment. Approval of modifications and additions to the prior learning assessment matrix for technical education. Page 205.
- e. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 209.
- f. Agency Operations. Purchasing. Ratification of purchases over \$25,000 to \$100,000. Page 211.
- g. Non-Academic Degrees.
 - (1) Ratification of a request from the University of Oklahoma to award a posthumous degree. Page 215.
 - (2) Ratification of a request from Southeastern Oklahoma State University to award an honorary degree. Page 217.
- h. Resolution. Approval of a resolution honoring State Regents' staff. Page 219.

REPORTS

- 25. **Reports.** Acceptance of reports listed.
 - a. Programs.
 - (1) Current status report on program requests. Page 221. (Supplement)
 - (2) Annual Report of Program Requests. Page 223. (Supplement)
 - b. Annual Reports.
 - (1) Acceptance of the Policy Exception Quarterly Report for FY2017. Page 225.
 - (2) Acceptance of the FY17 Tuition and Fee Rate Report. Page 227.

- (3) Acceptance of the student cost report in the Oklahoma State System of Higher Education for FY 2016-2017. Page 229.

26. **Report of the Committees.** (No Action, No Discussion).
- a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
27. **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."
28. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on October 19, 2016 at 10:30 a.m. and Thursday, October 20, 2016 at 9 a.m. at the State Regents Office in Oklahoma City.
29. **Adjournment.**

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

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of June 17, 2016 through August 17, 2016.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of June 17, 2016 through August 17, 2016:

- Participated in conference call with Kansas Board of Regents President and CEO Blake Flanders to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Nominating Committee conference call.
- Met with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Attended and presided at the Southern Regional Education Board's (SREB) annual meeting in Little Rock, Arkansas.
- Attended and chaired Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Attended retirement reception for Oklahoma Ethics Commission Executive Director Lee Slater in Oklahoma City.
- Attended and chaired STEM Summit Planning Committee meeting in Oklahoma City.
- Participated in Oklahoma Educational Television Authority (OETA) Executive Committee conference call to discuss OETA.
- Met with Secretary of Education and Workforce Development Natalie Shirley, State Superintendent Joy Hofmeister, Oklahoma CareerTech State Director Marcie Mack and Secretary of Commerce and Tourism Deby Snodgrass in Oklahoma City to discuss K-12, CareerTech, and higher education issues.
- Met with Dr. Tom McKeon in Oklahoma City to discuss higher education issues.
- Participated in conference call with HCM Strategists Senior Director of State Policy Jimmy Clarke to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Executive Committee conference call.
- Met with Representative Jadine Nollan in Sand Springs to discuss higher education issues.
- Met with Representative Katie Henke in Tulsa to discuss higher education issues.
- Met with Representative Michael Rogers in Broken Arrow to discuss higher education issues.

- Met with Senator John Ford and Representative Earl Sears in Bartlesville to discuss higher education issues.
- Attended State Higher Education Executive Officers Association (SHEEO) Annual Meeting in Baltimore.
- Met with Southwestern Oklahoma State University (SWOSU) President Randy Beutler in Oklahoma City to discuss higher education issues.
- Participated in conference call with University System of Maryland Chancellor Emeritus Brit Kirwan to discuss higher education issues.
- Met with Enable Midstream Director of Government Affairs Jeff Applekamp and Quartz Mountain Executive Director Terry Mosley to discuss Quartz Mountain issues.
- Met with Representative Todd Thomsen in Oklahoma City to discuss higher education issues.
- Met with Representative Chad Caldwell in Enid to discuss higher education issues.
- Met with Representative John Pfeiffer in Enid to discuss higher education issues.
- Met with Eugene Earsom in Oklahoma City to discuss higher education issues.
- Met with Representative George Young in Oklahoma City to discuss higher education issues.
- Met with Senator David Holt in Oklahoma City to discuss higher education issues.
- Met with Representative Jason Dunnington and Representative Emily Virgin in Oklahoma City to discuss higher education issues.
- Met with Representative Scott Inman in Del City to discuss higher education issues.
- Met with Senator Ervin Yen in Oklahoma City to discuss higher education issues.
- Met with Representative John Michael Montgomery in Lawton to discuss higher education issues.
- Met with Representative Jeff Coody in Lawton to discuss higher education issues.
- Met with Secretary of Commerce and Tourism Deby Snodgrass in Oklahoma City to discuss higher education issues.
- Participated in conference call with Dr. Monika Williams Shealey at Rowan University in Glassboro, New Jersey as part of the American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss OETA.
- Met with Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Met with Senator Ron Sharp in Shawnee to discuss higher education issues.
- Met with Senator Roger Thompson in Okemah to discuss higher education issues.
- Met with Representative Jon Echols in Oklahoma City to discuss higher education issues.
- Participated in conference call with HCM Strategists Senior Director of State Policy Jimmy Clarke to discuss higher education issues.
- Met with Representative Cyndi Munson in Oklahoma City to discuss higher education issues.
- Participated in conference call with Secretary of Education and Workforce Development Natalie Shirley to discuss higher education issues.
- Met with John Reid, Oklahoma Business Roundtable, to discuss higher education issues.
- Attended and chaired STEM Summit Planning Committee meeting in Oklahoma City.
- Met with Representative Leslie Osborn in Oklahoma City to discuss higher education issues.
- Met with Northeastern Oklahoma A&M College (NEO) President Jeff Hale in Oklahoma City to discuss higher education issues.
- Met with Northern Oklahoma College (NOC) President Cheryl Evans in Oklahoma City to discuss higher education issues.
- Participated in phone call with Seminole State College (SSC) President Jim Utterback to discuss higher education issues.
- Attended ACT college and career readiness briefing in Oklahoma City.

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

AGENDA ITEM #6-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in Architectural Studies in Architecture, the Graduate Certificate in School Counseling, and the Graduate Certificate in Drug and Alcohol Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Bachelor of Science in Architectural Studies in Architecture, with an option in Architecture 3-1/2 year program, and, via traditional and electronic delivery, the Graduate Certificate in School Counseling and the Graduate Certificate in Drug and Alcohol Counseling, 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 Architectural Studies in Architecture.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 72 students in Fall 2020; and
Graduates: a minimum of 13 students in 2020-2021.
- **Graduate Certificate in School Counseling.** The graduate certificate is in embedded within the Master of Education in Professional Counseling (248) and will be included in the regular 5-year program review.
- **Graduate Certificate in Drug and Alcohol Counseling.** The graduate certificate is in embedded within the Master of Education in Professional Counseling (248) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

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

- In June 2015, the offices of Admissions and Recruitment were combined, which will streamline services and better allow us to assist prospective and admitted students.
- This spring and summer there was substantial outreach to students to encourage them to enroll in classes earlier. We had many fewer late enrollees this year as compared to previous years.

- We have instituted new deadlines for the Fall 16 academic year. The deadlines of December 15 for scholarships, and the February 1 freshman application deadline will allow students to be informed of their admission decision sooner. They will also be able to begin the enrollment process earlier which will allow the advisors to identify needed resources.
- Efforts continue to track the needs of all populations, including Oklahoma residents, non-residents, and international students and applicants.
- Continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our third year of using the Common Application for undergraduates and in the third year of using the College-Net software for processing applications for graduate students.
- Continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

APRA Implementation

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

Since 1992, the University of Oklahoma (OU) has taken the following program actions in response to APRA:

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

Program Review

OU offers 287 degree and/or certificate programs as follows:

26	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
118	Baccalaureate Degrees
89	Master’s Degrees
54	Doctoral Degrees
0	First Professional Degree

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

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Science in Architectural Studies in Architecture, the Graduate Certificate in School Counseling, and the Graduate Certificate in Drug and Alcohol Counseling at their May 12, 2016 meeting.

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

- Bachelor of Arts for Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Master of Science in Knowledge Management (347);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Certificate in Human Resource Diversity and Development (340);
- Master of Science in Construction Administration in Construction Administration (243) ;
- Master of Science in Criminal Justice (391)
- Master of Legal Studies in Legal Studies (149)
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394) ;
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Education in Special Education (219) Master of Science in Civil Engineering (038);
- Master of Environmental Science (076); and
- Master of Library and Information Studies (151).

OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Architectural Studies in Architecture

Program purpose. The proposed program is designed to provide students lacking an architecture background a more advantageous path into the Master of Architecture in Architecture (012) and to pursue professional licensure.

Program rationale and background. The goal of OU is to offer a range of accredited professional architecture degree tracks at both the undergraduate and graduate levels. The proposed program is central

to a strongly recommended repositioning and restructuring in the OU Division of Architecture. In addition to the the Bachelor of Architecture in Architecture (011), OU also offers two professional tracks that allow students with non-architecture undergraduate degrees to achieve a graduate-level professional architecture degree. In February 2015, the OU Academic Program Review process suggested the Division of Architecture modify the current Bachelor of Architecture in Architecture – Four Plus Year Program (011). Research prepared by the American Institution of Architects suggests that graduates with a master’s degree will earn a higher annual salary than graduates with a bachelor’s degree in architecture. The proposed program facilitates a new pathway for an accelerated graduate-level professional architecture degree track, specifically for late career professionals.

Employment opportunities. The proposed program does not allow for architectural licensure unless the student continues their education into a graduate program. As such, the proposed program serves primarily as a stepping stone into the Master of Architecture in Architecture (012) program. Once a student has completed the master’s program, the job outlook in the industry is strong. According to the Oklahoma Employment Security Commission, career opportunities for Architectural and Engineering Managers and Architects are expected to increase as much as 11 percent through 2024, which is better than the national average.

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	72	Fall 2020
Minimum Graduates from the program	13	2020-2021

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

Institution	Existing Program
Oklahoma State University	Bachelor of Architecture in Architecture (021)

A system wide letter of intent was communicated by email on March 31, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the distance between institutions and the specific program focus, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Architectural Studies in Architecture program will consist of 120 total credit hours, depending on the option, as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	40
Major Requirements	71
General Electives	9
Total	120

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

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

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

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

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$714	\$714	\$714	\$714	\$714
<i>Narrative/Explanation: The amounts above originate from the Division Foundation fund and Director's Imel Professorship.</i>					
Existing State Resources	\$397,202	\$397,202	\$397,202	\$397,202	\$397,202
<i>Narrative/Explanation: The amounts above reflect 37 percent of total annual budget for faculty, teaching assistants, adjuncts and division costs.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$200,207	\$359,606	\$624,209	\$814,214	\$855,022
<i>Narrative/Explanation: Estimated student tuition is based on an enrollment of 17, 30, 52, 68, and 72 students in years 1 through 5. OU anticipates at least 9 students to be out-of-state.</i>					
TOTAL	\$598,123	\$757,522	\$1,022,125	\$1,212,130	\$1,252,938

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$714	\$714	\$714	\$714	\$714
<i>Narrative/Explanation: The amounts above reflect 37 percent of costs for administrative support.</i>					
Faculty	\$96,874	\$193,748	\$290,622	\$387,496	\$387,496
<i>Narrative/Explanation: The amounts above reflect 37 percent of costs for full-time faculty and adjunct salary.</i>					
Graduate Assistants	\$1,439	\$2,878	\$4,317	\$5,756	\$5,756
<i>Narrative/Explanation: The budgeted amounts will be used for graduate assistant support provided across all class offerings.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$444	\$888	\$1,332	\$1,776	\$1,776
<i>Narrative/Explanation: The amounts above will be used for supplies, postage, and technology.</i>					
Library	\$0	\$0	\$0	\$0	\$0

Contractual Services	\$92	\$185	\$277	\$370	\$370
<i>Narrative/Explanation: The amounts above are budgeted for guest lecturers.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$55	\$111	\$166	\$222	\$222
<i>Narrative/Explanation: The amounts above reflect 37 percent of the current budget for printing materials.</i>					
Telecommunications	\$574	\$1,148	\$1,722	\$2,296	\$2,296
<i>Narrative/Explanation: The amounts above are estimated costs incurred by faculty and staff for telecommunications.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$100,192	\$199,672	\$299,150	\$398,630	\$398,630

Graduate Certificate in School Counseling

Program purpose. The proposed graduate certificate will provide students the necessary coursework and transcribed credential to pursue alternative certification as a school counselor.

Program rationale and employment opportunities. The proposed graduate certificate responds to the need for licensed school counselors in the State of Oklahoma. The coursework required for the proposed graduate certificate is embedded within the Master of Education in Professional Counseling (248), which meets many of the requirements for becoming a Licensed Professional Counselor. According to the Oklahoma Employment Security Commission, career opportunities for Educational, Guidance, School, and Vocational Counselors are expected to increase approximately 7 percent through 2024. Properly trained professional counselors with additional coursework specific to a school counseling setting would be highly desirable in the current job market.

Student demand. The proposed graduate certificate program is expected to fulfill student demand within the Master of Education in Professional Counseling (248) program.

Duplication and impact on existing programs. There are no Graduate Certificate in School Counseling programs offered in Oklahoma. A system wide letter of intent was communicated via email on April 15, 2016. Northeastern State University (NSU) requested a copy of the proposal, which was sent May 25, 2016. Neither NSU nor any other State System institution notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate certificate program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	15
Total	15

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

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

Financing and program resource requirements. The proposed graduate certificate program is an embedded certificate within the Master of Education in Professional Counseling (248) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Drug and Alcohol Counseling

Program purpose. The proposed graduate certificate will prepare students for licensure as a Drug and Alcohol Counselor.

Program rationale and employment opportunities. According to the Oklahoma State Department of Mental Health and Substance Abuse Services, substance abuse is an enormous public health problem. The proposed graduate certificate responds to a critical need for well-qualified drug and alcohol counselors to combat the growing epidemic of substance abuse in Oklahoma. Oklahoma Employment Security Commission data indicates that career opportunities for Mental Health and Substance Abuse Social Workers and Substance Abuse and Behavioral Disorder Counselors are expected to increase 16 to 18 percent through 2024.

Student demand. The proposed graduate certificate program is expected to fulfill student demand within the Master of Education in Professional Counseling (248) program.

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

Institution	Existing Program
East Central University	Graduate Certificate in Human Resources-Addictions Counseling (099)

A system wide letter of intent was communicated via email on April 15, 2016. Northeastern State University (NSU) requested a copy of the proposal, which was sent May 25, 2016. Neither NSU nor other State System institutions notified State Regents' staff of a protest to the proposed certificate program. Due to distance between institutions approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate certificate program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	15
Total	15

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

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

Financing and program resource requirements. The proposed graduate certificate program is an embedded certificate within the Master of Education in Professional Counseling (248) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN ARCHITECTURAL STUDIES IN ARCHITECTURE**

Degree Requirements		Credit Hours
General Education and College Requirements		40
ENGL 1113	Principles of English Composition	3
ENGL 1213 or EXPO 1213	Principles of English Composition Expository Writing	3
HIST 1483 or HIST 1493	United States, 1492-1865 United States, 1865 to Present	3
PSC 1113	American Federal Government	3
	General Education Social Science	3
	Understanding Artistic Forms	3
ARCH 2243	History of the Built Environment I	3
ARCH 2343	History of the Build Environment II	3
	Non-Western Culture Elective	3
	Natural Science with Lab	4
PHYS 1114	Physics for Non-Science Majors	4
ARCH 1112	Cultures of Collaborating, Creating, and Constructing	2
MATH 1523	Pre-Calculus and Trigonometry	3
Major Requirements		71
*ARCH 1163	Methods I – Materiality of Place	3
ARCH 1153	Design I – Design Fundamentals	3
ARCH 1263	Methods II – Patterns of Architecture	3
ARCH 1255	Design II – Craft and Making	5
ARCH 2363	Methods III – Materials and Form	3
ARCH 2356	Design III – Crafting Place	6
ARCH 2463	Methods IV – Sustainable and Resilient Systems I	3
ARCH 2456	Design IV – Materials and Making	6
ARCH 4133	Architectural Structures I	3
ARCH 4233	Architectural Structures II	3
ARCH 4453	Modern and Contemporary Architecture	3
ARCH 4563	Methods V – Sustainable and Resilient Systems II	3
ARCH 3556	Design V – Architectural Making I	6
ARCH 4543	Architectural Theory and Criticism	3

*ARCH 4663	Methods VI – Urban Design Methodologies	3
ARCH 3656	Design VI – Architectural Making II	6
ARCH 4000	Foreign Study	0
ARCH 4723	Methods VII – Advanced Systems	3
ARCH 4756	Design VII – Systems and Contest	6
General Electives		9
Select non-architecture courses so that total number of credit hours equal 120, including 48 credit hours of upper division.		
Total		120

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN SCHOOL COUNSELING**

Graduate Certificate Requirements		Credit Hours
Required Courses		15
EDPC 5513	Introduction to Drug and Alcohol Counseling	3
EDSP 5413	Theories in the Education of Exceptional Children	3
EACS 5233	Organization of Education	3
EDPC 5113	Human Development	3
EDPC 5253	Assessment in Counseling	3
Total		15

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DRUG AND ALCOHOL COUNSELING**

Graduate Certificate Requirements		Credit Hours
Required Courses		15
EDPC 5513	Introduction to Drug and Alcohol Counseling	3
EDPC 5523	Addictions and Family Theory	3
EDPC 5533	Psychopharmacology and Neurobiology of Addiction	3
EDPC 5543	Addictions Counseling	3
EDPC 5553	Addictions in Family Counseling	3
Total		12

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

AGENDA ITEM #6-b:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Graduate Certificate in Infant Mental Health.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Graduate Certificate in Infant Mental Health 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 Infant Mental Health.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2020; and
 - Graduates: a minimum of 3 students in 2020-2021.

BACKGROUND:

Academic Plan

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

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

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

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

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

APRA Implementation

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

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

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

Program Review

OSU offers 237 degree and/or certificate programs as follows:

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

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

Program Development Process

OSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. OSU’s governing board approved delivery the Graduate Certificate in Infant Mental Health at their March 4, 2016 meeting.

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);
- Master of Science in Telecommunications Management (403); and
- Bachelor of Science in Nursing in Nursing (515).

OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Infant Mental Health

Program purpose. The proposed program will prepare students to work in a variety of occupations promoting family life and resilience in human development, particularly those most at risk for adverse outcomes.

Program rationale and background. The proposed Graduate Certificate in Infant Mental Health was developed from a growing area of interest throughout Oklahoma, with various state and non-profit agencies and healthcare providers forming groups in Tulsa and Oklahoma City to address the need for qualified individuals specifically trained on infant and early childhood development and assessment of infant mental health. The proposed program was designed in collaboration with the Oklahoma

Association for Infant Mental Health (OK-AIMH) and focuses on the effects of mental, emotional, and social development during infancy and early childhood. OK-AIMH provides endorsements for practitioners who have undergone training in these areas. Furthermore, Oklahoma’s child welfare system mandates that all children under 4 years of age who are removed from their home by the Oklahoma Department of Human Services receive a screening for mental health needs. If the screening is positive, the child is referred for a thorough infant mental health/trauma-informed assessment. Currently Oklahoma does not have enough practitioners with the expertise to meet this need.

Employment opportunities. According to the Oklahoma Employment Security Commission, career opportunities in Mental Health Social Work are expected to increase approximately 16 percent through 2024. OSU anticipates that students interested in the proposed certificate will be current practitioners seeking to add an endorsement in Infant Mental Health to their existing credentials. OSU also reports that numerous organizations have expressed a desire for their employees to obtain the proposed certificate, including Domestic Violence Intervention Services, Family and Children’s Services, Sooner Start, and Parent-Child Center of Tulsa.

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	6	Fall 2020
Minimum Graduates from the program	3	2020-2021

Duplication and impact on existing programs. There are no Graduate Certificate in Infant Mental Health programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 29, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Infant Mental Health program will consist of 15 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	15
Total	15

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

Delivery method and support services. OSU will use Desire 2 Learn (D2L) as its learning management system to offer synchronous and asynchronous program and course instruction. D2L allows the student to log on to a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material. The library, facilities, and equipment are adequate for this degree program.

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$3,615	\$7,230	\$10,845	\$14,460	\$21,690
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$301.25 per credit hour and the estimated student enrollment of 1, 2, 3, 4, and 6 students in years 1 through 5. OSU anticipates students completing 12 credit hours per academic year.</i>					
TOTAL	\$3,615	\$7,230	\$10,845	\$14,460	\$21,690

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$3,600	\$7,200	\$10,800	\$14,450	\$21,650
<i>Narrative/Explanation: Courses will be taught by current faculty. The amounts above reflect a portion of faculty salary (.15 FTE) needed to teach students pursuing 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
TOTAL	\$3,600	\$7,200	\$10,800	\$14,450	\$21,650

Attachment

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN INFANT MENTAL HEALTH

Degree Requirements	Credit Hours
Required Courses	15
*HDFS 5193 Reflective Practice	3
*HDFS 5233 Infant Mental Health	3
HDFS 5243 Infant and Early Childhood Development and Attachment	3
HDFS 5343 Developmental Assessment and Interventions	3
HSFS 5513 Issues in Family Science	3
Total	15

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

AGENDA ITEM #6-c:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Bachelor of Science in Health and Human Performance.

RECOMMENDATION:

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

- **Bachelor of Science in Health and Human Performance.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 12 students in Fall 2020; and
Graduates: a minimum of 6 students in 2020-2021.

BACKGROUND:

Academic Plan

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

ACCREDITATION

Regional Accreditation

The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at SEOSU in February 2014. In July 2014, SEOSU received formal notification that its accreditation was continued until 2023-2024. SEOSU selected the Open Pathway for the next Reaffirmation of Accreditation Visit. HLC approved two additional locations for program delivery (Thackerville High School, Thackerville, OK and Choctaw Nation Headquarters, Durant, OK).

Specialized Accreditation

SEOSU is committed to academic excellence and several disciplines hold specialty accreditation. Listed below are current activities regarding specialty accreditation:

- Association to Advance Collegiate Schools of Business (AACSB)—The John Massey School of Business (JMSB) had a continuous improvement review in October 2013 and a Continuous

Improvement Review 2 in November 2014. The next accreditation review will occur during 2018-2019.

- National Association of Schools of Music (NASM)—A team completed a visit for continued accreditation in March 2013. The NASM Commission on Accreditation then continued SEOSU's accreditation in good standing for 10 years. The next visit will be in 2023-2024.
- Aviation Accreditation Board International (AABI)—In July 2013, AABI continued accreditation of all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) that provide undergraduate aviation programs for five years; the next visit is scheduled for 2017. The Aviation Sciences Institute is preparing to seek AABI accreditation for the M.S. in Aerospace Administration and Logistics during the next visit.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)—In July 2012, SEOSU was notified that the MA in Clinical Mental Health Counseling was accredited by CACREP for eight years. The next visit will be in 2020.
- National Council for Accreditation of Teacher Education (NCATE)—Teacher Education programs at SEOSU were accredited by NCATE in October 2010. The Council for the Accreditation of Educator Preparation will conduct the next visit in 2017.
- The Department of Occupational Safety and Health continues to research the feasibility of achieving accreditation by the Accreditation Board for Engineering and Technology (ABET).

NEW PROGRAM DEVELOPMENT

Choctaw University

Representatives from Office of the Academic Affairs and Native American Center for Student Success at SEOSU met with representatives from the Choctaw Nation of Oklahoma to discuss ways to sustain and improve Choctaw University (academic partnership between SEOSU and the Choctaw Nation). Students enrolled in the Executive Leadership Training Program of the Choctaw Nation have the option to enroll in targeted courses for university credit. In Fall Semester 2014, the 18 courses offered had 90 enrollments (262 student credit hours); the unduplicated head count was 34 students. In Spring Semester 2015, the 17 courses offered had 74 enrollments (222 student credit hours); the unduplicated head count was 36 students.

Bachelor of Science in Liberal and Applied Studies

The Bachelor of General Studies (BGS) was modified into the Bachelor of Science in Liberal and Applied Studies (BSLAS) to support Choctaw U and better meet the needs of our students. The BSLAS allows students to design a course of study that suits their individual educational goals. It empowers students to have more control over the college academic experience, and, because of the broad-based curriculum, allows them to exercise creativity and innovation as they plan for their own careers. In 2014-2015, the BSLAS had 97 majors and 87 graduates.

Bachelor of Science in Organizational Leadership (Reach Higher)

In 2014-2015, SEOSU used 30-second radio spots during targeted dates, billboard “wraps” for the TAPS Shuttle/Bus Service in Collin and Grayson counties, Texas, and Bryan County, Oklahoma, banner ads for social media during targeted dates, informational brochures to provide to Oklahoma Southern Workforce Board and Workforce Solutions Texoma in Texas, and promotional items to “giveaway” during events to market the Reach Higher program. Last year, the BSOL at SEOSU had 6 majors and 3 graduates. In 2015-2016, SEOSU will market the BSOL with television, digital, and radio commercials; these advertisements will be aired in

rotation with other marketing initiatives of SEOSU. Pollaro Media will be the media buyer; they are familiar with the target demographic for Reach Higher and have the bulk ad buying power to saturate the target market with advertising. Pollaro Media also will provide web banner advertising on social platforms and websites targeting specific demographics to expose them to targeted redirects to SEOSU. Billboard advertising also will be explored along primary access roads to Durant. Lastly, the use of print media also will be explored for smaller markets in north Texas and southern Oklahoma that may not be in the primary coverage areas for television and/or radio campaigns.

Sustain Current and Develop New Outreach Initiatives

SEOSU was approved to provide two new graduate programs last year, the MS in Native American Leadership (MSNAL) and a Master of Music Education (MME). Both programs were designed to be highly accessible to students; the MSNAL is 100% online and the MME is online during fall and spring semesters but students must come to campus during summer.

SEOSU was approved to deliver programs at two new locations (Thackerville High School, Thackerville, OK and Choctaw Nation Headquarters, Durant, OK) during 2014-2015; we are now authorized to deliver degree programs at eight off-campus locations in Oklahoma and two locations in Texas. SEOSU was accepted into the notification program to establish additional locations in the United States by HLC in July 2013. Once an additional location is approved by RUSO and OSRHE, SEOSU is able to notify HLC of the change during the Institutional Update each year instead of the formal application process. SEOSU uses a financial model that requires expenditures for program delivery to be offset by on-site revenues. SEOSU uses a combination of fulltime anchor faculty at the off-campus locations, distance education modes of delivery from the main campus, and the hiring of on-site adjunct faculty to deliver these programs in a cost-effective manner.

Review of the Academic Policies and Procedures Manual

SEOSU is in its fourth year of a comprehensive review of its Academic Policies and Procedures Manual (APPM). This collaborative effort of the Office of Academic Affairs and the Faculty Senate. The 2014-2015 effort was focused primarily on revising the post-tenure review policy; this new process will be used in 2015-2016.

APRA Implementation

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

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

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

Program Review

SEOSU offers 54 degree and/or certificate programs as follows:

1	Certificate
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
39	Baccalaureate Degrees
14	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 SEOSU'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

SEOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Bachelor of Science in Health and Human Performance at their June 23, 2016 meeting.

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

- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Business Administration in Management (027);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Elementary Education (016);
- Graduate Certificate in Management (113);
- Master of Business Administration (075);
- Master of Education in Elementary Education (072);
- Master of Education in School Administration (073);
- Master of Education in Secondary Education (074);
- Master of Science in Aerospace Administration and Logistics (079); and
- Master of Science in Native American Leadership (112).

SEOSU requests authorization to offer this degree program, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Health and Human Performance

Program purpose. The proposed program will prepare students for employment as health fitness specialist, strength and conditioning coaches, personal trainers, and cardiac rehabilitation technicians.

Program rationale and background. The last decade has seen a significant increase in interest relating to health, fitness, strength and conditioning, and wellness. The number of fitness, rehabilitation, and sports conditioning facilities has expanded throughout the nation, creating an ever-growing demand for exercise physiologists, cardiac rehabilitation specialists, and strength and conditioning coaches. The proposed program is designed to help address this demand by providing students with the knowledge, skills, and experiences necessary to understand the basic and advanced principles related to health fitness and athletic performance. SEOSU conducted a survey of undergraduate students and found that 77 percent were very or definitely interested in a major that focuses on health and exercise science. Additionally, majority of the current students enrolled in the Bachelor of Science in Health Physical Education (021) program were interested in pursuing the requirements for certification as a personal trainer.

Employment opportunities. The rise in chronic diseases such as type 2 diabetes, obesity, and cardiovascular disease has impacted the need for knowledgeable and skilled employees in careers focusing on new and innovative approaches to health care and prevention of disease. According to the Oklahoma Employment Security Commission employment, opportunities for Fitness Trainers, Athletic Trainers, and Exercise Physiologists are expected to increase 11 to 14 percent through 2024. SEOSU is confident the proposed program will attract students interested in these careers and that graduates will find employment within 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	12	Fall 2020
Minimum Graduates from the program	6	2020-2021

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Health and Exercise Science (291)
Oklahoma State University	Bachelor of Science in Health Education and Promotion (116) with an option in Exercise and Health
Northwestern Oklahoma State University	Bachelor of Science in Health and Sports Science Education (018)
University of Central Oklahoma	Bachelor of Science in Kinesiology (133)

A system wide letter of intent was communicated via email on August 21, 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 partnership with local industry, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	44-47
Major or Major/Minor	40 48
Minor (if needed)	18-24
General Electives	13-32
Total	124

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

Delivery method and support services. SEOSU will utilize the Blackboard learning and course management system and Campus Connect (web-based student information system) to deliver and support the program. 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. Additionally, 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 Health and Human Performance are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$600	\$600	\$600	\$600
<i>Narrative/Explanation: The amounts above reflect current funds within the Health, Physical Education, and Recreation budget being allocated to support the proposed program.</i>					
Student Tuition	\$20,286	\$33,810	\$47,334	\$54,896	\$81,144

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<i>Narrative/Explanation: The above amounts were calculated based on a tuition rate of \$225.50 per credit hour and an enrollment of 3, 5, 7, 8, and 12 students enrolled in years 1 through 5. SEOSU anticipates students completing a total of 15 credit hours for the fall and spring semesters. Additionally, SEOSU estimates that approximately 75 percent of the credit hours will be completed face-to-face and the remaining 25 percent will be completed online.</i>					
TOTAL	\$20,286	\$34,410	\$47,934	\$55,496	\$81,744

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$14,568	\$29,136	\$36,420	\$36,420	\$36,420
<i>Narrative/Explanation: Five new courses will be developed for the proposed program. The remaining courses required for the program are already available to students on a regular basis for other programs and have the capacity to serve the increased number of students enrolling in the proposed program. The average salary per course for the 2 professors scheduled to teach the new courses is \$7,284. The amounts above represent the faculty salary per year to teach the number of new courses offered per year.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$600	\$600	\$600	\$600
<i>Narrative/Explanation: The amounts above reflect funding request to supply lab equipment and for materials that will eventually need to be replaced.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts shown will be used for printing marketing brochures and course support.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$15,068	\$30,236	\$37,520	\$37,520	\$37,520

Attachment

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH AND HUMAN PERFORMANCE**

Degree Requirements	Credit Hours
General Education	44-47
ENG 1113 Grammar and Composition I	3
ENG 1213 Grammar and Composition II	3
COMM 2213 Business and Professional Speaking	3
POSC 1513 American Federal Government	3
HIST 1513 or HIST 1523 United States History to 1876 United States History Since 1876	3
ECON 2113 or GEOG 2723 or HIST 3513 or SOC 1113 Principles of Macroeconomics Regional Geography of the World U.S. Social and Cultural History Principles of Sociology	3
HPER 1113 Wellness and Positive Life-Styles	3
BIOL 1114 or BIOL 1404 General Biology Principles of Biology I	4
CHEM 1004 or CHEM 1114 or CHEM 1315 or PHYS 1114 or PHYS 2015 or PSCI 1114 or PSCI 1214 or PSCI 1414 Chemical Concepts Basic Chemistry I General Chemistry I General Physics I Engineering Physics I General Physical Science Earth Science General Astronomy	4-5
MATH 1303 or MATH 1513 or MATH 1543 or MATH 1613 or MATH 2013 or MATH 2113 or MATH 2143 or MATH 2215 or MATH 2283 Mathematics for the Liberal Arts College Algebra Algebra for the Sciences Trigonometry Introduction to Discrete Math Analytic Geometry Brief Calculus with Applications Calculus I Introduction to Logic	3-5
CIS 1003 or BIM 1553 Computers in Society Business Computer Applications	3
Humanities (see catalog for course selection)	9
Major or Major/Minor	40-48
Required for all students	
HPER 3252 Motor Learning and Development	2
HPER 3352 Measurement in Physical Education	2
HPER 3462 Adapted Physical Education	2
*HPER 3473 Applied Anatomical Kinesiology	3
HPER 4253 Physiology of Exercise	3

*HPER 4263	Advanced Physiology of Exercise	3
*HPER 4273	Exercise Testing and Prescription	3
*HPER 4283	Human Performance Laboratory	3
HPER 4413	Principles of Strength and Conditioning Coaching	3
HPER 4802	Care and Prevention of Athletic Injuries	2
HPER 4813	Nutrition and Weight Management	3
HPER 4823	Nutrition in Sports	3
HPER 4833	Stress Management	3
HPER 4842	Psychology of Sport	2
*HPER 4963	Practicum	3
For students completing the Major/Minor Select 8 credit hours from the following		
BIOL 1113	Basic Nutrition	3
BIOL 1143	Medical Terminology	3
BIOL 3614	Human Physiology	4
BUS 1133	Introduction to Business	3
COMM 3273	Health Communication	3
EDUC 3313	Technology Integration for the Classroom	3
NS 2113	Native Health and Wellness	3
PSY 1113	Introduction to Psychology	3
PSY 2243	Introduction to Human Development	3
PSY 3513	Health Psychology	3
SFTY 2103	General Safety	3
SFTY 3133	Drugs in Society	3
SOC 3443	Aging in Society	3
PSY 3243	Psychology of Aging	3
SOC 3343	Medical Sociology	3
Students completing only the Major required courses should complete 18-24 credit hours of a minor in another discipline		
General Electives		13-32
Students completing the Major/Minor will need to complete 29-32 credit hours of general electives so that total credit hours completed are 124.		
Students completing the Major will need to complete 13-22 credit hours of general electives so that total credit hours completed are 124.		
Total		124

*Asterisks denote new courses

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AGENDA ITEM #6-d:

New Programs.

SUBJECT: Southwestern Oklahoma State University. Approval to offer the Bachelor of Applied Science in Health Science.

RECOMMENDATION:

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

- **Bachelor of Applied Science in Health Science.** 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 5 students in 2019-2020.

BACKGROUND:

Academic Plan

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

- The Academic Strategic Plan for 2015-2016 will focus on student success and academic quality. Academic departments, General Education Program and co-curricular activities will emphasize student success and progression towards degree completion. Areas of focus include the implementation of a General Education quality initiative project for HLC re-accreditation requirements, titled Three Pillars of Learning in Undergraduate Education: Preparing Students for the 21st Century. The university will implement course redesign changes in university orientation courses, remediation courses, and first year activities that focus on academic learning and student success strategies. Course transformation strategies will emphasize active and engaged learning activities and the advancement of collegiate frameworks which promotes student intellectual and professional skills. We will also enhance the university Advising program which will focus on effective academic and career advising for freshman, sophomores, and transfer students. Finally, we will implement a Multicultural Student Services Center. The center will focus on advancing student success, college access for underserved student populations, and the promotion of civic engagement.
- The Biology Department will increase engagement with high school counselors and teachers. They will engage majors with activities focusing on "Biology outside the Classroom," including research mentoring, biology seminars, peer tutoring, and teaching assistantships.

- Engineering Technology program will focus on advancing the quality of the program by seeking accreditation for Computer Electronics Engineering Technology and Environmental Engineering Technology.
- The Music Department will revise “Technology in Music Education” which will advance current effective and appropriate technology aids for music classrooms.
- The Wildlife Management Program will offer additional certification courses and expand practical field exercises, and pursue National Park Service Federal Law Enforcement Training Initiative.
- Art, Communication, & Theatre program will pursue a minor in Women’s Studies.
- The Social Science Department will request a new faculty member to address the pressing need for additional sections in U.S. History, World History, and American Government, the new faculty member will meet increased freshman enrollment. The department will be implementing transformative learning techniques to advance student success and achievement. The Social Science department will advance student advising by using a single advisor with all History Education majors. The advisor will focus on appropriate course placement and early warning intervention.
- Math Department will implement remediation math course transformation plan fall 2015. Students will be directed to a math track based on major, skill, and necessary testing to determine the appropriate math track for incoming freshman.
- The Graduate Program in Psychology will request a degree designation change from M.S. to ED.S. They also plan to pursue CACREP accreditation in M.S. Community Counseling program.
- The Nursing Department will implement new curriculum for RN to BSN, new online program for LPN to BSN, develop Associate in Science in Health Science Degree, continue growth in HIM and MHIIM, and begin to market MSN program.
- Department of Education will re-submit District Level School Leadership program for national approval to meet existing demand for advanced certification.

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

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

Program Review

SWOSU offers 69 degree and/or certificate programs as follows:

0	Certificates
9	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
38	Baccalaureate Degrees
17	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 SWOSU’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

SWOSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU’s governing board approved delivery of the Bachelor of Applied Science in Health Science at their February 19, 2016 meeting.

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

- Associate in Science in General Studies (121);
- Bachelor of Business Administration (011);
- Bachelor of Science in Nursing (087);
- Master of Business Administration (086);
- Master of Education in Early Childhood Education (129);
- Master of Education in Education Administration (062);
- Master of Education in Elementary Education (063);
- Master of Education in School Counselor (079);
- Master of Science in Nursing in Nursing Education (163);
- Master of Science in Nursing in Nursing Informatics (164);
- Master of Science in Nursing in Nursing Administration (165); and
- Master of Education in School Psychology (148).

SWOSU requests authorization to offer this degree program, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Applied Science in Health Science

Program purpose. The purpose of the proposed program is to provide students with a healthcare related Associate of Applied Science (AAS) degree with the opportunity to complete a bachelor's and be able to apply to related graduate degree programs.

Program rationale and background. SWOSU currently offers four AAS degrees in health related fields, which are at enrollment capacity. Additionally, there are approximately 37 healthcare related AAS program within the state. The proposed program would provide these students with a seamless transfer opportunity to complete a bachelor's degree and eventually be admitted to a graduate program. The curriculum gives a varied background for success in a variety of healthcare workforce areas and will enable students to be success in their careers while also providing the necessary background for graduate school, healthcare management, and department administration.

Employment opportunities. According to Oklahoma Employment Security Commission (OESC) data, career opportunities for individuals interested in health related fields are expected to increase 32 percent through 2024. Specifically, OESC projects a 9 to 33 percent increase in careers such as Occupational Therapy Assistants (OTA), Physical Therapy Assistants (PTA), Radiation Therapists, and Respiratory Therapists. Furthermore, with the PTA and OTA professional organizations seeking to increase the educational level required for employment to a bachelor's degree, currently employed therapists and those seeking to enter the field will be interested in completing the proposed program and possibly be encouraged to apply for graduate school. SWOSU is confident the proposed program will meet a workforce need and graduates will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	18	Fall 2019
Minimum Graduates from the program	5	2019-2020

Duplication and impact on existing programs. There are no Bachelor of Applied Science in Health Science programs in Oklahoma. A system wide letter of intent was communicated via email on February 29, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on April 22, 2016. Neither OU nor other State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 120 total credit hours each as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	40
Program Core	41

General Electives	9
Technical Support/Professional Courses	30
Total	120

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

Delivery method and support services. The Bachelor of Applied Science in Health Science program will be offered through distance education using the Canvas learning management system and SWOSU will meet the required academic standards outlined in policy to ensure the quality of the degree program. Academic standards include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites necessary to support the program.

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 Applied Science in Health Science are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$18,420	\$36,840	\$55,260	\$66,312	\$73,680
<i>Narrative/Explanation: The amounts shown above are based on current tuition rates. SWOSU anticipates students completing an average 12 credit hours per semester.</i>					
TOTAL	\$18,420	\$36,840	\$55,260	\$66,312	\$73,680

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$0	\$13,950	\$19,530	\$27,900
<i>Narrative/Explanation: Faculty teaching in the program are currently employed at SWOSU. Adjunct instructors will be utilized to instruct courses or reduce current School of Nursing and Allied Health Sciences faculty loads. Anticipated adjunct costs are \$930 per credit hour for approximately 15 (year 3), 21 (year 4), and 30 (year 5) credit hours.</i>					

Graduate Assistants	\$9,848	\$9,848	\$9,848	\$9,848	\$9,848
<i>Narrative/Explanation: The amounts above project one graduate assistant to aid with course administration and other tasks as assigned. Anticipated cost is \$5,600 per year plus 18 credit hours of graduate tuition waiver.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: Equipment and instructors' materials currently exist within the School of Nursing and Allied Health Sciences. A minimal amount was included above for instructional resources.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$10,348	\$10,348	\$24,298	\$29,878	\$38,248

Attachments

ATTACHMENT A

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
BACHELOR OF APPLIED SCIENCE IN HEALTH SCIENCE**

Degree Requirements	Credit Hours
General Education	40
ENGL 1113 English Composition I	3
ENGL 1213 English Composition II	3
MATH 1513 College Algebra (or higher numbered math course)	3
HIST 1043 or HIST 1053 U.S. History to 1877 U.S. History since 1877	3
POLSC 1103 American Government and Politics	3
BIOL 1004 or BIOL 1054 Biological Concepts with Lab Principles of Biology I with Lab	4
CHEM 1004 General Chemistry with Lab (or a higher numbered chemistry or physics course)	4
HUM 1103 or HIST 1033 Introduction to Humanities World History	3
ART 1223 or COMM 1263 or LIT 2333 or LIT 2413 or MUSIC 1013 or MUSIC 1103 or PHILO 1453 Art Survey Introduction to Theatre Introduction to Film Introduction to Literature Introduction to Music I Music and Culture Introduction to Philosophy	3
COMM 1313 Introduction to Public Speaking	3
Computer Proficiency (COMSC 1023, High School Computer Science Course or SWOSU Computer Proficiency Exam)	0-3
PSYCH 1003 General Psychology	3
General Education Elective from category I, II, or IV listed in the catalog	2-5
Core Courses	41
ALHLT 2453 Medical Terminology	3
ALHLT 3043 Health Statistics	3
ALHLT 3193 U.S. Health Care System	3
ALHLT 4043 Healthcare Law and Ethics	3
ALHLT 3933 Healthcare Management	3
ALHLT 3963 Healthcare Project Management	3
ALHLT 3183 Cultural Competence in Healthcare	3
ALHLT 3073 Drugs, Diagnostics, and Therapeutics	3
ALHLT 4093 Epidemiology	3

BIOL 3704	Human Anatomy	4
BIOL 3904 or KINES 4234	Human Physiology Exercise Physiology	4
HIM 3363	Healthcare Compliance and Risk Management	3
HIM 4113	Healthcare Quality Measures	3
General Electives		9
Select 9 credit hours from the following		
ALHLT 3053	Advanced Medical Terminology	3
ALHLT 3073	Diagnosis, Drugs, and Therapeutics	3
ALHLT 3971-8	Healthcare Internship	1-8
ALHLT 4074	Pathophysiology	4
ALHLT 4123	Healthcare Revenue Cycle	3
ATEP 2633	Cardiac and Emergency Care	3
ATEP 4433	Athletic Training Modalities	3
BIOL 1054	Principles of Biology I	4
BIOL 1254	Principles of Biology II	4
BIOL 4355	Microbiology	5
CHEM 1203	General Chemistry I	3
CHEM 1252	General Chemistry I Lab	2
CHEM 1303	General Chemistry II	3
CHEM 1352	General Chemistry II Lab	2
HIM 3122	Introduction to the Electronic Health Record	2
KINES 2212	First Aid	2
KINES 2502	Care and Prevention of Athletic Injuries	2
KINES 3443	Kinesiology and Anatomy	3
KINES 4234	Exercise Physiology	4
PHY 1044	Basic Physics I	4
PHY 1054	Basic Physics II	4
PSYCH 3213	Developmental Psychology	3
PSYCH 3323	Abnormal Psychology	3
Technical/Professional Courses		30
Students with an Associate in Applied Science in a health care related field from an accredited institution of higher education may apply a maximum of 30 credit hours for technical/professional coursework.		
Total		120

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AGENDA ITEM #6-e:

New Programs.

SUBJECT: Rose State College. Approval to offer the Certificate in Digital Graphic Design.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College’s request to offer the Certificate in Digital Graphic Design, via traditional and online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Digital Graphic Design.** The certificate is embedded within the Associate in Applied Science in Multimedia Digital Design (113) and will be included in the regular 5-year program review due in 2017.

BACKGROUND:

Academic Plan

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

- The division and college curriculum committees continue to review the academic programs, courses, and scheduling to help ensure the offerings are well aligned with the needs of the business sector, community, and various entities with which the college interacts. Numerous revisions have been made to the college schedule and degree plans to achieve this objective.
- The Humanities Division continues to emphasize three areas: reading, English, and performing arts. English Composition I and II were redesigned to strengthen rhetoric and grammar preparation. In conjunction with the redesign of the English Composition classes, Humanities faculty have joined faculty teaching developmental classes across the curriculum to analyze the success rates. The Humanities Division report, “RSC Reading Study: There is Always a Way,” was presented to the RSC Regents August 27, 2015. The data showed that students are successful in improving their reading skills in the courses.
- In support of the core value, diversity, the Humanities Division has placed an emphasis on globalizing their curriculum. Activities supported by academic instruction include study abroad trips, language and cultural studies classes, free ESL tutoring for students and community members, Humanities cultural events, developing relationships with international students, faculty and other educational entities; and, others.

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

APRA Implementation

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

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

66	Degree and/or certificate programs deleted
54	Degree and/or certificate programs added

Program Review

RSC offers 71 degree and/or certificate programs as follows:

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

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

Program Development Process

RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Digital Graphic Design at their April 22, 2016 meeting.

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

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

RSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Digital Graphic Design

Program purpose. The proposed program will provide students with knowledge of current technologies and applications in the digital graphic design field.

Program rationale and employment opportunities. The digital graphic design industry continues to develop new technologies and applications in various fields. The proposed program will allow students interested in pursuing careers in the graphic design industry an opportunity to learn the latest technology and apply for entry-level jobs. According to the Oklahoma Employment Security Commission, careers for Multimedia Artists and Graphic Designers are expected to increase approximately 2 to 6 percent through 2024. Additionally, according to RSC, at least one in five Graphic Designers are self-employed. Furthermore, the proposed certificate will benefit those currently working in the field who need to update their skills and credentials.

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

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

Institution	Existing Program
Tulsa Community College	Certificate in Digital Media (217)

A system wide letter of intent was communicated by email March 8, 2016. The University of Central Oklahoma (UCO) requested a copy of the program, which was sent May 17, 2016. Neither UCO nor any other State System institution notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	15
Total	15

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Multimedia Digital Design (113) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**ROSE STATE COLLEGE
CERTIFICATE IN DIGITAL GRAPHIC DESIGN**

Degree Requirements	Credit Hours
Required Courses	15
MULT 1413 Photoshop/Digital Imaging	3
MULT 2113 3D Graphic Design	3
MULT 2213 3D Modeling I	3
MULT 2013 Claymation	3
MULT 2813 Additive Manufacturing	3
Total	15

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AGENDA ITEM #6-f:

New Programs.

SUBJECT: Oklahoma City Community College. Approval to offer the Certificate in Graphic Design and the Certificate in Photography/Digital Imaging.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's requests to offer the Certificate in Graphic Design and the Certificate in Photography/Digital Imaging, with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Graphic Design.** This certificate is embedded within the Associate in Applied Science in Digital Media Design (006) and will be included in the regular 5 year program review due in 2018.
- **Certificate in Photography/Digital Imaging.** This certificate is embedded within the Associate in Applied Science in Digital Media Design (006) and will be included in the regular 5 year program review due in 2018.

BACKGROUND:

Academic Plan

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

- **Increase BADNAP Program student numbers through implementation of a formal marketing and Public Relations initiative.**
Current numbers admitted to the BADNAP Program have increased from 43 in June of 2012 to 63 in June 2015. The Program is holding at the admission number of 63 for this nursing pathway. Clinical congestion for competing clinical slot availability precludes admission numbers higher than 63.
- **Increase student numbers in the SLPA Program.**
The SLPA Program has now established itself as an ongoing curriculum offered primarily through online instruction. With entry at one time per year (Fall) graduation numbers are strong with 15 graduating in May 2015. For fall 2015, 19 qualified applicants will be admitted. Being a unique curriculum totally online (except for individual student clinical placements) the curriculum's courses are now established and taught by seasoned instructors. A new FY'16 initiative is being forwarded regarding investigating the feasibility of offering the online program

to the Native American Nations within the State of Oklahoma. This could potentially impact positively not only workforce development but an underserved health care population.

- **Increase student numbers in the Occupational Therapy Assistant (OTA) Program.**
The OTA Program began its new and innovative FlexTrack pathway starting spring 2015. There were 14 qualified applicants admitted for this first class. Although less than the desired 18, this has been a positive in terms of recognizing the differing characteristics and needs of this student group versus the Traditional Pathway students. Additionally, two introductory courses are being switched (after analysis) in terms of when they are offered in the curriculum pattern due to recognition of content needs and curriculum design sequencing. FlexTrack offers students the same OTA curriculum spread over 3 years with courses offered on a M/W or T/R format beginning at 5:30 pm. A formal application has been developed and preference points have been reinstated into the application for both the Traditional Pathway and FlexTrack Pathway.
- **Increase EMS student numbers and graduates (Certificate and AAS) in the EMS Program past the entry level EMS 1018 - Basic EMT.**

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

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

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

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

- **Division of Information Technology program priorities.**
Faculty from the IT Division will host students from area high school and career technical centers and present information about our curriculum and facilities. In addition, the Computer Science department continued the Summer camp for 5th through 8th grade on programming, graphics and cyber/security.
- **Program under development include:**

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

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

Certificate of Mastery in Print Media
Certificate of Mastery in Multimedia
Certificate of Mastery in Photography
Certificate of Mastery in Social and Human Services
Certificate of Mastery in Customer Service
Certificate of Mastery in Vehicle Service Advisor

Certificate of Mastery in Advanced Emergency Medical Technician
 Certificate of Mastery in Engineering Technology
 Certificate of Mastery in Nutritional Sciences
 Certificate of Mastery in Paramedic Critical Care
 Certificate of Mastery in Leadership in the Workplace
 Certificate of Mastery in Workplace Writing and Communications
 Certificate of Mastery in English Proficiency
 Certificate of Mastery in Accounting Assistant
 Certificate of Mastery in Public/Community Health

APRA Implementation

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

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

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

Program Review

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

25	Certificates
26	Associate in Arts or Science Degrees
19	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OCCC's faculty developed the proposals, which were reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Certificate in Graphic Design and the Certificate in Photography/Digital Imaging at the May 16, 2016 meeting. OCCC requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Graphic Design

Program purpose. The proposed program is designed to provide training for students to work in either print or digital media design.

Program rationale and employment opportunities. OCCC anticipates that students earning the proposed certificate will do so while pursuing the Associate in Applied Science (AAS) in Digital Media Design (006) program. However, students not earning the AAS but completing the proposed certificate may still find entry-level jobs in the industry. According to OCCC local businesses such as Mathis Brothers, Hobby Lobby, and UPS, as well as various news media and printers hire Graphic Designers and will pay wages ranging from \$12 to \$33 per hour. OCCC is confident the proposed program is an excellent stackable credential for students interested in careers in the Graphic Design field.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Digital Media Design (006) program.

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

Institution	Existing Program
Tulsa Community College	Certificate in Digital Media (217)

A system wide letter of intent was communicated by email May 4, 2016. None of the State System institutions notified the State Regents’ office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 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	33
Total	33

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Digital Media Design (006) 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 Photography/Digital Imaging

Program purpose. The proposed program is designed to provide students with the knowledge and skills used in digital photography and work in today’s image driven economy.

Program rationale and employment opportunities. OCCC anticipates that students earning the proposed certificate will do so while pursuing the Associate in Applied Science (AAS) in Digital Media Design (006) program. However, students not earning the AAS but completing the proposed certificate may still find entry-level jobs in the industry. According to OCCC students with digital imaging skills can find employment in photo studios, news media, education, and commercial businesses. OCCC is confident the proposed program is an excellent stackable credential for students interested in careers in the Graphic Design field.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Digital Media Design (006) program.

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

Institution	Existing Program
Tulsa Community College	Certificate in Digital Media (217)

A system wide letter of intent was communicated by email May 4, 2016. None of the State System institutions notified the State Regents’ office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 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 B).

Content Area	Credit Hours
Required Courses	33
Total	33

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Digital Media Design (006) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN GRAPHIC DESIGN**

Degree Requirements	Credit Hours
Required Courses	33
DMD 1013 Creativity and Design	3
DMD 1023 Introduction to Graphic Design	3
DMD 1053 Electronic Publishing: InDesign I	3
DMD 1183 Computer Drawing: Illustrator	3
DMD 1513 Graphic Design	3
DMD 2053 Electronic Publishing: InDesign II	3
DMD 2323 Publication Design	3
DMD 2353 Applied Graphic Design	3
DMD 2773 Image Editing: Photoshop I	3
DMD 2783 Image Editing: Photoshop II	3
DMD 2803 Portfolio Preparation and Presentation	3
Total	33

ATTACHMENT B

**OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN PHOTOGRAPHY/DIGITAL IMAGING**

Degree Requirements	Credit Hours
Required Courses	33
DMD 1013 Creativity and Design	3
DMD 1053 Electronic Publishing: InDesign I	3
DMD 1153 Digital Photography	3
DMD 1183 Computer Drawing: Illustrator	3
DMD 2153 Digital Photography II	3
DMD 2163 Photojournalism	3
DMD 2253 Advertising Photography	3
DMD 2363 Portrait Photography	3
DMD 2773 Image Editing: Photoshop I	3
DMD 2783 Image Editing: Photoshop II	3
DMD 2803 Portfolio Preparation and Presentation	3
Total	33

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AGENDA ITEM #7:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

University of Central Oklahoma (UCO) requests authorization to delete the program listed below:

- Master of Arts in English (099)

Oklahoma State University - Institute of Technology (OSUIT) requests authorization to delete the program listed below:

- Associate in Applied Science in Gaming (099)

Rose State College (RSC) requests authorization to delete the programs listed below:

- Certificate in Phlebotomy (131)
- Certificate in Music Engineering and Industry (306)

Cameron University (CU) requests authorization to delete the programs listed below:

- Associate in Applied Science in Multimedia Design (510)
- Bachelor of Science in Multimedia Design (420)

POLICY ISSUES:

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

ANALYSIS:

UCO requests authorization to delete the Master of Arts in English (099). This program was approved prior to 1990. Reasons for requesting the deletion include:

- UCO reports that the four options under this degree program did not conform to the Regents' requirement that all majors within a single degree program share fifty percent or more of their curriculum in common.
- UCO developed the Master of Arts in Composition and Rhetoric (216), the Master of Arts in Creative Writing (214), the Master of Arts in Literature (215), and the Master of Arts in Teaching English as a Second Language (217), which were approved at the June 30, 2016 State Regents' meeting to replace the deleted program.
- There are currently 86 students enrolled with an expected graduation date of Fall 2017.

- No courses will be deleted as they will continue to be used for other graduate degree programs.
- Funds will be reallocated to the four new degree programs mentioned above.

OSUIT requests authorization to delete the Associate in Applied Science in Gaming (099). This program was approved at the February 8, 2006 State Regents' meeting. Reasons for requesting the deletion include:

- OSUIT reports that since College of the Muscogee Nation received accreditation by the Higher Learning Commission, they are no longer involved in offering this degree.
- There are currently no students enrolled in the program.
- 36 courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Phlebotomy (131). This program was approved at the June 29, 2006 State Regents' meeting. Reasons for requesting the deletion include:

- RSC reports low enrollment since the certificate is not needed for employment.
- There are currently 2 students enrolled with an expected graduation date of Fall 2016.
- No course will be deleted as RSC indicates they will continue offering HSPC 1234 Comprehensive Phlebotomy and award a certificate of completion for the course, which will allow the student to sit for the state licensure exam to practice phlebotomy.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Music Engineering and Industry (306). This program was approved at the September 3, 2015 State Regents' meeting. Reasons for requesting the deletion include:

- RSC reports this program has low enrollment and is not cost-effective.
- There are currently 7 students enrolled with an expected graduation date of Spring 2017.
- No courses will be deleted right now; however, 6 courses will be deleted in the future.
- Funds will be reallocated to the general fund.

CU requests authorization to delete the Associate in Applied Science in Multimedia Design (510). This program was approved prior to 1990. Reasons for requesting the deletion include:

- CU reports low student demand and faculty retirements in the area of expertise.
- There are currently 33 students enrolled with an expected graduation date of Spring 2020.
- No course will be deleted.
- No funds are available for reallocation.

CU requests authorization to delete the Bachelor of Science in Multimedia Design (420). This program was approved prior to 1990. Reasons for requesting the deletion include:

- CU reports low student demand and faculty retirements in the area of expertise.
- There are currently 40 students enrolled with an expected graduation date of Spring 2020.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #8-a:

Grants.

SUBJECT: Approval of funds granted for the continuation of the Single Mothers Academic Resource Team (SMART).

RECOMMENDATION:

It is recommended that the State Regents approve the grant of \$54,440 to support the Single Mothers Academic Resource Team.

BACKGROUND:

The Single Mothers Academic Resource Team (SMART) has been collaboratively funded since 2007 by the Women’s Foundation of Oklahoma (WFOK), the Oklahoma State Regents for Higher Education (OSRHE), and GEAR UP. SMART identifies and advocates for pathways to support the approximately 30,000 single mother or single father college students in Oklahoma to complete their higher education goals.

Since 2008, SMART has held numerous focus groups across the state to determine the barriers single parent students face when pursuing a college degree. SMART also supports Moms2College Fairs, including events at:

- University Center of Southern Oklahoma (a collaborative effort between East Central University, Southeastern Oklahoma State University and Murray State College);
- Carl Albert State College;
- Langston University – Oklahoma City;
- Northwestern Oklahoma State University;
- Northeastern State University and Connors State College; and
- Oklahoma State University – Oklahoma City.

SMART published its third SMART magazine in March 2014 which was disseminated electronically statewide as a recruitment device for non-traditional students. Additionally, SMART staff has spoken at dozens of high schools, agencies and community centers on how single parents can enroll in college and access financial aid. Also in 2010, WFOK granted SMART \$50,000 for Year 1 benchmark research in collaboration with the University of Oklahoma Women’s Studies Department. In March 2012, the WFOK granted \$14,632 to the OSRHE for continuation of the SMART work for the remainder of FY12 (March – June, 2012). In September 2012, the WFOK extended its work with \$32,245 in continuing funds. September 2013 funding from WFOK in the amount of \$26,000 continued the work. In September 2014, the operational functions were transferred to Oklahoma City Community College with grant funding from WFOK in the amount of \$72,585.

WFOK is so impressed with SMART efforts that they have decided to make Oklahoma single parents and higher education pathways their major focus of funding for the next several years.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

SMART’s focus remains centered on two objectives:

- Explore the educational, economic and social barriers facing single parent college students in Oklahoma through applied research; and
- Determine necessary outreach efforts to single parent students (current and prospective), and mentors and institutions that will promote enrollment, persistence, and graduation.

Oklahoma City Community College (OCCC) will supervise and staff the SMART Coordinator position funded by the grant to perform the grant activities. The activities of the SMART grant will include:

- 1) Expanding awareness and ownership of SMART to Oklahoma higher education institutions;
- 2) Creating new and supporting existing SMART projects on higher education institutions’ campuses;
- 3) Organizing activities and events with SMART representatives from Oklahoma higher education institutions;
- 4) Conducting an annual *Moms Information Fair* at OCCC;
- 5) Publicizing SMART activities and resources to the target population; and
- 6) Regularly reporting SMART activities to the WFOK, OSRHE and OCCC.

The WFOK will grant according to the following payment and reporting schedule to fund the above activities:

Payment Date	Amount	Contingent Upon
FY15 program begins 7/1/14 with payment on or before 9/30/14	\$72, 585*	Grant approved and executed by June 30, 2014 COMPLETED
FY16 program begins 7/1/15 with payment on or before 10/15/15	\$72, 585*	Grant approved and executed by September 30, 2015 COMPLETED
FY17 program begins 7/1/16 with payment on or before 9/30/16	(54,440)	Grant approved and executed by September 30, 2016 COMPLETED
July 1, 2017	End of funding	Final narrative and financial report received by WFOK by July 15, 2017. Consideration of future funding will be based on previous three years’ performance and available funds.

* OSRHE will not require indirect cost coverage.

The OSRHE will:

- a. Work with the WFOK and OCCC to initiate, publicize, and conduct each activity specified in this agreement;
- b. Monitor the progress of the OCCC SMART program;
- c. Receive a budget and workplan from the OCCC SMART program;

- d. Review and submit the OCCC SMART program budget and workplan to the WFOK;
- e. Review and submit the OCCC SMART program regular reports to the WFOK; and
- f. Ensure presentation of reports to the WFOK Advisory Board.

The OCCC SMART program will:

- a. Engage in planning and actions to perform the activities listed in this agreement;
- b. Develop a budget and workplan to accomplish activities listed in this agreement and submit to OSRHE;
- c. Meet and report regularly to OSRHE and WFOK; and
- d. Provide detailed accounting of funds expended and/or encumbered to execute the activities in this agreement.

Accepting continued support from the WFOK enhances OSRHE efforts to increase nontraditional student college access and graduation, and furthers the goals of the Complete College America initiative championed by Governor Mary Fallin.

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AGENDA ITEM #8-b:

Grants.

SUBJECT: Allocation of the Oklahoma Teacher Connection (OTC) budget to fund Pre-Collegiate and Collegiate Grant Programs.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of \$118,000.

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC), was charged with developing and implementing programs to recruit and retain teachers in Oklahoma public schools. On April 13, 2011, House Bill 1015 was approved by the governor, releasing the OTC from certain statutory requirements of the previous legislation; however, the foundational work of the OTC continues.

Pre-Collegiate Programs: OTC supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools - Teach Oklahoma, Lead Oklahoma, and Educators Rising. Teach Oklahoma and Lead Oklahoma are classes offered in junior high and high schools and include curriculum, professional development and grants to provide additional resources for teachers who teach these courses. Supplemental materials are provided to enhance learning opportunities for students which promote academic achievement and meet the goals of the OTC.

The Teach Oklahoma curriculum was developed in 2003-2004 and has been successfully implemented in various high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers intellectual challenges that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. There were approximately 116 students reported enrolled in the Teach Oklahoma course in 2015-2016, a slight increase from last year's enrollment. At the close of the 2015-2016 academic year, 59 percent of the Teach Oklahoma high school graduating seniors planned to attend college. Fifty-one percent (a 20% increase from last year) of all Teach Oklahoma students planned to become a teacher.

The Lead Oklahoma curriculum, piloted during the 2004-2005 academic year, was designed to help eighth and ninth grade students learn leadership skills, participate in service learning, develop skills on how to be successful, and encourage making effective long term decisions in high school. One goal of the Lead curriculum is to promote college success and interest. During 2015-2016, Lead Oklahoma curriculum was taught in 13 schools, with a total enrollment of 982 students. Three of these schools utilized the curriculum in their leadership academies. One school utilized the Lead Oklahoma curriculum as an integrated part of their Teacher Preparation Academy. Since 2006, at least 13,341 students have gone through Lead. The feedback provided by teachers reveals that this curriculum has encouraged the academic growth of these students. Students have acquired improved interpersonal communication skills,

critical thinking skills as well as team collaboration skills in the classroom. Additionally, teachers generally agree that the curriculum has increased quality work assignments, positive behaviors and improved outcomes among students in the school. Summative assessments show that Lead Oklahoma helps students understand the importance of school success and college preparation, increasing their potential for high academic and social achievement. Approximately ten percent of students said they would consider teaching as a career option.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extra-curricular organization/club that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the education field. Educators Rising is a national organization with over 14,000 members. Oklahoma Educators Rising grew in membership this year by over 28 percent. Educators Rising sponsor feedback revealed 58 percent of the 98 Educators Rising students indicated that they were interested in teaching as a career. Forty-one percent of the graduating seniors surveyed in the Educators Rising organization/club stated they planned to become teachers.

Collegiate Programs: Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention and placement from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation as well as the teaching profession. At the close of the 2015-2016 academic year, approximately 1,900 (a 34% increase from 2014-2015 data) pre-collegiate and collegiate students, education faculty and staff, as well as administrators and other education advocates, participated in campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education.

Teacher Conferences: Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2015-2016, approximately 2,800 participants (over a 100 percent increase from 2014-2016 data) engaged in or were indirectly influenced from the results of OTC sponsored conferences.

POLICY ISSUES:

The OTC has a legislative directive (HB 2557) to develop recruiting programs for potential teachers, including pre-collegiate curricular courses and future teacher organizations/clubs that emphasize school success and the opportunity to investigate teaching as a career choice, as well as collegiate activities which deal with issues such as retention and placement.

ANALYSIS:

Resident Year Teacher Statistics in Oklahoma, data extracted from the annual First Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA) indicate that in 2016, 345 teachers received their license via a traditional route. Four hundred and sixteen (416) respondents received certification through an alternative means. Out of 482 teachers who responded to the question, “Did you participate in any high school program and or classes that influenced your decision to become a teacher?” in the 2016 First Year Teacher Survey, 23 percent of first year teachers indicated that they participated in some type of future teacher class/organization which emphasized a career in teacher education. This represents a 64 percent increase in growth of participation in future teacher classes or organizations from last year’s responses.

The chart below provides a brief description of all OTC grant funding requests for 2016-2017 totaling \$118,000. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

The following projects are recommended for funding up to the following amounts.

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential, be successful leaders in high school and college. Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	\$22,000.00
	Educators Rising	Educators Rising is an extra-curricular organization/club. Educators Rising allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the education field.	\$3,000.00
Collegiate Grants	Cameron University <i>Become A Teacher</i>	Reaches currently employed paraprofessionals throughout southwest Oklahoma through a series of year-long small group seminars/workshops that are designed to assist paraprofessionals in completing their college education and/or become certified teachers in specific shortage areas in Oklahoma.	\$8,500.00
	Langston University <i>Finding the Teacher in You</i>	This grant emphasizes college engagement, enrollment and teacher education programs to middle and high school students through well designed initiatives. Participants will be included in breakout sessions, round table discussions and college enrollment simulation activities all held on campus and designed to interest middle and high school students on the importance of a college education and teacher education in Oklahoma.	\$5,655.00
	Northeastern State University <i>Project Hope</i>	Supporting new professional educators in urban schools, continuing support for developing preservice teachers with a desire to teach in urban schools, and exposing college students to working in urban areas, are the far reaching critical focuses of this grant. This is accomplished through various means such as one on one mentoring sessions, sessions with discussions on culturally responsive teaching and urban education, and attendance at a conference highlighting benefits and positive aspects of teaching in urban schools.	\$9,000.00
	Northeastern State University <i>Riverhawk Academy for Future Teachers</i>	Outreach initiatives to attract high school students to the profession of education and teaching careers are the goals of this grant. Two academies will be held at two campuses designed to provide these outreach initiatives. Also, a monthly academy will be held mentoring middle school students. During the two main academies, the high school students will share in a variety of activities such as experiencing a college setting, discovering more about what it means to be a teacher in various scenarios, and scholarship and application procedures for obtaining a teaching degree.	\$6,817.00

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants Continued	Northwestern State University <i>Why Teach</i>	Through these university site visits, high school students in the Teach Oklahoma class in Enid and Woodward will be encouraged to choose a career in teaching through immersive educational activities and presentations. Topics discussed will be teacher shortage, diversity in teaching, specifics of teacher preparation programs and subject area shortages. Also included in this grant are visits to the Alva and Enid NWSU campuses for the participants to have the opportunity to visit a teacher education course with current teacher education candidates.	\$5,845.00
	Oklahoma City University <i>Windows and Mirrors</i>	Supporting and strengthening beginning teachers in Oklahoma City and Putnam City schools through literacy instruction and professional development and workshops focused on creating community and addressing individual needs of elementary students. OCU teacher candidates will visit each participating teacher's classroom and will work with small groups of students under the direction of the participating faculty member. Building reciprocal professional partnerships is the foundational work of this grant.	\$5,655.00
	Oral Roberts University <i>Induction Program</i>	A teacher induction program that will include up to 30 ORU alumni teachers teaching in K-12 private and public schools. The participants will engage in university led activities designed to increase efficacy in the classroom. Activities include monthly gatherings with coaching observations and discussions.	\$8,000.00
	Saint Gregory's University <i>Robotic Edge</i>	The primary goal of this grant is to provide teacher education candidates and high school students interested in pursuing a degree in education an opportunity to participate in the use of robotics technology across the curriculum which will positively impact student learning in science, technology, engineering, art + design, and mathematics (STEAM). Teacher education candidates and high school students will participate in workshops and complete lesson plans for students in grades 5-8 th grade. One lesson plan will utilize EV3 Lego Robotics kits and two other lessons will be in shortage areas.	\$7,987.00
	University of Central Oklahoma <i>Honoring the Noble Profession</i>	Inducting newly certified teachers into the profession, recruiting future teachers, and honoring education are parts of this one day event designed to showcase excellence in education through a variety of informative sessions and inspirational speakers. Many stakeholders, educators, future educators and teachers and teacher candidates are invited to the event which will host up to 400 participants. Included in this event is an interactive panel discussion including National Board Certified Teachers, District Teachers of the Year, and Oklahoma Teachers of the Year and the National Teacher of the Year.	\$7,998.00

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants Continued	University of Central Oklahoma <i>Navigating Severe Behavior</i>	Supporting the expertise and professional development of Oklahoma educators when working with students with severe and disruptive behaviors is the concentrated focus of this grant. Workshop attendees will spend a full day on campus and learn research-based procedures and skills from Dr. Riffel, an expert in the field of classroom management and disruptive behaviors in the classroom. Attendees of this workshop will leave with practical tools to empower them as they work with students to teach them correct, positive and pro-social behaviors in the classroom.	\$9,861.00
	University of Central Oklahoma <i>Teachers Academy and Leaders Academy</i>	Overall reinforcing teacher recruitment efforts in our junior high and high schools with approximately 300-400 students through our grant programs, Teach Oklahoma, Lead Oklahoma, and Educators Rising, is the primary goal of this year-long grant. Two academies will be offered through this grant, the Teachers Academy and the Leaders Academy. Other interested students who are focused on becoming a teacher are also invited to attend. Through concentrated presentations and activities, the academies will develop student knowledge and strategies in learning about the college experience, the career of teaching, teacher education programs and certification requirements, with a special emphasis on the teacher shortage areas.	\$9,300.00
	University of Tulsa <i>Advancing Inclusive Practices</i>	The focus of this grant is to advance novice teachers' pedagogical skills in reading and mathematics to foster inclusive practices for students with disabilities. Supporting mentorship with novice teachers through workshops about the teaching profession is a twofold objective. Participants will engage in individual readings, attend workshops led by national or local speakers, and engage in core content concepts and professional dialogue.	\$8,382.00
	Total Funding Requested for 2016-2017		

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AGENDA ITEM #9-a:

Policy.

SUBJECT: Academic Scholars Program. Posting of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents post proposed permanent rule revisions for the Academic Scholars Program and initiate the process for adoption of permanent rule revisions as described below.

BACKGROUND:

The Academic Scholars Program was established in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to keep Oklahoma's best high school students in Oklahoma for college and to attract quality nonresident students to Oklahoma institutions. Both Oklahoma residents and nonresident students can qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist or United States Presidential Scholar. Oklahoma residents may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT. In 1999, legislation authorized a category called "Institutional Nominees" which allowed public colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution.

The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. The annual award amounts for all National Merit & ACT/SAT qualifiers are \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a community college. The annual award amounts for Institutional Nominees were \$2,800 for students attending a research university, \$2,000 for students attending a regional university, and \$1,800 for students attending a community college. In addition to the cash award paid by the program, public institutions provide tuition waiver scholarships. In 2014-2015, about 2,300 students participated in the program receiving awards totaling approximately \$10 million.

POLICY ISSUES:

The Academic Scholars Program was created by the Oklahoma Legislature as an incentive for students with high academic ability to attend college in Oklahoma. The statutes identify three specific goals:

- To retain top-ranked Oklahoma students in the state and allow Oklahoma colleges and universities to compete aggressively for these students.
- To attract high caliber out-of-state students to Oklahoma colleges and universities.
- To enhance the academic quality of Oklahoma colleges and universities.

ANALYSIS:

The proposed rule changes address the following issues:

ACT Test Scores: In recent years, ACT has expanded its options for taking the ACT test beyond the traditional six national Saturday testing dates each year. Other official ACT testing options now include school-level testing administered at a school site during the school day, statewide ACT tests (not used in Oklahoma to date), and international tests. The proposed change would recognize these additional methods for students to obtain ACT scores considered official and valid by ACT. The language specifically excludes “residual” ACT tests administered by an individual college because ACT does not allow residual test scores to be used beyond the campus that administers the test. The language also requires that SAT test scores be considered in a manner comparable to the ACT test scores.

Institutional Nominee Transfers from Two-Year Colleges: The proposed revision would allow Institutional Nominee students attending a two-year college to transfer to a four-year college once they have completed an associate’s degree or accumulated at least 48 credit hours. Current policy requires the student to earn at least 48 hours at a two-year college during their first two years of college before transferring. The proposed change addresses those students that enter college with significant college credit already earned through concurrent enrollment or AP credit. Per current policy, the student would still be required to attend at least one full year at the two-year college that initially nominated the student. The proposed change would also be consistent with the existing policy for four-year universities that requires the Institutional Nominee to attend at least one year at the nominating four-year university before transferring to another institution.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 1 - Academic Scholars Program

Section 610:25-1-1. Purpose [no change]

Section 610:25-1-2. Definitions [previously revoked]

Section 610:25-1-3. General principles for operation of program [no change]

- (a) Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.
- (b) The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program to enter national scholarship competition.
- (c) Concurrently enrolled high school students are not eligible for this program.
- (d) Only ~~SAT and~~ ACT test scores reported on an official test report issued by ACT from tests administered on national test dates prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores. Qualifying test scores obtained ~~on a national test date~~ after college enrollment are invalid for applying to the program. Partial scores from more than one examination will not be considered.
- (e) A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
- (f) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

Section 610:25-1-4. Eligibility Requirements and Term of Scholarship Award

- (a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:
 - (1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
 - (2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,

(3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,

(4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.

(5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose ACT test score or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.

(A) Effective with the Fall 2006 semester, Institutional Nominees are required to meet at least one of the two minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

(i) Research universities:

(I) ACT: 32 or SAT equivalent

(II) GPA 3.9 and either Top 2% Class Rank or rank of first or second in their graduating class

(ii) Regional universities:

(I) ACT: 30 or SAT equivalent

(II) GPA 3.8 and either Top 4% Class Rank or rank of first or second in their graduating class

(iii) Two-year colleges:

(I) ACT: 29 or SAT equivalent

(II) GPA 3.7 and either Top 5% Class Rank or rank of first or second in their graduating class

(B) Students graduating from high schools that do not provide class rank and home-educated students shall be considered for eligibility as an Institutional nominee based on their ACT or SAT test scores.

(C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

(D) Institutional Nominees may be Oklahoma residents or nonresidents.

(E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate's degree or the accumulation of at least 48 credit hours ~~within their first two academic years at any combination of two-year colleges in the State System.~~ In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.

(F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

(G) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.

(H) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

(b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor. Additional

semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

Section 610:25-1-5. Criteria for Annual Renewal

Section 610:25-1-6. Reinstatement; leave of absence [no change]

Section 610:25-1-7. Fiscal aspects of program

Section 610:25-1-8. Requirements for graduate and professional study [no change]

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

AGENDA ITEM #9-b:

Policy.

SUBJECT: Oklahoma's Promise. Posting of proposed permanent rule revisions to the Oklahoma's Promise - Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents post proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) and initiate the process for adoption of permanent rule revisions as described below.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core curriculum and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of \$50,000 or less at the time of application to the program. The student's family income must also not exceed \$100,000 at the time the student begins college.

POLICY ISSUES:

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

ANALYSIS:

Adding Statistics and Probability Course Option to Math Curriculum Requirements: The core curriculum requirements for Oklahoma's Promise are directly aligned with the core curriculum requirements for college admission as approved by the State Regents. In June 2016, the State Regents approved a modification to the college admission curriculum requirements for mathematics by adding statistics and probability to the list of acceptable courses. The proposed revision makes this same change to the Oklahoma's Promise curriculum requirements for mathematics.

ACT Test Scores: In addition to meeting the other Oklahoma's Promise program requirements, homeschool students and students graduating from non-accredited high schools are also required by state law to score a 22 or higher on the ACT test. In recent years, ACT has expanded its options for taking the ACT test beyond the traditional six national Saturday testing dates each year. Other official ACT testing options now include school-level testing administered at a school site during the school day, statewide

ACT tests (not used in Oklahoma to date), and international tests. The proposed change would recognize these additional methods for students to obtain ACT scores considered official and valid by ACT. The language specifically excludes “residual” ACT tests administered by an individual college because ACT does not allow residual test scores to be used beyond the campus that administers the test. The language also requires that SAT test scores be considered in a manner comparable to the ACT test scores.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

610:25-23-1. Purpose (no changes)

610:25-23-2. Eligibility of participants (no changes)

610:25-23-3. Applications (no changes)

610:25-23-4. Program requirements

- (a) Students shall agree to abide by the following provisions:
- (1) Attend school regularly and to do homework regularly;
 - (2) Refrain from substance abuse;
 - (3) Refrain from commission of crimes or delinquent acts;
 - (4) Have school work and school records reviewed by mentors designated pursuant to the program;
 - (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
 - (6) Participate in program activities. [70 O.S. § 2605]
- (b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
- (1) Assist the student in achieving compliance with the agreements;
 - (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
 - (3) Provide information requested by the OSRHE or the State Board of Education; and
 - (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
- (c) Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.
- (1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
 - (2) Three units, or years, of 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) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);
 - (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);
 - (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and

business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);

(7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

(d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.

(e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.

(f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).

(g) Exceptions to the required core curriculum will be considered according to the following:

(1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

(2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

(3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.

(h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

(i) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT ~~and SAT~~ test scores reported on an official test report issued by ACT from tests administered on national test dates prior to the student's high school graduation will be considered. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits (no changes)

610:25-23-6. Retaining eligibility in postsecondary education (no changes)

610:25-23-7. Payment of awards; policies and limitations (no changes)

610:25-23-8. Administrative responsibilities (no changes)

610:25-23-9. "Heroes Promise" (no changes)

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

AGENDA ITEM #9-c:

Policy.

SUBJECT: Oklahoma Tuition Aid Grant. Posting of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents post proposed permanent rule revisions for the Oklahoma Tuition Aid Grant Program and initiate the process for adoption of permanent rule revisions as described below.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. The program awards grants up to \$1,000 per academic year for attendance at public institutions and \$1,300 per year at private non-profit institutions. The maximum award for students attending public institutions has been \$1,000 since 1982.

POLICY ISSUES:

The current OTAG award disbursement policy assumes all OTAG students will be enrolled in traditional fall and spring semesters.

ANALYSIS:

Award Disbursement Policies: Colleges and universities continue to expand their offerings of more flexible non-traditional enrollment options. In addition, many certificate programs at state career technology centers (at which OTAG is authorized to be used) are also offered in non-traditional enrollment periods based on clock hours rather than college semester credit hours. The proposed changes allow the OTAG award to be disbursed in a manner consistent with the student's actual enrollment period. The OTAG disbursement procedure will follow federal Pell Grant guidelines which are familiar to all student financial aid officers. The proposed change does not change the maximum annual award, but allows the award to be disbursed in a consistent and effective manner.

TITLE 610 - State Regents for Higher Education

CHAPTER 25 – Student Financial Aid and Scholarships

SUBCHAPTER 7 – Oklahoma Tuition Aid Grant Program

610:25-7-1. Program purpose [no changes]

610:25-7-2. Legislative authority [no changes]

610:25-7-3. Administration of grants and payments [no changes]

610:25-7-4. Maximum limitations [no changes]

610:25-7-5. Non-discrimination provision [no changes]

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds

(a) *A college tuition aid grant shall be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency in accordance with the following* [70 O.S., § 626.7]:

(1) Eligibility.

(A) Each full-time or part-time resident student's financial eligibility will be based on their Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education. Full-time and part-time status will be defined in accordance with the current definition for full-time or half-time enrollment status for federal Title IV student financial aid eligibility.

(B) *The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants.* [70 O.S., § 626.7] An otherwise eligible undergraduate student can continue to receive awards as long as they are eligible for funding from the federal Pell grant program. Graduate students can receive a maximum of eight full-time disbursements.

(C) *No student shall be eligible for grants unless he maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled.* [70 O.S., § 626.7] The minimum standards of academic performance shall be those required by the institution for federal Title IV financial aid recipients.

(D) Students who are incarcerated are not eligible to receive tuition aid grants. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.

(E) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.

(F) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.

(G) *In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid. [70 O.S., § 626.7]*

(2) Amount of grant.

(A) *The amount of tuition aid grant to any student under this act [70 O.S., § 626.1 et seq.] for any semester shall represent a percentage not greater than seventy-five percent (75%) of the previous year's tuition and enrollment fees normally charged to residents of the State of Oklahoma by the institution of attendance. [70 O.S., § 626.7]* The tuition and enrollment fees used in calculating the award will be based on standards as follows: full-time undergraduate - 30 credit hours per academic year; part-time undergraduate and graduate - 12 credit hours per academic year; full-time graduate - 18 credit hours per academic year; full-time career technology - at least 900 clock hours; and part-time career technology - at least 450 clock hours. If the Oklahoma State Regents for Higher Education determine that funds are available to offer awards for summer enrollments, institutions will be notified. At the time of the notification, summer award amounts will be announced.

(B) *The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations. [70 O.S., § 626.7]* The percentage of aid awarded shall be based on the student's Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. The Oklahoma State Regents for Higher Education will issue an annual award payment schedule identifying the maximum eligible EFC and identifying the percentage of aid to be awarded according to EFC ranges.

(C) *The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. The State Regents shall not increase the annual maximum award amount unless funding is sufficient to serve at least the same number of students as the previous academic year. [70 O.S., § 626.7]*

(D) The minimum amount of grant to be awarded is \$200 per academic year or \$100 per semester.

(E) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the overaward in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the overaward.

(3) **Application procedures and deadlines.** *The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act. [70 O.S., § 626.7]*

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. A separate application may be provided for students eligible for state financial aid under 70 O.S., § 3242. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) The application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) **Disbursement of funds.**

(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each the fall and spring semesters. For standard fall and spring semester enrollment, One one-half of the award will be disbursed in the fall semester, and one-half of the award will be disbursed in the spring semester. For non-standard enrollment, disbursements will be made consistent with federal Pell Grant regulations.

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program by full-time, part-time, undergraduate and graduate students based on available state funding. [70 O.S., § 626.8]

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

AGENDA ITEM #9-d:

Policy.

SUBJECT: Regional University Baccalaureate Scholarship Program. Posting of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents post proposed permanent rule revisions for the Regional University Baccalaureate Scholarship Program and initiate the process for adoption of permanent rule revisions as described below.

BACKGROUND:

The Regional University Baccalaureate Scholarship was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a \$3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver.

To qualify for the award students must:

- Be an Oklahoma resident;
- Score at least a 30 on the ACT or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

POLICY ISSUES:

In addition to providing an opportunity for high-achieving Oklahoma students, the program is also intended to enhance the academic quality of Oklahoma's public regional universities.

ANALYSIS:

The proposed rule changes address the following issues:

ACT Test Scores: In recent years, ACT has expanded its options for taking the ACT test beyond the traditional six national Saturday testing dates each school year. Other official ACT testing options now include school-level testing administered at a school site during the school day, statewide ACT tests (not used in Oklahoma to date), and international tests. The proposed change recognizes these additional methods for students to obtain ACT scores considered official and valid by ACT. The language specifically excludes "residual" ACT tests administered by an individual college because ACT does not allow residual test scores to be used beyond the campus that administers the test.

Retention/Graduation GPA: The proposed changes allow, in addition to the cumulative GPA, the use of the student's retention/graduation GPA for meeting the program's continuing eligibility GPA requirements. The retention/graduation GPA calculation does not include activity courses or courses subject to academic forgiveness provisions authorized by State Regents' policy. State Regents' policy also uses the retention/graduation GPA for compliance with State Regent's system-wide academic enrollment requirements. In addition, on students' transcripts, the retention/graduation GPA is required to be shown but the reporting of the cumulative GPA is optional.

Final Semester Award: Students in the program are limited to eight semesters of scholarship eligibility and must enroll in at least twelve hours per fall or spring semester. The proposed revision would allow students in their final semester of undergraduate enrollment to be eligible for a half-semester award for at least six hours of enrollment. This provision is for students that need less than twelve hours in their final semester to complete their undergraduate degree. The change would prevent the student from having to take unnecessary courses to receive an award and would also prevent the program from having to pay a larger award for unnecessary courses.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 33 - Regional University Baccalaureate Scholarship Program

Section 610:25-33-1 Purpose [no change]

Section 610:25-33-2 Definitions [no change]

Section 610:25-33-3 General Provisions [no change]

Section 610:25-33-4 Eligibility Requirements

- (a) Applicants shall be Oklahoma residents.
- (b) Applicants must meet one of the following criteria defined below:
 - (1) An ACT qualified student, which shall mean a student whose ~~American College Testing~~ ACT composite score is at least 30 and whose grade point average and class rank are exceptional, as determined by the institution;
 - (2) A National Merit Semifinalist or Commended Student, which shall mean a student designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation;
- (c) Only ACT ~~and SAT~~ test scores ~~from tests administered on national test dates~~ reported on an official test report issued by ACT will be considered for admission to the program. Scores from ACT residual tests will not be considered.

Section 610:25-33-5 Criteria for Continued Eligibility

- (a) Participants awarded a scholarship must maintain a ~~cumulative~~ 3.25 cumulative or retention/graduation grade-point-average. A program year is defined as beginning in the fall semester and continuing through the summer term. The cumulative or retention/graduation grade-point-average will be determined at the end of the program year, i.e., between the summer and fall terms.
- (b) Scholarship recipients must maintain full-time enrollment each semester. Full-time enrollment shall mean a minimum of 12 hours per semester and 24 hours in the two regular semesters. Students who, due to extraordinary circumstances during the semester, drop below the minimum of 12 hours of initial enrollment, must earn 24 credit hours for the two regular semesters to retain eligibility for the next program year. Students will be eligible for summer awards if they have earned 24 semester credit hours in the preceding two regular semesters. Students who receive part-time awards for summer must enroll in at least 6 credit hours and must complete a total of at least 30 credit hours during the full academic year (fall, spring, summer). Students who receive full-time awards for summer must enroll in at least 12 credit hours and must complete a total of at least 36 credit hours during the full academic year (fall, spring, summer). Hours of enrollment required for summer awards may consist of a combination of summer and intersession enrollment. Part-time awards, for enrollment of 6 to 11 credit hours, made for the summer term will count as one-half of a semester used in the program and will be in the amount of one-half of a semester award. Full time awards, for enrollment of 12 or more credit hours, made for the summer term will count as a full semester used in the program and will be in the amount of one semester award. Students who require less than 12 credit hours for graduation purposes during the last semester of undergraduate enrollment may request payment of their scholarship in the amount of a one-half semester award for at least six hours of enrollment. The term will count as one-half semester used in the program.
- (c) A student who fails to meet the continued eligibility requirements will be removed from the program without academic scholarship assistance the following semester. Any semester during which the student does not receive an award due to failure to meet the continuing eligibility requirements is counted as a

semester used in the program and is deducted from the eight semesters allotted for the program. A student may be reinstated to the program:

- (1) If the student achieves a 3.25 cumulative or retention/graduation grade-point average at the end of the following fall or spring semester or summer term;
 - (2) If the student in the following fall or spring semester remedies the credit-hour deficiency by earning twelve credit hours in addition to the number of hours by which the student is deficient; or if the student earns the deficient credits in the following summer term.
- (d) In summary, a student may be reinstated only one time and has one year to remedy the grade-point average or credit-hour deficiency. Maintaining eligibility and familiarity with State Regents' and institutional policy is the responsibility of the student.
- (e) Participants may take a leave of absence from the program by petition to the Oklahoma State Regents for Higher Education. Leaves of absence may not be used to remedy grade-point average or credit-hour deficiency.

Section 610:25-33-6 Fiscal Policies [no change]

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

AGENDA ITEM #9-e:

Policy.

SUBJECT: Approval of a request from Tulsa Community College for a policy exception.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College'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, Cameron University, and Oklahoma State 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. Tulsa Community College (TCC) is seeking an exception to transcript the credit for prior learning after admission and prior to initial enrollment.

ANALYSIS:

Historically, this policy provision has created confusion for TCC students regarding the specific courses that will be awarded by virtue of credit for prior learning as well as the time at which such credit will be posted on the transcript. Thus, allowing TCC to transcript credit for prior learning after admission and before initial enrollment will reduce student confusion and decrease the likelihood of students unnecessarily enrolling in courses for which they are receiving credit.

Therefore, it is recommended that the State Regents approve this request.

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

AGENDA ITEM #9-f:

Policy.

SUBJECT: Posting of revisions to the State Regents' Institutional Accreditation policy.

RECOMMENDATION:

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

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations addressing program integrity and student aid programs. The regulations created rules and definitions covering a wide range of issues affecting colleges and universities as well as state higher education agencies. Most notably, a state authorization regulation, which is detailed in 600.9 of Title 34, United States Code, was established to strengthen consumer protection and increase institutional accountability. As a result of this regulation, to maintain eligibility to award federal financial aid, a higher education institution must obtain authorization in each state in which it is physically located.

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157, which was signed by Governor Fallin on April 26, 2016, established the statutory basis for a state authorization process. As a result of this legislation, which is effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to comply with a state authorization policy provision that is established by State Regents. Furthermore, in an effort to meet the intent of the federal regulation, Senate Bill 1157 limits the scope of the State Regents' policy provision to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

Senate Bill 1157 also exempts private institutions that participate in the Oklahoma Tuition Equalization Grant program (OTEG), which is a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions, from being subject to the requirements detailed therein. Therefore, OTEG institutions will not be subject to the State Regents' state authorization policy provision.

In addition to detailing the statutorily mandated State Regents' state authorization function, Senate Bill 1157 also amended the acceptable forms of accreditation that make a private institution or an out-of-state public institution eligible to seek approval to operate as a degree granting institution. Prior to Senate Bill 1157, to operate as a higher education institution in Oklahoma, a private institution or out-of-state public institution had to be accredited by one of the following: 1) a regional accrediting agency recognized by the USDE; 2) a national accrediting agency recognized by the USDE; or 3) the State Regents. While it is critical to recognize that the statutory amendment eliminated the third accreditation option, State Regents'

accreditation, it is also essential to point out that all of the private degree granting institutions and out-of-state public degree granting institutions operating in Oklahoma are accredited by a national or regional accrediting agency that is recognized by the USDE. Equally important, the State Regents have not formally accredited an institution since the 1990's; thus, accreditation has been an obsolete State Regents' function for many years. As a result of these issues, the revised statutory accreditation criteria will not impact the process by which private degree granting institutions and out-of-state public degree granting institutions are accredited.

POLICY ISSUES:

Substantive revisions to the Institutional Accreditation policy were made to meet the statutorily mandated functions that are prescribed in Senate Bill 1157. The proposed updates specify the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate therein.

ANALYSIS:

The proposed revisions to the Institutional Accreditation policy align with Senate Bill 1157 and provide the oversight needed to increase institutional accountability and establish consumer protection against disseminating inaccurate information and misleading both current and prospective students. The proposed substantive revisions to the Institutional Accreditation policy are outlined below:

3.1.1-Title

The title of the policy was changed to the Institutional Accreditation and State Authorization policy to align with terminology used in 600.9 of Title 34, United States Code and Senate Bill 1157.

3.1.1-Basis of Authorization

This section of this policy was revised to reflect the statutory basis for authorization to operate as a private degree granting institution or an out-of-state public degree granting institution.

3.1.2 –Definitions

The revisions update existing definitions to provide better guidance to institutions regarding policy language and add definitions to the policy for the following terms: academic degree, asynchronous, degree granting institution, deleted program, enrollment agreement, financial responsibility composite score, institutional director, non-degree granting activity, Oklahoma Tuition Equalization Grant Program, out-of-state public institution, private institution, program, State Authorization Reciprocity Agreement, suspended program, and synchronous.

3.1.4 Private Institutions and Out-of-State Public Institutions

The revisions specify the statutorily defined eligibility criteria and detail policy requirements for private institutions and out-of-state public institutions to operate as a degree granting institution in Oklahoma. Each requirement in this section falls within the scope of the legislatively defined policy parameters: standards for operation, including a reference to adhering to an existing student complaint process provision that is detailed in policy section 3.1.6; enrollment agreement requirements; and reporting requirements. Additionally, in event that State Regents' staff issues a recommendation to deny, revoke, or not renew an institution's ability to operate as a degree granting institution in Oklahoma, this section also includes an institutional appeal provision to ensure that there is procedural due process.

Additionally, the existing language in policy section 3.1.4 was deleted because it detailed the requirements for an institution to seek State Regents' accreditation. Based on Senate Bill 1157, State Regents' accreditation is no longer a viable accreditation option to legally operate in Oklahoma; thus it is

necessary to eliminate the policy language that details the procedures and standards associated with such accreditation.

It is recommended that the State Regents post the amendments to this policy as outlined above. The revisions to this policy will be effective November, 1, 2016.

Attachment

3. ACADEMIC AFFAIRS POLICY

3.1 INSTITUTIONAL ACCREDITATION AND STATE AUTHORIZATION

3.1.1 Purpose

A. Basis of Authorization

The Oklahoma Higher Education Code, enacted by the Oklahoma Legislature, states:

1. . . . Any persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma (70 O.S. §4101) ~~A private educational institution shall be accredited under rules promulgated and adopted by the Oklahoma State Regents for Higher Education unless such institution is accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. A private educational institution shall grant only those degrees authorized by the Oklahoma State Regents for Higher Education unless approved otherwise by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended . . . (70 O.S. §4101 §4103; and §4104 (2001)).~~
2. ...All private and out-of-state public degree-granting institutions shall be accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education (USDE) as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements. The following institutions shall be exempt from this section (70 O.S. §4103):

- a. Private institutions participating in the Oklahoma Tuition Equalization Grant program; and
 - b. Out-of-state public and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.
3. Non-exempt institutions engaged in non-degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools (70 O.S. §4103).

B. Purpose

Consumer Protection. The primary purpose of this policy is to protect Oklahoma citizens by ensuring that higher education institutions meet statutory and policy requirements regarding institutional quality. ~~To operate as a college or university in Oklahoma and award college credit or degrees institutions must be accredited by one of the following three entities: a regional accrediting agency, a recognized national accrediting agency, or the State Regents as defined in this policy.~~

3.1.2 Definitions

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

“Academic Degree” is defined as any associate, baccalaureate, first professional, master’s, intermediate (specialist) or doctorate degree and any variations of these words to describe postsecondary education.

~~“Accreditation” is the process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services~~ is the status of public recognition that a national or regional accrediting agency, which is recognized by the United States Department of Education, grants to an educational institution that meets the agency's standards and requirements.

~~“Applicant” is an institution that has formally applied for initial or renewal of State Regents’ accreditation status. Additionally, regionally or nationally accredited institutions seeking to coordinate with the State System are considered applicants.~~

“Asynchronous” is defined as learning in which student and faculty are not present and available simultaneously. Regular communication and instruction may be facilitated by e-mail, discussion boards, or other electronic formats.

~~“Comprehensive Evaluation” is the process of evaluation for both initial~~

~~and renewal of State Regents' accreditation that determines whether an institution meets the standards of educational quality detailed in this policy. The programs and operations of the institution are examined through the self-study and peer review process.~~

~~“Degree” is an academic credential conferred by a college or university as official recognition for the successful completion of an instructional program.~~

“Degree-Granting Institution” is defined as an institution that offers education leading to an associate’s degree or higher.

“Deleted Program” is defined as a program that has been deleted from the institution’s academic degree program inventory.

“Enrollment Agreement” is defined as a contract that establishes the relationship and obligations of the institution and the student. The enrollment agreement specifies the conditions under which the institution will provide educational instruction to the student named on the enrollment agreement. The enrollment agreement also specifies all costs the student must pay in order to enroll in and undertake completion of a specific academic program.

~~“Evaluation Team” is a group of peer evaluators is selected by the State Regents to gather and analyze information and conduct an on-site evaluation of an institution's programs and operations to determine if an institution meets the State Regents' Standards of Educational Quality detailed in this policy.~~

~~“Evaluation Visit” is a visit to the institution by the evaluation team to analyze and evaluate an institution's ability to deliver and support quality courses and programs in the state of Oklahoma.~~

~~“Focused Visit” is an onsite visit conducted by an evaluation team to evaluate specific institutional developments and changes, or revisit concerns identified by a previous evaluation team.~~

“Financial Responsibility Composite Score” is defined as a USDE issued score to determine a private institution’s financial stability for Title IV participation.

“Institutional Director” is defined as the institutional administrator designated by the institution to assume responsibility for the conduct of the institution and its agents within this policy.

“Non-Degree Granting Activity” is defined as offering education or training that does not lead to an associate’s degree or higher.

“Oklahoma Tuition Equalization Grant Program” is defined as a need-based grant program that awards grants to Oklahoma residents enrolled as full-time undergraduates at qualified Oklahoma not-for-profit, private/independent institutions of higher education.

“Out-of-State Public Institution” is defined by any public institution with a physical presence in Oklahoma that is established, operated, and governed by another state or any of its political subdivisions.

~~“Physical Presence” is defined as having a physical location (i.e., brick and mortar), post office box, telephone or facsimile number originating~~

within Oklahoma, offering courses or academic programs at a physical location or convening students for any purpose in Oklahoma, is defined as activities or operations at a geographic location in Oklahoma that require State Regents' authorization. See the special section on physical presence below for more detailed information.

"Private Institution" is defined as an educational institution with a physical presence in Oklahoma, which is controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or non-profit. Consistent with 70 O.S., §4103, private institutions that participate in the Oklahoma Tuition Equalization Grant program are exempt from policy section 3.1.4.

"Private Higher Education Institution" is a private, denominational, or other two-year or four-year college or university which offers courses beyond the twelfth grade for which students earn credit and may be applied to satisfy the requirements for an associate's, baccalaureate, graduate, or professional degree.

"Program" is defined as a sequentially organized series of courses and other educational experiences designed to culminate in a postsecondary academic degree (instructional program, academic program, and course of study are considered synonymous). For the purposes of this policy, certificates and diplomas are not considered programs and the authorization to offer such credentials falls under the jurisdiction of the Oklahoma Board of Private and Vocational Schools.

"Recognized National Accrediting Agency" is an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority as to the quality of higher education institutions under Code of Federal Regulations 34 CFR §602. The Secretary periodically publishes in the Federal Register a list of recognized accrediting agencies and the scope of each agency's recognition, e.g., the types of institutions the agency may accredit, the degrees and certificates awarded, the geographic area, and the pre-accreditation status(es) that the Secretary has approved for recognition.

"Regional Accrediting Agency" is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary to include at least three states that are contiguous or in close proximity to one another. Regional accrediting agency is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC) accredits public and private/independent institutions in Oklahoma. The HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.

"Review Panel" is a three-member panel appointed by the Chancellor if the institution objects to the evaluation team's State Regents' staff recommendation of one of the following: denial, nonrenewal, or revocation of accreditation authorization. The review panel examines the

evaluation team's State Regents' staff report and rationale for the recommendations and makes a formal recommendation on the institution's status to the Chancellor for action by the State Regents.

~~“Self Study Report” is a comprehensive description of the institution's own evaluation of its effectiveness and the extent of its compliance with the State Regents' Standards of Educational Quality and the HLC's Criteria for Accreditation. Additionally, the institution must indicate its compliance with HLC's ERs in the self study. The report serves as a key component in the evaluation conducted by the visiting team. The document also describes the process by which the self study report was conducted.~~

“State Authorization Reciprocity Agreement” is defined as an agreement among states, districts, and territories that establishes comparable standards for providing distance education form their postsecondary educational institutions and out-of-state students.

“Suspended Program” is defined as a program that has been suspended from the institution's academic degree program inventory.

“Synchronous” is defined as learning that takes place when students and/or faculty are in different geographical locations, but interact (or meet) in real-time using technology.

~~“Team Chairman” is an experienced evaluation team member who leads the evaluation team visit and prepares the team report consistent with State Regents' policy and using HLC guidelines for the evaluation visit and team report. The chairman is responsible for submitting the completed team report including recommendations to the Chancellor within ten working days of the evaluation visit.~~

~~“Transferability” refers to credits earned by students at institutions accredited by a regional accrediting agency or the State Regents accepted for transfer at face value into like programs at institutions in the State System (and on a voluntary basis by private/independent institutions) consistent with the State Regents' *Undergraduate Transfer and Articulation Policy*. Credits earned by a student at an institution accredited by a recognized national accrediting agency may be reviewed on a course by course basis, for possible transfer to an institution in the State System (and on a voluntary basis by private/independent institutions).~~

3.1.3 ~~Accredited In and Out of State State System Institutions~~

~~A. In State Institutions~~

State System institutions are accredited by the Higher Learning Commission. For information purposes, public institutions will provide copies of self-study reports and final evaluation reports in a timely manner. This information will be reviewed and summarized for the State Regents. ~~Private/independent institutions may provide copies of these reports on a voluntary basis.~~

~~B. Out of State Institutions~~

~~In and out of state higher education institutions that are nationally or regionally accredited may become coordinated with the Oklahoma State~~

Regents for Higher Education (OSRHE) by submitting a request to the Chancellor. The request will include written verification and a description of its accreditation status including authorization to offer courses and programs in other states. Additionally, the request must include a course catalog, anticipated course and program offerings, faculty hiring procedures and qualifications, tuition and fee structure, and the location where courses and programs will be offered. Once coordinated with the OSRHE, changes in the institution's accreditation status or programs offered must be reported immediately to the Chancellor.

Out-of-state institutions nationally or regionally accredited, as noted in the preceding paragraph, offering college-level courses and programs in Oklahoma via electronic technology are expected to adhere to the same high standards of program delivery as Oklahoma institutions subscribe. Therefore, out-of-state institutions are encouraged strongly to follow the academic standards outlined in the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy.

Institutions that offer college-level courses and programs completely online, with no physical presence in Oklahoma, do not fall under the jurisdiction of this policy. For the purpose of this policy, for programs otherwise completely online, physical presence does not include media advertisements or entering into an arrangement with any business, organization, or similar entity located in Oklahoma for the purposes of providing a clinical externship, internship, student teaching, or similar opportunity. The onus shall be on the student for entering into an agreement for these activities

3.1.4 Private Institutions and Out-of-State Public Institutions

A. To operate as a degree granting institution in Oklahoma a private institution or an out-of-state institution shall:

1. Be accredited by a national or regional agency which is recognized by the Secretary of the USDE; and
2. Submit an application and receive authorization from the State Regents. Upon receiving an application for authorization to operate as a degree granting institution in the State of Oklahoma, State Regents' staff shall review the application to determine if the institution satisfies the criteria detailed in policy section 3.1.4.

B. Physical Presence

For the purposes of this policy section 3.1.4, any of the following activities constitute a physical presence for a private institution or out-of-state public institution. Therefore, a private institution or public institution shall be subject to policy section 3.1.4 if any of the following occur:

1. The private or out-of-state public institution offers college level credit in the state that leads to an academic degree, including:
 - a. Establishing a physical location in the State of

Oklahoma for students to receive synchronous or asynchronous instruction;

- b. Requiring students to physically meet at a location in the State of Oklahoma for institutional purposes that comprise more than two (2) class periods equivalent to six (6) hours; or
 - c. Providing an offering in the nature of a short course or seminar, if instruction for the short course or seminar is greater than twenty (20) contact hours.
2. The private institution or out-of-state public institution establishes an administration office in the state including:
- a. Maintaining an administrative office in the State of Oklahoma for the purpose of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
 - b. Providing office space to instructional or non-instructional staff; or
 - c. Establishing an institutional mailing address, post-office box, street address, or phone number in the State of Oklahoma.

C. Standards for Operation

A private institution or out-of-state public institution shall:

- 1. Provide prospective and current students with a printed catalog, upon request, or make an electronic version of the catalog accessible on the institution's website. At minimum, the catalog shall include the following:
 - a. A general institutional admission policy as well as specialized admission policies for specific programs;
 - b. The purpose, duration, and objectives of each program offered by the institution;
 - c. Student costs, including tuition, and an itemized listing of all the mandatory fees, as well as refund and financial aid policies;
 - d. The institution's calendar, including the beginning and end dates for each instructional term, holidays, and registration and withdrawal dates;
 - e. An institutional policy regarding the transfer of credit earned at another institution of higher education; and
 - f. A disclosure statement noting the transferability of credit awarded by the institution is at the

discretion of the receiving institution.

2. Provide prospective and current students, upon request, with a copy of the documents describing the institution's accreditation and its state, federal, or tribal approval or licensing.
3. Designate one individual as an institutional director who is responsible for maintenance of proper administrative records and all other administrative matters related to this policy. Additionally, the institutional director shall serve as the official point of contact for all business between the institution and State Regents' staff.
4. Disclose accurate information regarding its accreditation status, as detailed in policy section 3.1.5.
5. Not use fraud or misrepresentation in advertising or publications, as detailed in policy section 3.1.5.
6. Establish a clearly understood and published student complaint process as detailed in policy section 3.1.6.
7. In the event of an imminent closure or loss of institutional accreditation, adhere to policy section 3.1.7.

D. Enrollment Agreement

Prior to accepting payment, a private institution or out-of-state public institution shall provide the student with an enrollment agreement that explicitly details the obligations of the institution and the students as well as the enrollment period for which the agreement applies. The enrollment agreement shall be written in a manner that can be understood by all prospective students, regardless of the educational level of the individual. Upon completing the enrollment agreement, the student shall receive a paper copy and/or electronic copy and the private institution or out-of-state public institution shall retain the original document for record keeping purposes. Each agreement, at minimum, shall include the following:

1. The name and address of the institution and the addresses where the instruction will be provided;
2. The title of the program or each course in which the student is enrolling, as listed in the course catalog;
3. Time period for which the enrollment agreement covers;
4. The total number of credit hours, clock hours, or other increment required to complete the degree program;
5. Total costs of the program, including itemized separate costs for tuition, fees, books, any required equipment purchases;
6. The basis for termination of the enrollment agreement by the institution before the student's completion of the program or each course;

7. The date by which the student must exercise his or her right to cancel or withdraw;
8. A statement disclaiming any guarantee of employment for the student after the program or each course is completed;
9. A transfer disclosure statement noting there is not a guarantee that the credits earned at the institution will transfer and that any decision about the applicability of credit and whether it should be accepted is at the discretion of the receiving institution;
10. An acknowledgement that the student who signs the enrollment agreement has read and received an electronic or paper copy of the agreement;
11. Signature of the student and date signed; and
12. Signature of the appropriate school official and acceptance date.

E. Reporting Requirements

1. Each institution that is authorized to operate shall provide an annual report in a form prescribed by the State Regents. The report will include, but may not be limited to, information pertaining to enrollment, graduation, credentials awarded, and financial aid.
2. In addition to the annual report, a private institution or out-of-state public institution shall provide the Chancellor:
 - a. Notice of a change in ownership or form of control, which may include, but is not limited to: the sale of the institution, the merger of two or more institutions, the division of one institution into two or more institutions, or a conversion of the institution from a for-profit institution to a non-profit or a non-profit institution to a for-profit;
 - b. Notice of offering a program at a new location;
 - c. Notice of offering a new program;
 - d. Notice of deleting or suspending a program. The institution shall also detail its teach-out plan or how the students will be advised regarding other options;
 - e. Notice of an action or review by the institution's accrediting body concerning the institution's accreditation status, including, but not limited to, reaffirmation or loss of accreditation or any sanction relative to the institution's level of accreditation such as, but not limited to, warning, probation, or show cause. In addition, the institution shall immediately provide notice if the

institution's accrediting body is no longer recognized by the Secretary of the USDE;

- f. Notice of information related to a Title IV program review conducted by the USDE. A private institution receiving a USDE financial responsibility score below 1.5 shall also provide documentation to substantiate that the institution completed any necessary actions(s) required to retain Title IV funding eligibility; and
- g. Notice of appointing a new institutional director.

F. Procedures for Denial, Revocation, or Nonrenewal of Authorization

The authorization to operate as a degree granting institution may be denied, revoked, or non-renewed when a private institution or out-of-state public institution fails to meet or comply with any portion of policy section 3.1.4. When State Regents' staff recommends for an institution's authorization to be denied, revoked, or non-renewed, its due process rights will be governed and limited by 75 O.S., §314 (2001), and any pertinent amendments. Those provisions of the Oklahoma Administrative Procedures Act (APA) pertaining to individual proceedings, 75 O.S. §309 (2001), et seq., are not applicable to State Regents' state authorization decisions. The following procedures will apply specifically to denial, revocation, or nonrenewal.

1. Objections by Institutions

The institution will have fifteen (15) days from the receipt of the final State Regents' staff report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the staff report and recommendations will be forwarded to the State Regents for their consideration and action.

2. Forming a Review Panel

If the institution objects to the staff report, the Chancellor will convene a neutral three-member panel of educators to consider the institution's objections. The Chancellor will also designate a lawyer to serve as a non-voting legal advisor to the panel. The institution will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.

3. Review Panel Hearing

The review panel will schedule a hearing in a timely fashion at which the institution's objections to the State Regents' staff report will be fully considered. The institution may call its own witnesses and may question any witness called by the State Regents.

The institution may be represented at this hearing by persons of its own choosing, including legal counsel.

Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.

The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the institution. Either the State Regents or the institution may, at its own expense, arrange for a transcription of the hearing.

4. Review Panel's Proposed Findings

Within 15 days of the hearing, the panel will issue proposed findings addressing the objections raised by the institution. The findings will be supported by, and based solely upon, testimonial and documentary submissions at the hearing and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.

5. State Regents' Action

The State Regents, after considering the panel's findings, the State Regents' staff report, and the rest of the official record pertaining to the state authorization application, will take appropriate action on the institution's application. No new evidentiary materials will be received at the State Regents' meeting. The institution will, however, be given the opportunity to present to the State Regents remarks in support of fitness for authorization. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's authorization to operate as a degree granting institution..

~~3.1.4—Unaccredited Private Institutions~~

~~State Regents' standards, policies, and procedures for accreditation are modeled on those of HLC. Accreditation of a college or university by the State Regents means that standards and policies prescribed for accreditation by the State Regents' policy have been satisfied. Institutions accredited pursuant to this policy are encouraged to become accredited by the regional accrediting agency, HLC.~~

~~HLC's Eligibility Requirements (ERs) establish baseline benchmarks for institutions seeking accreditation by the State Regents. The team will explore the institution's ability to meet the HLC's ERs as evidenced by the institution's self-study report and the evaluation visit. To achieve accreditation without qualification, an institution is required to meet the HLC's ERs and each State Regents' Standard of Educational Quality as well as address the HLC Criteria for Accreditation in the institutional self-study report and the evaluation visit.~~

~~A.—Initial Application~~

~~Preliminary Conference: The institution's president will contact the Chancellor or his designee and request a meeting to discuss the State Regents' Standards of Educational Quality and the procedures necessary to achieve State Regents' accreditation.~~

~~The accreditation policy and related State Regents' policies,~~

~~HLC's ERs, and the current HLC Criteria for Accreditation will be~~

~~provided. Application: To apply for consideration of accreditation, the president will submit a formal letter of request and a document addressing the proposed institution's response to HLC's ERs, as well as any documentation required by the State Regents. Upon receipt of these documents, the official accreditation process begins. Institutions will be required to follow the procedure outlined in this policy, which include an institutional self study report and an on-site evaluation visit to determine if the institution meets the State Regents' Standards of Educational Quality. The Chancellor will appoint a staff member to serve as liaison to the institution during the evaluation process. The anticipated time period for the team evaluation visit will be communicated.~~

B. Evaluation Visit Expenses

~~Full cost for the evaluation visit will be paid by the institution receiving the service. Such costs include the evaluation team members' honoraria, travel, lodging, and food in accordance with Oklahoma state travel laws. If an institution objects to the team recommendation and a review panel is appointed (see Procedures for Denial, Revocation, or Nonrenewal of Accreditation in this subsection), the institution will pay for the full cost of the review panel. If the State Regents determine that one or more members of the evaluation team are to be present at the review panel hearing, the cost will be borne by the State Regents.~~

C. Withdrawal of Application

~~At any time during the process, the institution may withdraw its application, but will be required to pay any expenses incurred to that point by the State Regents' office.~~

D. Standards of Educational Quality

~~The State Regents' Standards of Educational Quality establish the foundation and requirements for State Regents' accreditation. A team evaluating an institution applying for initial or renewal of accreditation examines carefully whether the institution meets each standard by using HLC's current five Criteria for Accreditation which is adopted by reference as part of this policy. For example, educational standard 1 pertaining to Educational Mission and Objectives calls for a clear, concise, and realistic mission statement. Examples are provided throughout the policy for illustrative purposes and are not intended to limit the scope or operation of this policy. HLC criterion one asks for decision-making processes that are appropriate to the institution's stated mission and purposes. It is important to note that outstanding performance in an area covered by one standard or criterion does not compensate for unacceptable performance in another. The State Regents' Standards of Educational Quality are described below:~~

1. Educational Mission and Objectives

An institution accredited by the State Regents must develop a clear and realistic statement of its basic purposes as a member of the higher education community. A mission appropriate to higher education will place a high priority on educational excellence and support high expectations of students. Each institution may also define additional aims such as contributing to the development of the community or to help students prepare for a life in a democratic society.

While the mission states the institution's broad purposes, the educational objectives are more specific ways of ensuring that the mission is achieved. Examples of such objectives include the provision of student support services, laboratory and other specialized facilities, graduate placement assistance, off-campus offerings, and other arrangements.

Each applicant or accredited institution also defines additional objectives which reflect its particular character. These objectives are to be realistically determined with consideration of factors such as the institution's founding purpose, education vision, community needs, and its resources—human, physical, and fiscal. Each institution also defines additional objectives which reflect its particular character. Some examples are: helping students to prepare for employment, for the next level of education, for specialized research and public service, or simply for life in society. The institution's statement of mission should result from discussions among both faculty and administration and must be approved by the governing board. The statement of mission and objectives should be widely disseminated among members of the institution and its community through appropriate institutional publications, including the catalog.

2. Governance and Administration

The governance of colleges and universities in the United States has historically been a partnership between lay control and professional administration. Legal control and broad policy-making responsibilities for institutions have been vested in lay boards of trustees/regents, whereas responsibilities for recommending and implementing educational policy have traditionally resided with college presidents and faculties. Higher education as an activity is too important to be given over exclusively either to the lay person or the professional; therefore, the responsibility for its governance is balanced between those who are the chief recipients of its benefits and those who are its practitioners. Governing board (board) members link the institution to society and therefore should reflect

society's diversity and be knowledgeable about the problems of both the institution and the society.

The board should act as an autonomous body, free from undue influence by owners, employees, political or business entities, or other interest groups. It should govern freely without political bias and should protect the institution from political pressures. Board members should have a clear idea of their general duties and responsibilities and should define them in an official policy document based on its corporate charter and bylaws. The board should appoint a president empowered to operate within board policies according to clearly stated administrative code. It is generally agreed that the most important functions of a board are to select a president, to be responsible for the institutions property and funds, and to oversee the educational programs of the institution. The crucial test of a board's operating effectiveness is the extent to which it concentrates its energies on policy matters and avoids concerning itself with administrative detail. Evaluation should concentrate on the board's effectiveness in performing its function of institutional policy making. Other factors include the method of board selection, organizational structure, terms of service, and frequency of meetings.

A clear differentiation between the policy making function of the board and the executive responsibilities of those who carry out these policies is essential. The administrative officer should be free to operate within board policies, according to a carefully developed administrative code. Such conditions are basic to the exercise of effective, far-sighted leadership in institutional development and advancement of objectives.

Administration is concerned with every aspect of the organization and operation of an institution. The first essential for a strong institution is a carefully planned administrative organization which coordinates all the resources effectively toward the accomplishment of the institutional mission and objectives. This organization should provide for responsible participation in decision making, execution, and evaluation by various constituent groups. The complexity of the organization will necessarily vary with the nature and scope of the educational programs offered, but both its structure and the accompanying operation procedures should be clearly defined and understood by all.

The administration's commitment to fair and equitable treatment of students, faculty, and staff as well as the public is reflected in appropriate policies and procedures on equity, nondiscrimination, and due process. Manuals

and handbooks spelling out the rights and responsibilities of all members of the institution are made available and a conscientious effort is made to carry out such provisions.

3. Educational Programs

Institutions will comply with the State Regents' *Undergraduate Degree Requirements* policy.

An institution accredited by the State Regents is a degree-granting institution and includes programs leading to degrees as part or all of its offerings. The institution demonstrates the effort to:

- a. formulate educational goals that are consistent with its mission, reflective of higher education, and focused on reorganized fields of study;
- b. develop and implement procedures to evaluate the extent to which the educational goals are being achieved; and
- c. use the results of these evaluations to improve educational programs and services.

Academic program quality is expressed through effective student learning and eventual job performance. Quality of academic programs can be determined through assessment of curriculum, of instructional delivery, demand, and student improvement. Instruments or measures to evaluate academic programs may include: standardized tests, portfolios, completion rates, performance of transfer students at receiving institutions, results of admission tests for students applying to graduate or professional schools, job placement rates, results of licensing examinations, student evaluations, employer evaluations, program advisory committees, and follow-up studies of alumni.

It is expected that an institution will focus its resources and energies on the education of its students consistent with its mission. Effectiveness in all educational programs, delivery systems, and support structures should be the primary goal. An effective institution of higher education provides a challenging academic environment and seeks to ensure student academic achievement, intellectual inquisitiveness, personal and professional development, ethical consciousness, academic freedom, faculty support, and an environment conducive to learning. The development, evaluation, and revision of academic programs must involve the faculty in a central way.

Auxiliary activities, such as subsidiary or related business ventures, must be conducted within general policies governing institutional relationships and

consistent with the institution's mission and purposes.

An institution accredited by the State Regents must have a well-designed general education component as an integral part of its undergraduate degree programs. General education is a required part of every student's program of study. It is not directly related to the student's area of specialization or career interests. It includes the characteristics of requiring a certain number or proportion of the total credits earned and course selections that ensure breadth of learning across the major disciplinary fields.

The institution's general education requirements must be supported by a coherent philosophy and rationale consistent with its mission and be well understood and widely supported within its academic and administrative departments. Development and periodic review of the philosophy should involve all major constituencies, including faculty, administrators, and governing board members. The rationale and plan for general education may focus on the pattern of coverage across the disciplinary fields or on the competencies and skills expected to be developed. Examples of the former include communications, social sciences, humanities and fine arts, natural sciences, and mathematics. Examples of the latter include critical thinking, communication skills, ethical awareness, quantitative facility, research and independent learning abilities, and others.

4. Faculty

The selection, development, and retention of a competent faculty are related to the mission performance of the institution. Faculty are responsible for developing students to represent the characteristics defined in the institution's mission. An effective reward system links faculty objectives to institutional mission. The successful institution provides for adequate faculty participation in the development of institutional policies, particularly those governing academic affairs, student academic advising, assessment techniques and including mission refinement. The organization should encourage regular faculty communication within and across disciplines as well as between faculty and administration.

The number and type of full-time faculty members must reflect mission priorities and be appropriate to provide effective teaching, mentoring, research, community service, and administrative expertise in areas such as curriculum development and program assessment. Records of faculty performance should indicate their devotion to the above tasks as appropriate through the

institution's mission indicators such as teaching contact hours, teaching portfolios, student evaluations, faculty development efforts, research production, awards, community service hours, and committee work. The continuous professional growth of all members of the faculty should be encouraged, and the institution should assist members of the faculty to further their professional development.

Effective faculty recruitment depends on the institution's ability to provide adequate salaries, a well-planned program of benefits, and an attractive working environment conducive to the transfer and development of knowledge. The level and kind of faculty salaries and the program of benefits should be regularly re-examined to keep them current with changing economic and social conditions. Faculty diversity will represent the institution's commitment to its social responsibilities.

A majority of the faculty in undergraduate degree programs should hold degrees at least one level above that of the programs in which they teach. Most faculty teaching in graduate programs should hold earned doctorates. It is also expected that an institution will employ faculty members whose highest degrees are from regionally accredited institutions. In exceptions to this standard, institutions must show evidence that their faculty members have appropriate academic preparation.

The employment of part-time faculty members can provide additional educational expertise to the institution while expanding student access, but the number and kinds of part-time faculty members must be regulated to protect program quality. Part-time faculty members teaching courses for credit must meet the same professional experiential requirements as their full-time counterparts teaching in the same disciplines. An institution should establish and publish policies regulating the employment of part-time faculty and provide them with appropriate orientation, supervision, and evaluation.

5. Library

The library is the institution's storehouse of knowledge and electronic portal to the global information community. The purpose of information resources and services is to support teaching, learning, and research in ways consistent with, and supportive of, the mission and goals of the institution. Information resources may include the holdings, equipment, and personnel within libraries, media and production centers, computer centers, telecommunications, and other repositories of information significant to the accomplishment of the institution's mission.

Quality information service depends on professional staff who hold the necessary expertise to lead institutional efforts in the development and use of educational resources and services. Opportunities are provided for faculty, staff, and students to participate in the planning and development of these services. Policies and regulations on information resources should be updated and made available to the institution's constituents. Professional and technical support staff shall function with clearly defined responsibilities.

Services (instruction, consultation, professional development) are provided to faculty and students to meet their educational needs. Personnel treat the library as a hands-on classroom and engage strategies that invite student interest, encourage student questioning, and guide student resource searches. Personnel exercise initiative to inform faculty and administrators about new developments in teaching and learning technologies.

Access to information resources is a priority of the institution. Resources in libraries, computer centers and labs, media centers, and other instructional information locations are readily available to the institution's constituents. Computing and communications services extend information gathering beyond the library's physical boundaries to include international databases. Library staff should work to coordinate electronic access for institution and community constituents to search its holdings and make information requests. Efforts or plans to convert holdings for electronic transfer should be underway.

Cooperative relationships and links with other institutions and agencies should be encouraged to increase the ability of the institution to provide the needed resources and services not only to its own constituents but to potential users from other institutions agreeing to share their resources. Formal written cooperative agreements are encouraged between libraries. These cooperative relationships and external information services are not a substitute for an institution's responsibility to provide its own adequate and accessible core collection and services.

The institution regularly and systematically evaluates the adequacy and utilization of its information resources, including those provided through cooperative arrangements, and at all locations where courses or programs are offered. The institution uses the results of the evaluation to improve the effectiveness of these resources. Institutions should link their budget decision making to the assessment results and consistently provide the library financial support ranging from a

minimum of five to six percent of its educational and general budget.

6. ——— Students

~~Institutions will comply with the State Regents' *Institutional Admission and Retention* policy.~~

~~Students are not just education consumers but participants in collegiate learning, research, and community service. The institutional mission should describe the characteristics of its ideal students, then recruit, retain, and develop them. As eventual participants in society, the student body should reflect society's diversity. Institutional effectiveness is determined through assessment of its students. Successful institutions should utilize entry level, mid-level, and exit assessments of students as part of their self-study report and continuous improvement process.~~

~~The institution shall demonstrate it has made an effort to support all students in achieving their educational goals. Appropriate policies and procedures for student development programs and services must be established and be operational. The goals of each functional area must be compatible with and support the goals of one another.~~

~~The institution should publish and make available to potential students a catalog describing courses and curriculum, tuition and refund policies, and other matters. An additional appropriate publication is the student handbook. Policies included in the student handbook should include student rights and responsibilities, including academic honesty, redress of grievances and complaints, and procedural rights. The student handbook should be well-publicized, readily available, and implemented in a fair and consistent manner. Information release policies respect the rights of individual privacy, the confidentiality of records, the best interest of students and the institution, and are in compliance with local, state, and federal statutes and guidelines.~~

~~A program of counseling and testing should assist students in making appropriate decisions in matters of personal concerns, academic choices, and career paths. The institution should make use of educational, career, and psychological assessment tools to evaluate the capabilities and interests of the students. Accurate assessment information on students should be provided to academic advisors and counselors, and placement and achievement test data should be interpreted to the individual student.~~

Student services should participate in ongoing assessment activities relating to students' needs and to student services functions, with special emphasis on the relationship of student services to student retention. Evaluation should be a regular function of program development and modification. Academic advising should include an assessment component which provides direction for modifying the advising program and enhancing student success. Additionally, the institution should develop systematic and dependable methods of gathering data on student characteristics and performance. Such data may be used for institutional research, external reporting, and other purposes.

The institution should provide opportunities for students to participate in campus governance, institutional decision-making, and policy and procedures development, and must involve faculty in the development of student services programs and policy. Institutions offering career-oriented programs should assist students in developing skills to secure employment upon program completion. They should maintain continuing contact with prospective employers in professions and other occupations related to their programs. Institutions may also assist students in securing part-time employment while pursuing their education.

7. — Finances

The management of financial resources for a postsecondary institution determines, in part, the quality of academic programs. Sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, audits, capital outlay, and sound financial management are issues to be addressed in the accreditation process. A key assumption underlying financial management policies should be that financial resources are tools of the educational enterprise, never the reverse. The adequacy of financial resources and the pattern of expenditures of an institution are to be judged in relation to its mission and objectives, the diversity and scope of its programs, and the number and kinds of its students.

There should be a well-conceived organizational plan assigning responsibilities of the various activities that together comprise the business and financial affairs of the institution. The chief business or financial officer should be one of the principal administrative officers of the institution. Among the key functions that should be performed by the chief business or financial officer is assistance to the president in the preparation of annual budgets. Faculty and department chairs should also have

a substantial role in the academic budgetary process. Other key functions are maintenance of an appropriate system of accounting and financial reporting, supervision of the operation and maintenance of the physical plant, procurement of supplies and equipment, control of inventories, financial management of auxiliary enterprises, and receipt, custody, and disbursement of funds belonging to the institution.

Institutions should demonstrate that their sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, capital outlay, and financial management have been utilized to successfully execute their missions. Institutions should forecast future development with respect to changes in enrollment and evolving community needs. Institutions with students that receive financial aid must maintain compliance with federal regulations including a requirement for management of excessive student loan default rates. Institutions must report any difficulty in maintaining compliance to the State Regents as part of the institutions overall financial picture.

In this context, institutions shall demonstrate at least a three year history of satisfactory financial management, which includes a three year history of amounts borrowed (internal and external) for capital outlay and for operating funds. The institution must also report the amount of interest and principal paid on such debts including a statement of operating income used in debt service.

In addition to such other audits as may be required by the governing board of the administration of the institution, the governing board shall annually obtain the services of an independent accounting firm that is licensed to practice public accounting to perform a complete financial audit of the institution.

8. Facilities, Materials, Equipment and Grounds

Buildings, materials, equipment and grounds should be designed and maintained to serve the needs of the institution in relation to its stated purposes. There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational programs of the institution. A master plan for campus development should be maintained.

Sufficient rooms for classes of various sizes should be available to meet the instructional needs of the institution. These should be properly lighted and adequately equipped, heated, and ventilated. Classrooms, laboratories, and other facilities should be properly scheduled for maximum utilization. Laboratory

equipment, instructional facilities, furnishings, and expenditures should be adequate to meet institutional needs. As a part of its operational and strategic planning, the institution should develop and periodically update a long-term plan for the maintenance and replacement of equipment and laboratory facilities.

Programs requiring special facilities should not be offered unless the appropriate facilities are available. Consistent with the guidelines of the Americans with Disabilities Act of 1990, arrangements should be made for handicapped access to campus buildings and facilities.

Adequate landscaping should be utilized to divide the campus into attractive and useful areas. Satisfactory parking space should be available, and attention given to protect and enhance the safety and security of students on campus.

Space utilization studies should be made to determine actual needs before the addition of new facilities. It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities of a new building be consulted during the planning stages.

When an institution does not have its own campus but rents instructional facilities or when an institution does have a campus but rents facilities away from campus so as to extend its programs into the community, it must demonstrate that the facilities so used are instructionally adequate, especially where laboratories, specialized instructional equipment, and library and information resources are known to be necessary for acceptable educational programs.

9. — Planning

An accreditable institution is guided by leaders with a vision of its future and a long-range perspective on the means necessary to reach that future. The basis for the institution's attempts to achieve its mission and to continue to improve is a long-range plan and a set of active and participative planning processes.

Long-range planning should be conducted in a manner that includes all functional areas and groups within the institution and draws upon internal and external data and data analysis. Basic characteristics of such planning are environmental assessments and forecasts of current and emerging trends.

Departmental and functional planning should be integrated within broader planning processes and reflected in the allocation of financial, physical, and human resources. Planning processes should be ongoing and produce annual planning documents that are widely distributed and well understood within the institution and used as a basis for decision making. Annual planning

processes should be conducted to adjust existing plans at all levels and to extend the scope of planning further into the future.

A key set of inputs to the planning process is the range of activities and measures that represent institutional assessment. Like well-designed planning processes, effective institutional assessment involves all major constituencies and is shaped by the institution's mission and educational purposes. It is characterized by multiple measures and focuses on using the results to improve educational programs in order to strengthen learning and achievement. The institution must provide evidence that planning efforts have been implemented.

Continuous improvement of the institution is the ultimate goal of institutional planning and assessment. In a changing social, economic, technological, and educational environment, institutions must be committed to evaluating their current performance in order to make necessary changes and position themselves in relation to future needs as they seek to achieve their missions.

Institutions should therefore set educational improvement as a key goal and should be able to demonstrate that they have achieved this goal.

An institution must have a contingency plan should the institution close. The contingency plan must outline the procedures for the disposition of all student records, including educational billing, accounting, and financial aid records in an accessible location, an explanation of how the school would notify students in the event of closure, and a proposed teach-out agreement with one or more institutions in reasonable geographic proximity which currently offer programs similar to those offered at the institution.

E. Institutional Self Study Report

The self study report (defined in section 3.1.2) plays an important role in the accreditation process. It is the foundation for the evaluation for initial and renewal of accreditation. The self study report demonstrates the institution's ability to analyze its effectiveness and develop plans for its own improvement. It provides an opportunity for the institution to show its effectiveness in meeting the State Regents' Standards of Educational Quality, HLC's Criteria for Accreditation, and HLC's ERs.

In preparing its self study report for submission to the State Regents, an institution should involve all of its affected constituencies including administration, faculty, staff, governing board members, and students. Outside stakeholders should also be involved as appropriate, including alumni, advisory groups, and citizens of the community.

The self study report should be a well-written, readable narrative that communicates the institution's compliance with the State

Regents' Standards of Educational Quality. It should be evaluative rather than merely descriptive and written with the other materials its readers will have access to in mind. The following information must accompany or be included in the self-study: faculty and student handbooks, the institutional catalog, official financial audits (last three years), the institution's federal regulatory status (if applicable), licensing or cooperative agreements, and any other information requested by the State Regents.

The self-study report will include a table of contents organized by the State Regents' Standards of Educational Quality and an introduction that provides the context for the evaluation. A brief history of the institution and its accreditation status should also be included. The body of the report must include a self-evaluation of the institution's compliance with each of the State Regents' Standards of Educational Quality as correlated with HLC's Criteria for Accreditation. The State Regents' Standards of Educational Quality include the requirement of compliance with State Regents' *Policy Standards of Educational Quality*, Sections 3.1.4.D.3 Educational Programs, and 3.1.4.D.6 Students. Institutions will explain within each Standard of Educational Quality how they are in compliance with these Regents' policies. The report should also include tables with statistical data regarding enrollment, programs, student charges, faculty, library, finances, and other pertinent topics. Such data should be used to conduct the necessary analysis and to support conclusions within the self-evaluation process. If the application is for renewal of accreditation, it must address the concerns expressed in the latest evaluation team report.

Five copies of the institutional self-study report, along with five copies of all materials noted above, must be filed in the Chancellor's office 90 days prior to the expiration date shown on the Certificate of Accreditation or for initial application by a new institution, at a date specified by the Chancellor. Any exceptions to this requirement must be in writing and must be approved by the Chancellor prior to the date such materials are due. Failure to provide the information required by this policy in a timely manner could have adverse consequences for the institution. Specifically, if an institution fails to provide information applicable to a given accreditation standard, the institution may be deemed not to have met that standard. If the institution fails to provide information necessary for a meaningful on-site evaluation, the visit will not be conducted, and the institution may be presumed not to meet the accreditation standards of educational quality.

Additional guidance for the self-study report can be found in a current copy of the *HLC Handbook for Accreditation*.

F. On-site Evaluation Process

The purpose of the evaluation process is to determine if the

institution meets the State Regents' Standards of Educational Quality. The primary methods for achieving this purpose are:

1. — the institutional self-study report, and
2. — an on-site evaluation of the institution's programs and operations by an evaluation team.
3. — The evaluative criteria for determining the institution's efficacy in meeting the State Regents' Standards of Educational Quality will be the current NCA Criteria for Accreditation.

G. — State Regents' Staff Role in the Evaluation Process

The role of State Regents' staff in the evaluation process is to coordinate the logistics and materials in preparation for the evaluation visit and to serve as a liaison between the team and the institution. It is the responsibility of State Regents' staff to inform the team members of their charge and of the State Regents' policies related to accreditation as well as serve as a facilitator for the evaluation visit. State Regents' staff will only accompany the team at the beginning and conclusion of the visit. The staff will not in any way actively participate in the evaluation team's work.

In preparation for State Regents' action on the team's report and recommendation, the staff will provide historical, policy, and factual context information to the State Regents.

H. Evaluation Visit

1. Team Selection: An effort will be made to select individuals who understand the uniqueness and nature of the institution under review. An effort will also be made to insure that the team includes individuals who have had significant professional experience with institutions of the type under review. In selecting individuals to serve on evaluation teams, the State Regents will seek out those persons who are best qualified, regardless of sex, race, religion, or national origin. Unless extenuating circumstances exist that cause the State Regents to select an in-state evaluator, the evaluators will be selected from out of state. The institution has the opportunity to express in writing suggestions for the areas of expertise and types of institutional representation it prefers. A list of potential team members will be provided to the institution before final selection occurs. Every effort will be made to alleviate institutional concerns about potential team members prior to selection of the team. However, the institution does not have the authority to veto a potential team member(s).

One member of the evaluation team will be designated as team chairman and will assume responsibility for leadership in conducting the evaluation and in preparing the team's report (see definition of team chairman).

Guidance for the team chairman as it relates to the evaluation visit will be provided by the *HLC Handbook of Accreditation*.

Team members will be required to sign a conflict of interest form provided by the State Regents' office. This form signifies that the individual team member has no association with the institution and does not stand to benefit in any way from its accreditation or lack thereof.

2. Length of the on-site evaluation visit: Typically the evaluation visit, whether for initial or renewal of accreditation, will be scheduled for two to three days. The dates for the evaluation visit will be determined by the State Regents' staff members who will coordinate with the institution before confirming the dates in writing. Unless extenuating circumstances exist, renewal of accreditation evaluation visits are to be scheduled well before the State Regents' accreditation expires.
3. Materials for the Team's Review: The self-study report, catalogs, and other pertinent materials will be forwarded to the team members, if possible, in advance of the evaluation. Other materials may be requested as appropriate before or during the on-site evaluation.
4. Team Room: A comfortable room with adequate facilities should be set aside for the team to perform its work for the duration of the on-site visit.

5. ~~On Site Interviews: The team chairman will schedule interviews with key institutional personnel, faculty, students, board members and others as part of the evaluation process.~~
6. ~~Exit Interview: The team chairman will schedule a meeting with the president to summarize the team's findings and recommendation. Other members of the institution may be invited to the exit session at the discretion of the president. The exit session will provide the institution with an oral preview of all the major points that will appear in the team report.~~

I. ~~State Regents' Action~~

~~The five State Regents' accreditation actions are provided below:~~

1. ~~Accreditation without Qualification~~

~~The institution fully meets HLC's ERs and the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Accreditation status is for a period of five years with a formal reevaluation at a date set by State Regents' action.~~

2. ~~Initial Candidacy~~

~~This category is only open to new applicants for accreditation. The institution meets HLC's ERs and the minimum State Regents' Standards of Educational Quality, but corrective measures are required to enable the institution to fully meet all the standards as correlated with HLC's Criteria for Accreditation. Corrective measures along with time lines for improvement will be communicated to the institution. A formal evaluation visit will take place at a date set by State Regents' action. Initial candidacy is limited to a period of six years.~~

3. ~~Probationary Accreditation~~

~~The institution fully meets HLC's ERs, but conditions exist at an accredited institution that endangers its ability to meet the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Corrective measures along with time lines for improvement will be communicated to the institution with a formal evaluation at a date set by State Regents' action. Probationary accreditation may not exceed a total period of three years with a formal evaluation at a date set by State Regents' action. Institutions that move to probationary accreditation status from initial candidacy will be limited to a maximum of two years in this category. When the time limit expires, the institution will be required to achieve Accreditation without Qualification or HLC accreditation.~~

4. ~~Denial of Accreditation~~

~~The institution does not meet HLC's ERs or the standards of educational quality, as correlated with HLC's Criteria for Accreditation outlined in this policy, and its initial application for accreditation is denied.~~

~~Institutions facing this action are entitled to due process under Procedures for Denial, Revocation, or Nonrenewal of Accreditation (3.1.4.K). The institution may pursue program improvement and reapply at a later time.~~

~~5. Nonrenewal or Revocation of Accreditation~~

~~An institution's accreditation is revoked or is not renewed due to its failure to correct deficiencies to achieve "Accreditation without Qualification" within the applicable time periods required by this policy or the institution otherwise does not meet HLC's ERS and the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Institutions facing this action are entitled to due process under Procedures for Denial, Revocation, or Nonrenewal of Accreditation.~~

~~The institution may pursue program improvement and reapply at a later time.~~

J. ~~Post Evaluation Visit~~

- ~~1. Team Report and Recommendations: Following the evaluation visit, the team will prepare a report of its visit to the institution consistent with the scope of the evaluation detailed in the team charge. The team chairman will be responsible for preparing and submitting the complete team report to the Chancellor's office within ten working days following the evaluation visit.~~

~~The team report will address all of the State Regents' Standards of Educational Quality applicable to the institution's evaluation. The report will provide a fair and balanced view of the institution's compliance with each of the Standards at the time of the visit. With respect to non-compliance of a standard, the team must identify the specific Standard involved and provide examples of ways in which the standard is not met.~~

~~Recommendations for improvement should be made with sufficient specificity as to allow meaningful follow up evaluation.~~

~~A statement of recommendation will be included in the Evaluation Team's report and should be supported by a clear and explicit rationale based on the State Regents' Standards of Educational Quality. The recommendation must be consistent with this policy and will be one of the following: accreditation without qualification, initial candidacy, probationary accreditation, denial of accreditation, or nonrenewal or revocation of accreditation (as described in 3.1.4.I State Regents' Action).~~

2. ~~Institutional Response: The Chancellor will promptly forward a copy of the Evaluation Team's report and recommendation to the president of the institution. Institutional representatives will be afforded an opportunity to correct any factual errors in the report. The team's evaluative comments and findings may not be modified by the institution. Thereafter the draft report will be finalized and will be deemed formally submitted to the Chancellor.~~
3. ~~State Regents' Action: The Chancellor will submit to the State Regents for their consideration the evaluation team's report and recommendation and the review panel recommendation (if applicable) together with any other pertinent information relating to the institution's request for accreditation. An institutional representative may address to the State Regents comments pertinent to the issue of the applicant's fitness for accreditation. After full consideration of the matter, the State Regents will make a decision on final disposition of the institution's request for accreditation, and will take one of the following actions: accreditation without qualification, initial candidacy, probationary accreditation, denial of accreditation, or revocation of accreditation. The institution will be officially notified of State Regents' action on the application for accreditation.~~
4. ~~Certificate of Accreditation: If the decision of the State Regents is to extend accreditation, a Certificate of Accreditation, identifying the type and expiration date of the accreditation accorded, will be issued and sent to the president of the institution.~~
5. ~~Public Disclosure: The institution must make public the action of the State Regents with regard to its accreditation status. The institution's accreditation status shall be described accurately and completely in its advertisements, brochures, catalogs, and other publications.~~

~~K. Procedures for Denial, Revocation, or Nonrenewal of Accreditation. When the team recommendation for accreditation is denied, revoked, or non-renewed, its due process rights will be governed and limited by 75 O.S., §314 (2001), and any pertinent amendments. Those provisions of the Oklahoma Administrative Procedures Act (APA) pertaining to individual proceedings, 75 O.S. §309 (2001), et seq., are not applicable to State Regents' accreditation decisions. The following procedures will apply specifically to denial, nonrenewal, and revocation actions.~~

6. ~~Objections by Institutions: The institution will have 10 days from the receipt of the final evaluation team's report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the evaluation team's report and recommendations will be forwarded to the State Regents for their consideration and action.~~

- ~~7. Forming a Review Panel: If the institution objects to the evaluation team's report, the Chancellor will convene a neutral three member panel of educators to consider the institution's objections. The Chancellor will also designate a lawyer to serve as a non voting legal advisor to the panel. The institution will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.~~
- ~~8. Review Panel Hearing: The review panel schedule a hearing in a timely fashion at which the institution's objections to the evaluation team's report will be fully considered. The institution may call its own witnesses and may question any witness called by the State Regents. If requested, the State Regents will produce, at the institution's expense, the evaluation team members.~~
- ~~The institution may be represented at this hearing by persons of its own choosing, including legal counsel. Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.~~
- ~~The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the institution. Either the State Regents or the institution may, at its own expense, arrange for a transcription of the hearing.~~
- ~~9. Review Panel's Proposed Findings: Within 15 days of the hearing, the panel will issue proposed findings addressing the objections raised by the institution. The findings will be supported by, and based solely upon, testimonial and documentary submissions at the hearing and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.~~
- ~~10. State Regents' Action: The State Regents, after considering the panel's findings, the evaluation team's report, and the rest of the official record pertaining to the accreditation application, will take appropriate action on the institution's application. No new evidentiary materials will be received at the State Regents' meeting. The institution will, however, be given the opportunity to present to the State Regents remarks in support of fitness for accreditation. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's application for accreditation.~~

L. — Renewal of Accreditation

~~A schedule will be set by State Regents' action following an institution's evaluation. The frequency of evaluation visits will vary from institution to institution depending upon the respective institution's accreditation status. Institutions on probation or in initial candidacy status will be required to~~

~~address specific areas of concern. Additionally, if the situation warrants, a comprehensive evaluation may be performed at the same time as the focused visit. The institution will be notified promptly after State Regents' action of the scheduled expiration date of its accreditation and the requirements for renewal. This notice will also inform the institution of the scope of the evaluation visit and the deadline for the receipt of the institution's self-study report. The anticipated time period for the evaluation visit will be communicated. In any event, an institution which desires renewal of its State Regents' accreditation must so inform the Chancellor, in writing, four months (120 days) prior to the expiration date stated on its certificate of accreditation.~~

3.1.5 — Required Annual Reporting

~~Institutions accredited by the State Regents or coordinated with the State Regents will report enrollment, student credit hours, and other information in the format prescribed on an annual basis.~~

3.1.6 — Reporting Institutional Change in Condition

~~Institutions covered by this policy are required to immediately advise the State Regents, in writing, of any substantive change in its objectives, scope, ownership or control, financial status, geographic area of offerings, programs, or any other significant matter. The institution is required to notify the State Regents of any significant action by other accreditation or governmental regulatory bodies. Under such circumstances, the State Regents may require additional focused or comprehensive visits and/or such other actions as are appropriate in light of relevant facts. In addition to scheduling evaluation visits, the Regents may require reports on specific changes. Such reports may also trigger evaluation visits or provide information for scheduled visits.~~

3.1.5 Publications/Marketing

All institutions operating in the state of Oklahoma shall detail prominently in all appropriate publications and promotional materials its current and complete accreditation status. Institutions shall not make misleading, deceptive, and/or inaccurate statements in advertisements, brochures, catalogs, web sites, or other publications. Disclosure of the institution's complete accreditation status shall be in boldface print and in a manner reasonably calculated to draw the attention of the reader. Such disclosure must also include information about the transferability of courses. Failure to make required disclosures or the making of misleading statements about the institution's accreditation status is prohibited. These requirements also apply to unaccredited institutions that offer certificates or diplomas.

3.1.6 Student Complaint Process

All in- and out-of-state institutions shall include student complaint

procedures and a complaint appeal process in the student handbook or other student information documents and will provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints against the institution at the institutional level.

In- and out-of-state institutions will also provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints with the appropriate state agency or with the institution's accrediting body.

Information regarding filing complaints with the State Regents against an institution can be found in the Academic Affairs Procedures Handbook.

3.1.7 Teach-Out Agreements and Records Disposition

All institutions operating in the state of Oklahoma shall notify ~~The~~ Chancellor ~~must be notified~~ immediately if loss of institutional accreditation or closure is imminent. Official notification may originate from the institution or the accrediting agency, but must be received within ten working days of action taken against an institution.

Institutions that face imminent loss of accreditation will arrange formal teach-out agreements with surrounding institutions as coordinated with the State Regents' office. Arrangements for loss of accreditation or closure should also include student notification (present and former students), processes for addressing issues relating to degree or course completion before the school closes, and detailed plans (including contact information and location and maintenance of the records) regarding issuing official transcripts and release of records.

Additionally, specific procedures regarding the accrediting agencies' procedures and obligations under Title IV of the Higher Education Act will be followed.

*Approved January 1974. Revised June 28, 1995; June 28, 1996; January 24, 1997; June 30, 1998; May 25, 2012, **October __, 2016***

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

AGENDA ITEM #9-g:

Policy.

SUBJECT: Posting of revisions to the State Regents' Intensive English Program Approval and Review policy.

RECOMMENDATION:

It is recommended that the State Regents post revisions to the Intensive English Program Approval and Review policy, as described below.

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 programs have been hired to conduct the reviews.

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

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

POLICY ISSUES:

The purpose of this policy is to specify criteria for approval and review of IEP programs available to non-native speakers of English to ensure adequate preparation for college level academic work at an

Oklahoma institution of higher education.

One section of the existing Intensive English Program Approval and Review policy states that the appeal process for a denial of an IEP program will be directed by the Institutional Accreditation policy. By virtue of Senate Bill 1157, which was signed by Governor Fallin on April 26, 2016, effective November 1, 2016, State Regents' accreditation is no longer a viable accreditation option to legally operate in Oklahoma. Thus, as noted in the Institutional Accreditation policy agenda item, which is also recommended for posting within the September 1, 2016 State Regents' meeting agenda, the proposed revisions to the Institutional Accreditation policy include deleting the policy language associated with State Regents' accreditation.

Based on deleting the State Regents' accreditation policy function, specifically the language that addresses the process by which an institution can appeal, it necessary to extract and place such language into the Intensive English Program Approval and Review policy.

ANALYSIS:

The non-substantive revisions to the Intensive English Program Approval and Review policy ensure that the process to appeal a recommendation to deny IEP approval is preserved and detailed therein. Therefore, the proposed new section to this policy, the Procedures for Denial of IEP Approval section, will not alter the existing process by which an IEP may appeal a denial.

It is recommended that the State Regents post the amendments to this policy as outlined above. The revisions to this policy will be effective November, 1, 2016.

Attachment

3.5 *Intensive English Program Approval and Review*

3.5.1 Purpose

The State Regents' *Admission policy* requires students who are non-native speakers of English to present evidence of proficiency in the English language prior to admission. One of the four options for admission allows students who score above a certain level on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination, but below the score required for regular admission, to be admitted following successful completion of a minimum of 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents, with at least two-thirds of the 12 weeks of instruction at the advanced level. This policy specifies the criteria for approval and review of Intensive English Programs for this admission option.

3.5.2 Definitions for the purposes of this policy

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

“Intensive English Program (IEP)” is a program designed to provide English instruction for non-native speakers to adequately prepare them for collegiate level instruction in a short period of time.

“English for Speakers of Other Languages (ESOL)” is an academic discipline describing the language of, or instruction targeted to, non-native speakers of English.

“International English Language Testing System (IELTS)” is the British Council’s English language assessment primarily used by those seeking international education, professional recognition, bench-marking to international standards and global mobility.

“Teaching English to Speakers of Other Languages (TESOL)” is an academic discipline for preparation of teachers who will teach English to non-native English speakers including Teaching English as a Second Language (TESL) and Teaching English as a Foreign Language (TEFL).

“Test of English as a Foreign Language (TOEFL)” is the Educational Testing Service’s exam that measures the ability of non-native speakers of English to use and understand North American English as it is spoken, written, and heard in college and university settings.

“NAFSA: Association of International Educators” is a member organization promoting international education and providing professional development opportunities to the field. NAFSA serves international educators and their institutions by setting standards of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.

“American Association of Intensive English Programs (AAIEP)” is a professional organization that supports ethical and professional standards for

intensive English programs and promotes the well-being and educational success of English language students.

3.5.3 IEP Approval Process

To certify students who are non-native speakers of English for admission an IEP must be approved by the State Regents. The program's institution or IEP administrator must initiate the approval process with a formal request to the Chancellor for a program evaluation. IEP programs scheduled for reevaluation will be notified of subsequent reviews by the State Regents. Evaluations will be conducted according to State Regents' IEP Standards and Self-Study Guidelines (in the State Regents' Academic Affairs Procedures Handbook and available upon request) which emphasize the development of student language competencies that facilitate a successful transition to college academic work. IEPs that have received accreditation status from a United States Department of Education recognized accrediting body with specialization in intensive English language programs that also include consideration of the State Regents' policy requirements, may be allowed to have their accreditation review meet the criteria in this policy. The State Regents will provide specific criteria required to the accrediting body and the IEP for inclusion in the accrediting body's review in order to be considered in place of the review described in this policy (specifically section 3.5.4 IEP Standards). If these criteria are not thoroughly addressed, the State Regents may require a full review based on this policy. State Regents' requirements for review with the external accrediting body are found in the *Academic Affairs Procedures Handbook*. The process for IEP approval is described below.

A. Approval Funding

The IEP or the institution will pay for the evaluation including evaluation team members' honoraria, travel, lodging, and food in accordance with Oklahoma travel laws.

B. Formal Request for Approval

Upon receipt of a formal letter of application to the Chancellor requesting a State Regents' program evaluation, the State Regents' staff will provide a copy of this policy and work with the IEP administrator to develop a time line.

C. Institutional Self-Study

Using the State Regents' IEP Standards and Self-Study Guidelines as a reference, the program's director or institutional president will submit the IEP self-study document to the State Regents one month prior to the date of the site visit.

D. On-Site Evaluation

1. Team Selection.

The Chancellor will appoint an out-of-state evaluation team of at least two (2) qualified ESOL professionals who possess graduate credentials and the necessary expertise and training for the program under review. One member of the evaluation team will be designated as team chairman and will assume responsibility

for leadership in conducting the evaluation and in preparing the team's report. Team members will be required to sign a conflict of interest form provided by the State Regents' office. This form verifies that the individual team member has no direct or indirect association with the institution.

Every effort will be made to select qualified evaluators from an institution similar to that being reviewed. The team will review the program based on the State Regents' *Intensive English Program Approval and Review*, and *Institutional Admission and Retention*, ~~and Institutional Accreditation~~ policies.

2. Length of the on-site evaluation.

Typically the on-site evaluation will be scheduled for one and one-half to two days or in extenuating circumstances may be scheduled for a shorter or longer period. Staff will determine the length of the evaluation based upon the site slated for evaluation or extenuating circumstances. The dates will be determined by staff who will coordinate with the institution before confirming the dates in writing. The on-site evaluation must provide for sufficient time for adequate discussion of criteria with the appropriate constituencies. This will ensure a thorough review of the criteria by the evaluation team and allow for opportunities for meaningful independent analysis by the evaluation team.

3. On-site interviews.

An integral and critical component of the on-site evaluation is the interview process. The team will have scheduled interviews with key administrative staff, faculty, students, and other appropriate constituencies.

E. Evaluation

1. Team Report and Recommendation.

Following the on-site evaluation, the team will prepare a report of its evaluation to the institution consistent with the scope of the evaluation detailed in the team charge. The team chairman will be responsible for preparing and submitting the complete team report to the Chancellor's office within ten (10) working days following the evaluation. The report will provide a fair and balanced assessment of the IEP program at the time of the evaluation. The team should identify the specific criteria met and not met.

A recommendation will be included in the evaluation team's report and shall be supported by a clear and explicit rationale based on the State Regents' criteria. The recommendation must be consistent with this policy and will be one of the following:

- a. Recommendation for Approval Without qualifications with reexamination in five years. A program with this designation meets all standards for approval.
- b. Recommendation for Provisional Approval With

Qualifications with reexamination in one, two, three, or four years. A program with this designation does not meet the standards for “approval without qualification” required by the State Regents. The team shall recommend measurable goals and timelines to correct deficiencies in the program. Within two months of the State Regents’ accepting the report, the IEP will be required to submit an implementation plan addressing the noted deficiencies. Thereafter, an annual report on the status of the implementation will be required.

- c. Recommendation Denied. The program does not meet the criteria established by the State Regents and will not be an approved IEP program.

2. Institutional Response.

Upon receipt of the team report, the Chancellor will forward a copy of the report and recommendation to the IEP administrator or institutional president. Institutional representatives will be afforded an opportunity to correct any factual errors in the report within 15 working days from the date the report is sent. The team's evaluative comments and findings may not be modified by the institution. Thereafter, the draft report will be finalized and will be deemed formally submitted to the Chancellor.

If the evaluation team’s report recommends a denial, the IEP may submit an objection within 15 working days from the date the final report is sent and appeal such a recommendation as detailed in policy section 3.5.3.E.3.

~~In response to this objection, the Chancellor will convene a neutral three member panel of ESOL professionals to consider the objection (s). The appeals process will be directed by the Procedures for Denial, Revocation, or Nonrenewal in Accreditation, of the State Regents’ Institutional Accreditation policy with detailed procedures in the Academic Affairs Procedures Handbook. During the appeals process, the IEP will maintain the approval status it held prior to the evaluation. The IEP will pay for the cost of the appeal.~~

3. Procedures for Denial of IEP Approval.

When an evaluation team recommends to issue a denial, the IEP’s due process rights will be governed and limited by 75 O.S., §314 (2001), and any pertinent amendments. Those provisions of the Oklahoma Administrative Procedures Act (APA) pertaining to individual proceedings, 75 O.S. §309 (2001), et seq., are not applicable to State Regents' IEP review decisions. The following procedures will apply when an evaluation team recommends to deny IEP approval:

- a. Objections by the IEP.

The IEP will have 15 days from the receipt of the final

evaluation team's report to inform the Chancellor, in writing, of any objections it may have thereto. If the IEP does not object, the evaluation team's report and recommendations will be forwarded to the State Regents for their consideration and action.

b. Forming a Review Panel.

If the IEP objects to the evaluation team's report, the Chancellor will convene a neutral three-member panel of ESOL professionals to consider the IEP's objections. The Chancellor will also designate a lawyer to serve as a non-voting legal advisor to the panel. The IEP will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.

c. Review Panel Hearing.

The review panel shall schedule a hearing in a timely fashion at which the IEP's objections to the evaluation team's report will be fully considered. The IEP may call its own witnesses and may question any witness called by the State Regents. If requested, the State Regents will produce, at the IEP's expense, the evaluation team members.

The IEP may be represented at this hearing by persons of its own choosing, including legal counsel.

Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.

The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the IEP. Either the State Regents or the IEP may, at its own expense, arrange for a transcription of the hearing.

d. Review Panel's Proposed Findings.

Within 15 days of the hearing, the panel will issue proposed findings addressing the objections raised by the IEP. The findings will be supported by, and based solely upon, testimonial and documentary submissions at the hearing and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.

F. State Regents' Action

The Chancellor will submit the team's evaluation report and recommendation as well as the State Regents' staff recommendation along with the IEP self-study, applicable objections, and appeals process

materials, if any, to the State Regents for their consideration.

In the event of an appeal, after considering the review panel's findings, the evaluation team's report, and the official records pertaining to the IEP's objections to the evaluation team's report, the State Regents will take action on the objections. No new evidentiary materials will be received at the State Regents' meeting. The IEP will, however, be given the opportunity to present to the State Regents remarks in support of fitness for approval. The State Regents' consideration of the matters and action taken thereon will constitute a final State Regents' review of the IEP's objections to the evaluation team's report.

~~In the event of an appeal, the review panel will submit a report to the State Regents addressing the objections raised by the IEP. The review panel's findings will be submitted, together with any other records from the hearing, to the State Regents at its next regularly scheduled meeting. The State Regents, after considering the review panel's findings, the evaluation team's report, and the official records pertaining to the IEP's objections to the evaluation team's report, will take action on the objections. No new evidentiary materials will be received at the State Regents' meeting. The IEP will be given the opportunity to present remarks in support of the institution's objections. The State Regents' consideration of the matters and action taken thereon will constitute a final State Regents' review of the IEP's objections to the evaluation team's report.~~

3.5.4 IEP Standards

This section defines the required program performance standards that State Regents' IEP evaluation teams will use to direct their review process. IEPs will be evaluated based on students utilizing the services of the program for purposes of admission under this policy. Students utilizing the program for other reasons will not be included in the IEP's evaluation.

A. Language Program

1. Mission

The IEP must have a written statement describing how its goals, objectives, and future plans support the mission of preparing non-native speakers of English for college work as it relates to State Regents' policy.

2. Promotion

IEP promotion materials shall accurately describe program goals, admission requirements, and hours of instruction, program length, calendar, prices, and student services. If associated with an Oklahoma institution of higher education, the IEP must indicate evidence of cooperation and support with that or those institutions.

3. Recruitment

The IEP shall adhere to ethical student recruitment standards as described in the NAFSA: Association of International Educators

Code of Ethics and in the Standards for Postsecondary Intensive English Programs approved by the American Association of Intensive English Programs (AAIEP).

4. Admission

Student admission to the IEP shall rest with the program/institution and shall not be delegated to an external third party.

5. Curriculum

- a. Quality. The IEP will use current methods, materials, and technologies to provide effective language instruction designed to prepare students for college level work.
- b. Scope. The curriculum must specifically include listening, speaking, reading and writing skills, text genres, and content relevant to English for academic purposes.
- c. Written Documentation. The IEP must have a written document clearly outlining goals and objectives for levels of instruction appropriate to students to be admitted under this policy, as well as individual course syllabi for distribution by faculty to their students. Criteria for successful program completion should be articulated in the document.
- d. Testing and Placement. Testing and placement shall be executed in accordance with professional standards.
- e. Faculty/Student Ratio. The ratio should represent proportions that the field recognizes as being effective and should be appropriate to the goals of a particular course and the classroom size.

6. Assessment

The IEP must utilize a formal system of assessment to include evaluation of personnel, courses, and student progress toward stated goals. Broad participation of faculty, staff, and students is required in the assessment process. Selection of assessment instruments and other parameters (target groups, scheduling of assessments, etc.) is the responsibility of the IEP. When appropriate, internationally standardized instruments should be employed. Data collected from assessments should serve as the basis for program modifications.

7. Contact Hours

Excluding lab work, students shall attend 18 or more teacher-instructed contact hours per week over a period of no less than 12 weeks (216 hours or more) or attend an equivalent number of teacher-instructed contact hours over a longer period not to exceed 18 weeks. The IEP must offer a sufficient array of class

levels to accommodate students' needs. To meet admission criteria, two-thirds of the 12 weeks of instruction must be at the advanced level.

B. Administration

1. Director

There is a program administrator with a main responsibility for the leadership and management of the IEP. Academic administrative personnel should have master's degrees or equivalent training/experience in a field appropriate to their responsibilities.

2. Policy Description

The IEP administration or institutional administration must clearly articulate policies and employment practices.

3. Record Keeping

An accurate record system for students and personnel shall be established. Student data should include enrollment history, immigration documentation, performance in the program, and when possible tracking of subsequent academic performance in college-level course work. Personnel data should include appropriate documentation of educational credentials and/or work experience for each position.

C. Faculty

1. Full-Time

In order to maintain instructional continuity, there shall be a core of regularly employed teachers who teach a full load (as defined by the IEP) and receive an appropriate salary and fringe benefits.

2. Degree Level

The members of the IEP faculty have at least master's degrees in TESOL or training and/or experience appropriate to their course assignments.

3. Faculty Workload

Faculty workload, including class preparation and presentation, work with students outside of class, committee work, and staff meetings, should be comparable to similar IEPs in like settings.

4. Professional Development

Faculty shall have adequate opportunity and support for in-service training/professional development.

D. Student Services

1. Advising

Each student must be assisted with academic planning and have

access to follow-up immigration counseling and a written grievance procedure.

2. Orientation

The IEP or the institution shall provide student orientation for the language program, the parent institution if applicable, and the local community.

3. Extracurricular Activities

The IEP or the institution shall address cross-cultural issues to assist student adjustment and have IEP students participate in extracurricular activities.

E. Finance

Refund Policy: The IEP or the institution must provide students with a written explanation of the refund policy.

F. Physical Facilities

The learning resources of the IEP must be sufficient for enabling students to develop the learning competencies described above. Adequate office, classroom, and laboratory facilities must be provided. Access to college libraries and instructional activities is highly desirable.

Approved May 1979. Revised October 23, 1989; August 16, 1994; April 11, 1997; May 30, 2003; May 22, 2009; October 25, 2012, October _____, 2016.

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

AGENDA ITEM #10-a:

Intensive English Program.

SUBJECT: Approval of the Center for English as a Second Language at the University of Oklahoma in Norman, Oklahoma to offer Intensive English Programs.

RECOMMENDATION:

It is recommended that the State Regents approve the Center for English as a Second Language at the University of Oklahoma for three years.

BACKGROUND:

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

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

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

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

POLICY ISSUES:

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

Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an 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:

As required by policy, a team of out-of-state evaluators reviewed the IEP. A summary of the three-person evaluation team’s credentials is provided, followed by an outline of the recommendations for the IEP reviewed.

The Center for English as a Second Language (CESL) at the University of Oklahoma was reviewed by the following evaluators:

- **Dr. Paul Angelis**, Associate Professor Emeritus, Department of Linguistics, Southern Illinois University, Carbondale, Illinois
Credentials: Doctor of Philosophy in Applied Linguistics from Georgetown University and a Bachelor of Arts in Classics and Philosophy from the University of Scranton.
- **Dr. Doreen Ewert**, Associate Professor, Director, Academic English for Multilingual Students Program, University of San Francisco, San Francisco, California
Credentials: Doctor of Philosophy in Linguistics from Indiana University, a Master of Arts in Teaching English to Speakers of other Languages and Applied Linguistics from Indiana University, a Master of Arts in English Literature from the University of Notre Dame, and a Bachelor of Arts in English and History from Fresno Pacific College.
- **Ms. Jane Averill**, Senior Instructor I, American English Institute, University of Oregon, Eugene, Oregon
Credentials: Master of Arts in English (Teaching English as a Second Language) from San Francisco State University and a Bachelor of Arts in Spanish and Latin American Area Studies from the University of Kansas.

Center for English as a Second Language	
Date of Visit:	April 26-27, 2016
Evaluators’ Recommendation:	Approval with reexamination in three years and an interim report due in November 2017.
Summary of Evaluators’ Report:	<ul style="list-style-type: none"> ➤ Overall direction of CESL continues to be excellent with the Director and her staff monitoring all aspects of program management and responding well to student requests and needs. ➤ There has been an obvious effort since the last review to address issues related to qualifications of instructors and to improving the curriculum. ➤ Support for instructors to complete MA TESOL programs has been documented and these qualifications should be in place for new hires as well. ➤ Despite efforts to address curriculum issues, the review team finds some basic weaknesses in both the current curriculum design, particularly in

Center for English as a Second Language	
	establishment of meaningful and distinct student learning objectives across the curriculum, and in the development of methods to measure student progress in meeting those objectives.
Center's Staff Comments	CESL accepted the report.
State Regents' Staff Comments	State Regents' staff concurs with these recommendations.

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

AGENDA ITEM #10-b:

Intensive English Program.

SUBJECT: Approval of the ELS Language Centers in Oklahoma City, Oklahoma to offer Intensive English Programs.

RECOMMENDATION:

It is recommended that the State Regents approve the ELS Language Centers in Oklahoma City, Oklahoma for three years.

BACKGROUND:

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

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

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

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

POLICY ISSUES:

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

Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

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

ANALYSIS:

As allowed by policy, ELS Language Centers (ELS) requested continued approval based upon achieving accreditation from an accrediting body specializing in intensive English instruction recognized by the USDE. ELS submitted verification of accreditation from the Accrediting Council for Continuing Education and Training (ACCET) and supporting documents. State Regents' staff reviewed the documents and determined that the IEP is in compliance with all standards and recommends approval for three years to coincide with the ACCET review cycle.

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

AGENDA ITEM #11:

Academic Scholars Program.

SUBJECT: Program change for 2017-18 and authorization of freshmen institutional nominees for Fall 2017.

RECOMMENDATION:

It is recommended that the State Regents lower the maximum authorized funding level for participation of nonresident students in the Academic Scholars Program from 20 percent to 10 percent effective for the 2017-2018 academic year and thereafter in order to address the funding reductions for the program. It is further recommended that the State Regents approve the authorized number of freshmen Institutional Nominees for each institution for 2017-2018 as shown in the agenda item.

BACKGROUND:

The Academic Scholars Program was established in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to keep Oklahoma's best high school students in Oklahoma for college and to attract nonresident students with high academic achievement to Oklahoma institutions. By statute, nonresident student participation is limited to a maximum of 25 percent of awards or funding. The State Regents lowered the nonresident funding limit from 25 percent to 20 percent beginning in 2012-2013 to address program funding deficits.

Both Oklahoma residents and nonresident students can qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist or United States Presidential Scholar. Oklahoma residents may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT. In 1999, legislation authorized a category called "Institutional Nominees" which allowed public colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees may be either residents or nonresidents.

The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. The annual award amounts for all National Merit & ACT/SAT qualifiers are \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a community college. The annual award amounts for Institutional Nominees are \$2,800 for students attending a research university, \$2,000 for students attending a regional university, and \$1,800 for students attending a community college. In addition to the cash award paid by the program, public institutions provide tuition waiver scholarships. In 2015-2016, about 2,300 students participated in the program receiving awards totaling approximately \$10 million (the actual net cost of the program, after institutional refunds for non-resident participation above the 20% limit, was about \$8 million).

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state the objectives of the program are to:

- (1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
- (2) attract high caliber out-of-state students to attend Oklahoma colleges and universities; and
- (3) enhance the academic quality in Oklahoma colleges and universities.

ANALYSIS:

Impact of Program Funding Cuts

From FY2015 to FY2017, annual state funding for the Academic Scholars Program was reduced from \$8,329,363 to \$6,755,414, a cut of \$1,573,949 or 19 percent. Current annual program net costs (final expenditures after institutional refunds paid back to the program for nonresident awards over the current 20% limit) are about \$8 million, more than \$1.2 million above the FY2017 funding level. Program reserves will be sufficient to pay all scholarship commitments in FY2017. However, unless additional funding is provided in FY2018 and thereafter, the program’s reserve funds will be depleted and the program will be in a deficit position by FY2019 (see the following table).

**Academic Scholars Trust Fund
Trust Fund History & Projections**

	July 1 Beginning Balance	Income (Appropriations & Earnings)	Expenditures (Scholarships)	June 30 Ending Balance
FY2011 actual	1,586,218	10,002,768	(8,975,704)	2,613,282
FY2012 actual	2,613,282	9,022,125	(10,127,113)	1,508,294
FY2013 actual	1,508,294	8,477,690	(7,833,528) *	2,152,456
FY2014 actual	2,152,456	8,509,436	(8,101,118)	2,560,774
FY2015 actual	2,560,774	8,423,491	(8,018,807)	2,965,458
FY2016 actual	2,965,458	7,728,256	(7,949,769)	2,743,945
FY2017 estimated	2,743,945	6,780,414	(8,000,000)	1,524,359
FY2018 estimated	1,524,359	6,780,414	(8,000,000)	304,773
FY2019 estimated	304,773	6,765,414	(8,000,000)	(929,813)

*Non-resident funding limit lowered from 25% to 20% in FY2013.

Current Program Structure

The following table provides a summary of the funding and student enrollment for the program in 2015-2016. The table shows the level of nonresident student participation by institution. It also shows how the 20 percent limit on nonresident student funding is calculated and applied to institutions that exceed the 20 percent limit.

**Academic Scholars Program
2015-16 Total Participation**

Institution	Actual Fall Headcount			Total Actual Funding			Institution Nonresident \$ Amount Over 20%	Institution Refund Prorated to Total Program \$ Amount Over 20%			
	OK-Res	Non-Res	Total Students	% OK-Res	% Non-Res	Total Funding			% OK-Res	% Non-Res	
OU	685	635	1,320	51.9%	48.1%	\$ 3,086,225	\$ 3,406,300	\$ 6,492,525	47.5%	52.5%	\$ (1,925,068)
TU	103	95	198	52.0%	48.0%	\$ 572,000	\$ 518,375	\$ 1,090,375	52.5%	47.5%	\$ (274,267)
OC	28	17	45	62.2%	37.8%	\$ 117,000	\$ 60,000	\$ 177,000	66.1%	33.9%	\$ (22,467)
OCU	7	4	11	63.6%	36.4%	\$ 28,000	\$ 14,000	\$ 42,000	66.7%	33.3%	\$ (5,115)
USAO	5	2	7	71.4%	28.6%	\$ 10,000	\$ 3,000	\$ 13,000	76.9%	23.1%	\$ (365)
OUHSC	12	3	15	80.0%	20.0%	\$ 44,200	\$ 13,750	\$ 57,950	76.3%	23.7%	\$ (1,973)
OSU	419	56	475	88.2%	11.8%	\$ 1,559,300	\$ 239,025	\$ 1,798,325	86.7%	13.3%	\$ (2,229,255)
NSU	19	2	21	90.5%	9.5%	\$ 36,500	\$ 4,000	\$ 40,500	90.1%	9.9%	\$ (2,634,744)
OBU	11	1	12	91.7%	8.3%	\$ 42,000	\$ 4,000	\$ 46,000	91.3%	8.7%	\$ (375,375)
SWOSU	28	2	30	93.3%	6.7%	\$ 67,000	\$ 6,000	\$ 73,000	91.8%	8.2%	\$ (30,750)
SOSU	22	1	23	95.7%	4.3%	\$ 43,500	\$ 4,000	\$ 47,500	91.6%	8.4%	\$ (7,000)
UCO	26	-	26	100.0%	0.0%	\$ 61,000	\$ -	\$ 61,000	100.0%	0.0%	\$ (500)
CU	15	-	15	100.0%	0.0%	\$ 30,000	\$ -	\$ 30,000	100.0%	0.0%	\$ (2,700)
ECU	15	-	15	100.0%	0.0%	\$ 32,000	\$ -	\$ 32,000	100.0%	0.0%	\$ (3,051,069)
NWOSU	14	-	14	100.0%	0.0%	\$ 28,000	\$ -	\$ 28,000	100.0%	0.0%	\$ -
RSU	9	-	9	100.0%	0.0%	\$ 21,500	\$ -	\$ 21,500	100.0%	0.0%	\$ -
TCC	9	-	9	100.0%	0.0%	\$ 17,000	\$ -	\$ 17,000	100.0%	0.0%	\$ -
RSC	9	-	9	100.0%	0.0%	\$ 16,200	\$ -	\$ 16,200	100.0%	0.0%	\$ -
OCCC	9	-	9	100.0%	0.0%	\$ 16,200	\$ -	\$ 16,200	100.0%	0.0%	\$ -
ORU	4	-	4	100.0%	0.0%	\$ 16,000	\$ -	\$ 16,000	100.0%	0.0%	\$ -
MSC	7	-	7	100.0%	0.0%	\$ 11,700	\$ -	\$ 11,700	100.0%	0.0%	\$ -
NOC	7	-	7	100.0%	0.0%	\$ 6,300	\$ -	\$ 6,300	100.0%	0.0%	\$ -
LU	6	-	6	100.0%	0.0%	\$ 11,000	\$ -	\$ 11,000	100.0%	0.0%	\$ -
RCC	6	-	6	100.0%	0.0%	\$ 9,000	\$ -	\$ 9,000	100.0%	0.0%	\$ -
CASC	6	-	6	100.0%	0.0%	\$ 9,000	\$ -	\$ 9,000	100.0%	0.0%	\$ -
EOSC	5	-	5	100.0%	0.0%	\$ 8,100	\$ -	\$ 8,100	100.0%	0.0%	\$ -
WOSC	5	-	5	100.0%	0.0%	\$ 9,000	\$ -	\$ 9,000	100.0%	0.0%	\$ -
NEO	4	-	4	100.0%	0.0%	\$ 6,300	\$ -	\$ 6,300	100.0%	0.0%	\$ -
OSU-OKC	4	-	4	100.0%	0.0%	\$ 6,300	\$ -	\$ 6,300	100.0%	0.0%	\$ -
OPSU	3	-	3	100.0%	0.0%	\$ 6,000	\$ -	\$ 6,000	100.0%	0.0%	\$ -
CSC	3	-	3	100.0%	0.0%	\$ 5,400	\$ -	\$ 5,400	100.0%	0.0%	\$ -
SSC	3	-	3	100.0%	0.0%	\$ 5,400	\$ -	\$ 5,400	100.0%	0.0%	\$ -
OSU-CHS	-	-	-	0.0%	0.0%	\$ 5,500	\$ -	\$ 5,500	0.0%	0.0%	\$ -
SNU	-	-	-	0.0%	0.0%	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -
OSU-IT	-	-	-	0.0%	0.0%	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -
Total	1,508	818	2,326	64.8%	35.2%	\$ 5,943,525	\$ 4,272,450	\$ 10,215,975	58.2%	41.8%	\$ -

Nonresident @ 20% limit: **2,043,195**
 Necessary refund: **(2,229,255)**
 Total Expenditures: \$ 7,986,720



In considering various options to address the program funding reduction, the following objectives were given priority:

- Compliance with existing law and policy.
- Fulfilling the scholarship funding commitment to students already participating in the program prior to 2017-2018.
- Preserving the maximum number of scholarship opportunities for Oklahoma resident students.
- Preserving the financial value of the scholarship in order to maintain the program’s purpose as an incentive for high-achieving students to attend Oklahoma colleges and universities.
- Providing as much flexibility as possible for institutions to accommodate the program changes.

Potential options to reduce program expenditures include: (1) reducing the funding limit for nonresident students; (2) reducing the number of freshmen participants in the program for fall 2017; and (3) reducing scholarship award levels. These options are discussed in greater detail below.

Option (1): Lowering the Funding Limit for Nonresident Student Participation (Recommended)

The statutes creating the Academic Scholars Program authorize the State Regents to set limits on the participation of nonresident students in the program as follows:

Oklahoma Statutes, Title 70, Section 2404 - Order to Award Scholarships

...

C. ...the Oklahoma State Regents for Higher Education are hereby authorized to determine a maximum number of awards or a maximum amount of funding which may go to nonresident students. Such maximum limitations shall not exceed twenty-five percent (25%) of the awards or amount of funding

As mentioned previously, in 2012-2013 the State Regents lowered the nonresident funding limit from 25 percent to 20 percent to address program funding deficits. Lowering the current 20 percent limit to 10 percent would reduce annual program expenditures by about \$1,000,000 while slowing the depletion of the program’s reserve fund.

Estimated Impact of Lowering the Limit on Funding of
Nonresident Student Participation From 20% to 10%

	July 1 Beginning Balance	Income (Appropriations & Earnings)	Expenditures (Scholarships)	June 30 Ending Balance
FY2016 actual	2,965,458	7,728,256	(7,949,769)	2,743,945
FY2017 estimated	2,743,945	6,780,414	(8,000,000)	1,524,359
FY2018 estimated	1,524,359	6,780,414	(7,000,000)	1,304,773
FY2019 estimated	1,304,773	6,765,414	(7,000,000)	1,070,187

Pros:

- Preserves the maximum number of scholarship opportunities for Oklahoma resident students. Nonresident participants are less likely to stay in Oklahoma after graduation than residents. In the most recent data, 17 percent of nonresident participants remained in

Oklahoma five years after college graduation compared to 59 percent of resident participants.

- Allows institutions to reduce their nonresident freshmen awards beginning with the fall 2017 freshmen class, at the institution’s discretion.
- Though funding for the cash scholarship for nonresident students would be reduced, per State Regents’ policy, the institution would continue to be authorized to waive both in-state and out-of-state tuition for nonresident students, at the institution’s discretion.
- Maintains the existing individual scholarship award levels for both continuing and new scholarship recipients.

Cons:

- Institutions with funding levels exceeding 10 percent for nonresident participants would receive less funding from the program beginning in FY2018. The estimated impact is shown in the table below.

Funding Available for Nonresident Participation

<u>Institutions</u>	<u>Under the 20% Limit in 2015-16</u>	<u>10% Limit Estimated for 2017-18</u>	<u>\$ Change</u>
University of Oklahoma	\$ 1,481,232	\$ 679,848	\$ (801,384)
University of Tulsa	\$ 244,108	\$ 113,580	\$ (130,528)
Oklahoma Christian University	\$ 37,533	\$ 18,169	\$ (19,363)
OU Health Sciences Center	\$ 8,885	\$ 4,309	\$ (4,577)
Oklahoma City University	\$ 2,635	\$ 1,319	\$ (1,316)
Univ. of Science and Arts of Ok.	\$ 11,777	\$ 5,883	\$ (5,894)
Oklahoma State University*	\$ 239,025 *	\$ 180,489	\$ (58,536)
	\$ 2,025,195	\$ 1,003,598	\$ (1,021,598)

*OSU did not exceed the 20% limit in 2015-16.

Option 2: Reducing or Eliminating Funding of 2017 Freshmen Program Participants (Not Recommended)

The Oklahoma Statutes and State Regents’ policy establish the following funding priorities when funding is insufficient for all potential awards:

1. Students that have previously received the award will have absolute priority over students applying for the scholarship for the first time.
2. For first-time applicants, priority is given to “automatic qualifiers” (top 1/2% on ACT, National Merit Scholars and Finalists, and Presidential Scholars) over Institutional Nominees.

Oklahoma Statutes: Title 70, Section 2404 - Order to Award Scholarships

“... For all academic years, students who have previously received academic scholarships under the provisions of this act and who have continued at all times to fulfill the requirements for eligibility to receive academic scholarships provided in this act shall be given an absolute priority for continued financial support by the Oklahoma State Regents' Academic Scholars Program superior to any students who are applying for such academic scholarships for the first time.”

Regents’ Policy/Administrative Code: 610:25-1-7(c). Fiscal aspects of program

“(c) **Funding priorities.** ... Funding priority will be given first to prior years' recipients, and secondly, to any students applying for the scholarship for the first-time. For first-time students,

priority will be given to Individual Applicant Qualified Students, Presidential Scholars, National Merit Scholars, and National Merit Finalists, and secondly, to Institutional Nominees.”

Under this option, the law and policy would first require the elimination of funding for all 255 Freshmen Institution Nominees in 2017-2018 at a savings of about \$600,000 (see the following table). In 2015-2016, over 95 percent of freshmen Institutional Nominees were Oklahoma resident students.

Academic Scholars Program Freshmen Institutional Nominees

	<u>2016-17</u>	<u>% of Total</u>	<u>Award Amount</u>	<u>Total Cost</u>	<u>% of Total</u>
University of Oklahoma	80	31.4%	\$ 2,800	\$ 224,000	35.6%
Oklahoma State University	80	31.4%	\$ 2,800	\$ 224,000	35.6%
Oklahoma State University - Oklahoma City	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Oklahoma State University - Okmulgee	3	1.2%	\$ 1,800	\$ 5,400	0.9%
University of Central Oklahoma	5	2.0%	\$ 2,000	\$ 10,000	1.6%
East Central University	5	2.0%	\$ 2,000	\$ 10,000	1.6%
Northeastern State University	5	2.0%	\$ 2,000	\$ 10,000	1.6%
Northwestern Oklahoma State University	5	2.0%	\$ 2,000	\$ 10,000	1.6%
Southeastern Oklahoma State University	5	2.0%	\$ 2,000	\$ 10,000	1.6%
Southwestern Oklahoma State University	5	2.0%	\$ 2,000	\$ 10,000	1.6%
Cameron University	5	2.0%	\$ 2,000	\$ 10,000	1.6%
Langston University	3	1.2%	\$ 2,000	\$ 6,000	1.0%
Rogers State University	3	1.2%	\$ 2,000	\$ 6,000	1.0%
Oklahoma Panhandle State University	3	1.2%	\$ 2,000	\$ 6,000	1.0%
University of Science and Arts of Oklahoma	3	1.2%	\$ 2,000	\$ 6,000	1.0%
Carl Albert State College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Connors State College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Eastern Oklahoma State College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Murray State College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Northeastern Oklahoma A&M College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Northern Oklahoma College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Oklahoma City Community College	5	2.0%	\$ 1,800	\$ 9,000	1.4%
Redlands Community College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Rose State College	5	2.0%	\$ 1,800	\$ 9,000	1.4%
Seminole State College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Tulsa Community College	5	2.0%	\$ 1,800	\$ 9,000	1.4%
Western Oklahoma State College	3	1.2%	\$ 1,800	\$ 5,400	0.9%
Total	255	100.0%		\$ 628,400	100.0%

Elimination of freshmen nonresident participation would save another approximately \$340,000.

Pros:

- Spreads the impact of the program cost reductions across more participating institutions.
- Protects the funding for Oklahoma resident “automatic qualifiers” (National Merit Scholars, students scoring in top ½% on ACT).
- Maintains the existing individual scholarship award levels for both continuing and new scholarship recipients.

Cons:

- Eliminates funding for about 240 freshmen scholarship slots currently awarded to Oklahoma residents. For many state system community colleges and four-year universities, Institutional Nominees account for most or all of their Academic Scholars Program participants.

Option 3: Reduce the Current Scholarship Award Levels (Not Recommended)

The current cash scholarship award levels are:

Tier	Automatic Qualifiers	Institutional Nominees
Research Universities	\$5,500	\$2,800
Regional Universities	\$4,000	\$2,000
Community Colleges	\$3,500	\$1,800

It is not recommended that the scholarship award levels be reduced for the following reasons:

- The award levels have not been increased since 1998-1999, now eighteen years ago.
- Reducing the award for students already participating in the program prior to 2017-2018 would undermine the four-year commitment made to the student when they were initially awarded the scholarship.
- To reduce the awards of all freshman participants in 2017-2018 in an amount sufficient to generate approximately \$1 million in program cost reductions would require the award levels to be cut by an average of 50 percent or more.

Authorization for Institutional Nominees for Fall 2017

In conjunction with the recommendation to lower the nonresident student funding limit from 20 percent to 10 percent, it is also recommended that the State Regents authorize the same number of Institutional Nominees for fall 2017 as were authorized for fall 2016 (shown on the table on the following page). The Institutional Nominee category allows all state system institutions to participate in the program while maintaining high academic standards for eligible scholarship recipients. Institutional Nominees are not authorized for private/independent colleges and universities in Oklahoma. Institutional Nominees must meet one of the two minimum qualifying criteria shown below.

Tier	ACT or SAT Equivalent		GPA and Class Rank
Research Universities (\$2,800 award)	32 or SAT Equivalent	or	GPA 3.9 and Top 2% or rank first or second in their graduating class
Regional Universities (\$2,000 award)	30 or SAT Equivalent	or	GPA 3.8 and Top 4% or rank first or second in their graduating class
Community Colleges (\$1,800 award)	29 or SAT Equivalent	or	GPA 3.7 and Top 5% or rank first or second in their graduating class

Proposed Allocation of Institutional Nominees

	<u>2016-17</u>	<u>2017-18</u> <u>Proposed</u>	<u>Change</u>
University of Oklahoma	80	80	0
Oklahoma State University	80	80	0
Oklahoma State University - Oklahoma City	3	3	0
Oklahoma State University - Okmulgee	3	3	0
University of Central Oklahoma	5	5	0
East Central University	5	5	0
Northeastern State University	5	5	0
Northwestern Oklahoma State University	5	5	0
Southeastern Oklahoma State University	5	5	0
Southwestern Oklahoma State University	5	5	0
Cameron University	5	5	0
Langston University	3	3	0
Rogers State University	3	3	0
Oklahoma Panhandle State University	3	3	0
University of Science and Arts of Oklahoma	3	3	0
Carl Albert State College	3	3	0
Connors State College	3	3	0
Eastern Oklahoma State College	3	3	0
Murray State College	3	3	0
Northeastern Oklahoma A&M College	3	3	0
Northern Oklahoma College	3	3	0
Oklahoma City Community College	5	5	0
Redlands Community College	3	3	0
Rose State College	5	5	0
Seminole State College	3	3	0
Tulsa Community College	5	5	0
Western Oklahoma State College	3	3	0
GRAND TOTAL	255	255	0

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

AGENDA ITEM #12:

Regional University Baccalaureate Scholarship Program.

SUBJECT: Regional University Baccalaureate Scholarship Program. Approval of Freshman Scholarship Slots for 2017-2018.

RECOMMENDATION:

It is recommended that the State Regents authorize three (3) freshmen scholarship slots for each participating institution in the Regional University Baccalaureate Scholarship program for Fall 2017.

BACKGROUND:

The Regional University Baccalaureate Scholarship (RUBS) program was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a \$3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver. Historically, each of the eleven participating institutions has been allotted fifteen freshmen scholarship “slots” each year. However, due to recent state funding reductions, it is recommended that three freshmen scholarship slots be authorized for fall 2017.

To qualify for the award students must:

- Be an Oklahoma resident;
- Score at least a 30 on the ACT or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

POLICY ISSUES:

In addition to providing an opportunity for high-achieving students, the program is also intended to enhance the academic quality of Oklahoma’s public regional universities.

This agenda item is usually acted upon by the State Regents each year at their December meeting. However, due to size of the recommended reduction and the fact that the universities are already recruiting students for fall 2017, this action needs to be taken as soon as possible.

ANALYSIS:

The recommendation to authorize three freshmen scholarship slots for each regional university in fall 2017 is based on the following factors:

- From FY2015 to FY2017, the state allocation for the RUBS program was reduced from \$986,068 to \$799,737, a reduction of \$186,331 or 19 percent.
- Current projected costs for the program in FY2017 and FY2018 are approximately \$1 million compared to estimated funding of about \$800,000.
- Virtually all of the program's current reserve funds will be depleted in FY2017 in an effort to fulfill the scholarship commitment made to students already enrolled in the program (see the table below showing the funding history of the program since FY2004).
- Funding priority in FY2018 would be given to students already enrolled in the program over new students entering the program.
- The \$3,000 annual scholarship amount would remain unchanged.

Summary of Funding Analysis for the Recommendation

FY2018 estimated funding for RUBS program	\$799,737
<u>FY2018 estimated cost of RUBS Sophomores, Juniors and Seniors</u>	<u>(\$694,000)</u>
FY2018 estimated funding available for freshmen students	\$105,737
<u>Cost of 3 Freshmen Scholarships Per Institution (3 X 11 X \$3,000)</u>	<u>(\$99,000)</u>
Estimated remaining funds from FY2018 state funding	\$6,737

**Regional University Baccalaureate Scholarship
Recent Funding History/Projections**

	July 1 Beginning Balance	Deposits (Appropriations)	Net Earnings/ Transfers In/(Out)	Scholarship Payments	June 30 Ending Balance
FY'2004 actual	\$122,840	\$800,229	\$3,581	(\$732,000)	\$194,650
FY'2005 actual	\$194,650	\$800,229	(\$178,234)	(\$729,750)	\$86,895
FY'2006 actual	\$86,895	\$800,229	\$16,320	(\$786,000)	\$117,444
FY'2007 actual	\$117,444	\$800,229	\$18,777	(\$831,000)	\$105,450
FY'2008 actual	\$105,450	\$800,229	\$19,335	(\$848,250)	\$76,764
FY'2009 actual	\$76,764	\$800,229	\$82,445	(\$906,000)	\$53,438
FY'2010 actual	\$53,438	\$800,229	\$9,913	(\$923,250)	(\$59,670)
FY'2011 actual	(\$59,670)	\$1,046,146	\$10,309	(\$953,250)	\$43,535
FY'2012 actual	\$43,535	\$975,746	\$9,050	(\$931,250)	\$97,081
FY'2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY'2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY'2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY'2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY'2017 estimated	\$217,979	\$799,737	\$5,000 *	(\$1,000,000) *	\$22,716 *
FY'2018 estimated	\$22,716 *	\$799,737 *	\$0 *	(\$793,000) *	\$29,453 *

*estimated/projected

The following table shows the number of freshmen slots filled by each institution since 2005.

Freshman Regional University Baccalaureate Scholars, 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016*
Cameron University	4	7	8	8	15	8	6	12	9	10	10	5
East Central University	6	11	13	12	15	12	13	14	15	15	14	14
Langston University	0	0	0	0	0	0	0	1	0	0	0	0
Northeastern State University	15	17	15	15	15	15	15	15	13	15	15	15
Northwestern Oklahoma State University	1	4	2	2	7	6	4	5	9	2	3	9
Oklahoma Panhandle State University	2	0	0	0	1	1	0	0	2	0	1	0
Rogers State University	5	7	9	11	10	9	8	15	12	7	12	14
Southeastern Oklahoma State University	11	5	4	6	5	8	7	8	3	6	6	12
Southwestern Oklahoma State University	17	17	15	15	15	15	15	15	15	15	15	15
University of Central Oklahoma	14	15	13	15	15	13	9	15	15	15	13	15
University of Science and Arts of Oklahoma	9	10	10	14	14	13	14	10	6	8	13	13
TOTAL	84	93	89	98	112	100	91	110	99	93	102	112

*The number of 2016 freshmen scholars is based on institution reports as of 8/9/16.

The following table shows the total number of scholarships awarded by each institution since 2005.

Total Regional University Baccalaureate Scholars, 2005-2015

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

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

AGENDA ITEM #13:

ACT Annual Report.

SUBJECT: Oral presentation and acceptance of the Annual Report on the ACT scores for the 2016 graduating class.

RECOMMENDATION:

It is recommended that the State Regents accept the Annual Report on ACT scores for the 2016 graduating class.

BACKGROUND:

ACT scores serve as a predictive measure of success in college in the first year, and they also serve as outcome indicators of preparation for college. For more than twenty years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS); ACT retired the EXPLORE and PLAN assessments in 2015. During the final year of EXPLORE and PLAN testing, ninety-eight percent of public school students attended a school which participated in EPAS, and more than 90 private schools and two Bureau of Indian Affairs schools also participated. Beginning in fall of 2016 the PreACT will be used as the EPAS assessment for Oklahoma's tenth graders.

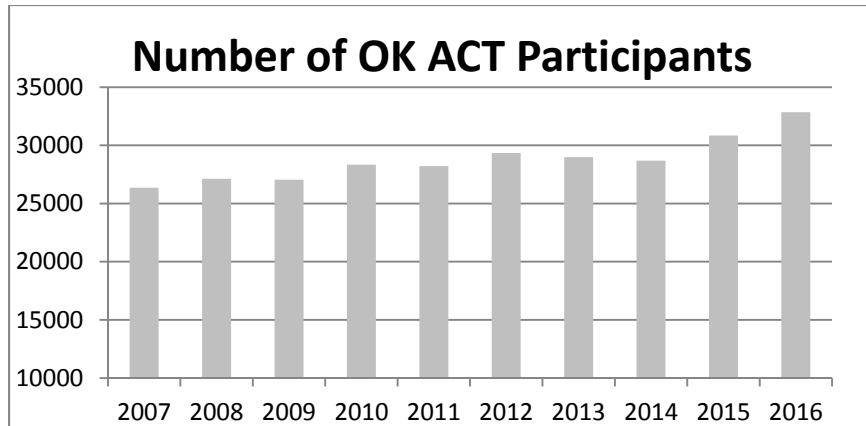
Oklahoma's K-12 accountability system includes ACT scores as one piece of the A-F School Report Card. Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the technical assistance in guidance, professional development and curriculum improvement afforded to them through EPAS and the State Regents' Student Preparation team.

POLICY ISSUES:

The State Regents annually review these indicators as a means to gauge student preparation and to examine State System needs to improve student preparation in Oklahoma.

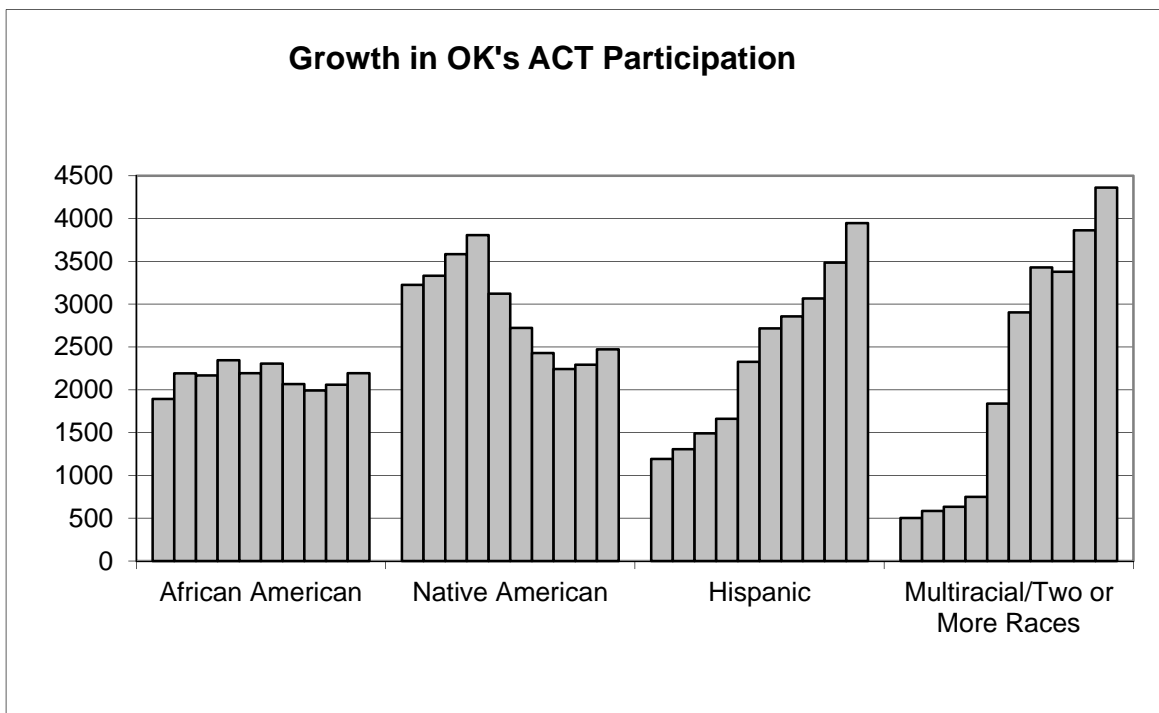
ANALYSIS:

At both the state and national levels ACT participation has steadily increased. Over the last ten years, Oklahoma ACT participation has increased by 24 percent.



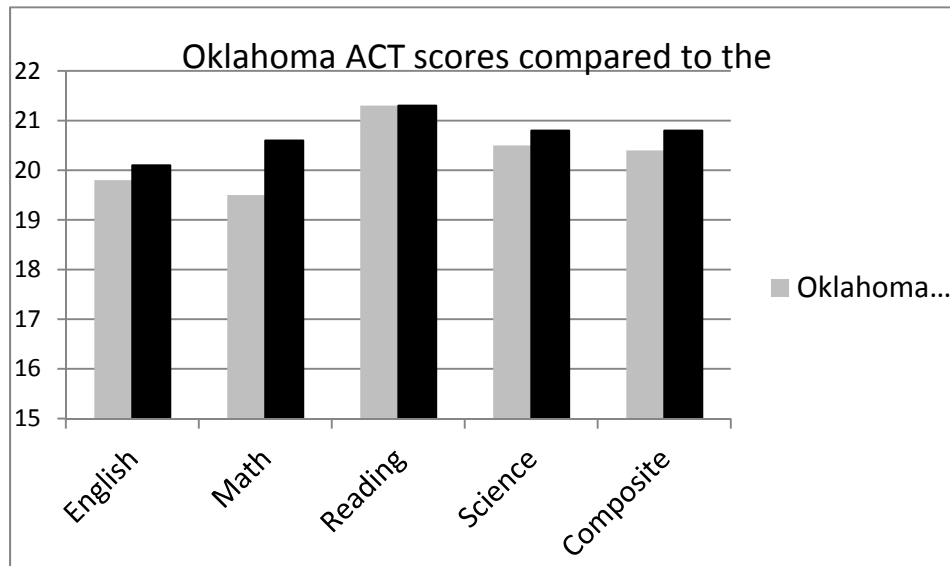
Ethnic Groups

Increases in the total number of Oklahoma students taking the ACT over the past several years have been largely attributable to increased minority student participation. ACT has changed its race/ethnicity categories to reflect the updated U.S. Department of Education reporting requirements. As can be seen in this chart, this change has had an effect on how students report their ethnicity. The chart below indicates a significantly large number of students who in the past may have self-identified as Native American are now identifying themselves in “Two or More Races” category.

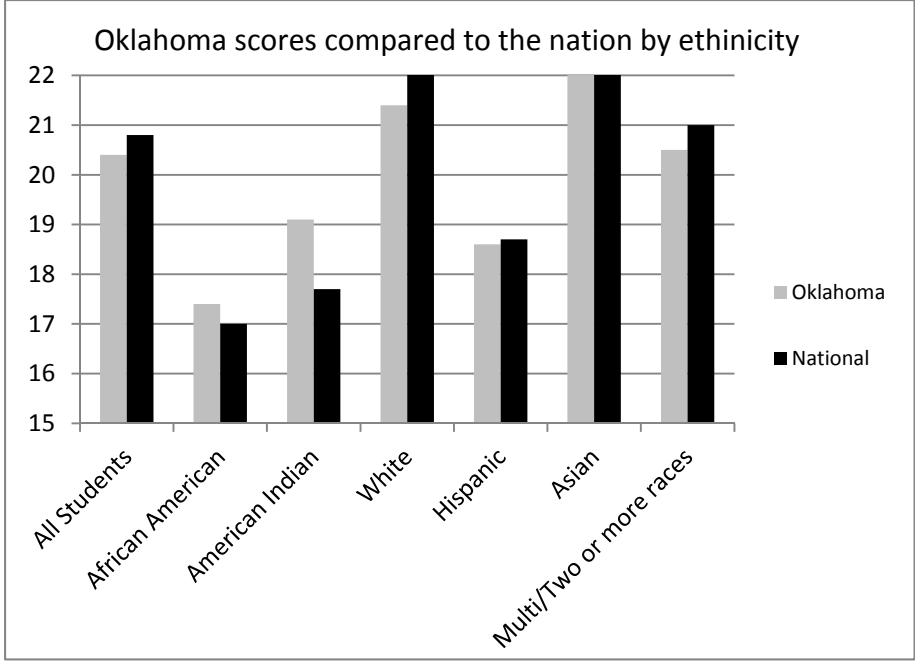


While 82 percent of Oklahoma’s 2016 graduates took an ACT, only 64 percent of the Nation’s 2016 graduates took an ACT. This, in part, accounts for the difference in Oklahoma’s and the Nation’s scores. With more students testing, a decline in student scores is to be expected. It should also be noted that while the composite score for both Oklahoma and the nation dropped in 2016, the gap between Oklahoma’s and Nation’s composite score is unchanged over the last five years. Broadly, the results show the following:

- Oklahoma’s ACT Composite score dropped from 20.7 to 20.4 after remaining steady for the most recent eight years. The national composite also decreased from 21 in 2015 to 20.8 in 2016.
- Oklahoma’s English score decreased from 20.1 in 2015 to 19.8 in 2016. Comparatively, the nation’s English score dropped to 20.1.
- Mathematics continues to be Oklahoma’s lowest score and decreased to 19.5 in 2016 from a two-year high of 20.1 in 2012 and 2013. Nationally, mathematics scores decreased from a high of 21.1 in 2012 to 20.6 in 2016.
- From 2007 to 2015 Oklahoma’s Reading score increased from 20.7 to 21.5, while the national score increased from 21.2 to 21.4. For 2016, both Oklahoma’s and the nation’s Reading score dropped to 21.3
- Oklahoma’s Science Reasoning score decreased to a 20.5; nationally, the Science Reasoning score decreased to 20.8.



While the total group of Oklahoma ACT testers is four tenths of a point behind the national average, Oklahoma’s African American and American Indian students are out-performing their national counterparts.



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

September 1, 2016

AGENDA ITEM #14-a:

E&G Budget Allocations.

SUBJECT: First quarter FY17 distribution of Cigarette and Tobacco Tax Revenue.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$947,166.60 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$947,166.60 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 \$1,894,333.20. This amount is sufficient for a transfer of \$947,166.67 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 \$68,475,845.74.

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

5-Year History of Allocations	Amount to Each Entity
FY2013 Total	\$6,650,214.97
FY2014 Total	\$5,844,381.21
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Y-T-D Total	\$947,166.67

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

September 1, 2016

AGENDA ITEM #14-b:

E&G Budget Allocations.

SUBJECT: Approval of a third year grant allocation to the Oklahoma Historical Society for the Higher Education Archives Project.

RECOMMENDATION:

It is recommended that the State Regents approve a renewal grant allocation in the amount of \$51,000 for FY2017 representing the third year of five possible one-year commitments to the Oklahoma Historical Society for support of the Higher Education Archives project.

BACKGROUND:

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. The grant was continued for support and expansion of this project in FY2010 for a second-five year period and again in FY2015 for a third five-year period.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education.

Funding Source: FY2017 allocation for Grants/Economic Development/OEIS.

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AGENDA ITEM #15:

Master Lease Equipment Program.

SUBJECT: Approval of a listing of projects for submission to the Council of Bond Oversight for 2016 Master Lease Equipment Projects.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2016 Equipment Master Lease Equipment Projects. The total projects from one institutions totaling \$900,000.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all equipment purchases submitted under this program.

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring new capital equipment by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The third equipment series for 2016 includes one system institutions with an estimated total of \$900,000 in equipment purchases and upgrades. The following table summarizes this series of project totals by institution.

Institution	Total Amount to be Financed in This Issue
Oklahoma State University	\$900,000
Total for this issue	\$900,000

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 MASTER LEASE-PURCHASE DETAILED LISTING
 Fiscal Year 2017**

Name of Institution: Oklahoma State University

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1	010-0354	Removable mechanical equipment including cooling towers and associated piping, required to operate the Engine Compression Research Facility (New Product Development Lab).	\$900,000	15	01-Nov-2016	20	n/a	Yes; this project does not qualify for tax-exempt financing.	Mitchell Emig (405-744-5671)	
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
Total (Subtotal if multiple sheets)			\$900,000							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

Meeting of the
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AGENDA ITEM #16:

EPSCoR.

SUBJECT: Approval of the revised Oklahoma EPSCoR Advisory Committee bylaws.

RECOMMENDATION:

It is recommended that the State Regents approve 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
September 1, 2016

AGENDA ITEM #17:

Contracts and Purchases.

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Galt Foundation in the amount of \$138,728.80 for temporary staffing services for OneNet Front Desk, Business Department and Provisioning. The provisioning consultants were previously under the American Telephone & Telegraph (AT&T) consulting services, but OneNet was able to achieve \$16,695.00 in savings annually by moving the staffing contract to Galt Foundation. The consultant staff augments the existing OneNet provisioning staff through assistance with the circuit provisioning process. The process includes solicitation of price quotes, circuit order placement, follow up and implementation of all service to end user premises. (Funded From 718-OneNet).
- 2) Graybar in the amount of \$180,304.80 for the purchase of fiber optic cable to be used for emergency repairs and cable relocations on the Oklahoma Community Anchor Network (OCAN). The cost of this project will be recovered through user fees. (Funded from 720-OCAN)
- 3) Presidio Networked Solutions in the amount of \$564,412.62 for two Nimble Storage hybrid storage arrays for Oklahoma City and Tulsa. This is a regular refresh of OneNet's primary enterprise storage in the Oklahoma City and Tulsa data centers. Current storage is out of

maintenance and no longer adequate for OneNet's needs. This storage is on a five-year refresh cycle. The cost of this product is covered by customer user fees. (Funded From 718-OneNet).

- 4) Chickasaw Telecom in the amount of \$151,136.26 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network. The cost of these services will be recovered through customer user fees.(Funded from 718-OneNet)

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AGENDA ITEM #18:

Investments.

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AGENDA ITEM #19:

Institutional Cash Flow Reserves Report.

SUBJECT: Acceptance of the FY17 Institutional Cash Flow Reserves Report.

RECOMMENDATION:

It is recommended that the State Regents accept the FY17 Institutional Cash Flow Reserves Report.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy

ANALYSIS:

In FY2017, on a system-wide average 69.4 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12th) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th.

The system-wide projected reserve for July 1, 2016, was 10.22 percent and the projected system-wide reserve at June 30, 2017, is budgeted for 7.61 percent. The projected ending reserve is lower than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.

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AGENDA ITEM #20:

State Regents Meetings.

SUBJECT: Approval of the proposed 2017 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

RECOMMENDATIONS:

It is recommended that the State Regents approve the 2017 schedule of regular meetings for filing with the Office of Secretary of State according to law.

STAFF ANALYSIS:

The following times and dates for State Regents' regular meetings in 2017 are proposed.

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Wednesday, February 1, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, February 2, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, March 22, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, March 23, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, April 19, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, April 20, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, April 20, 2017	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK

Thursday, May 25, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Friday, May 26, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, June 28, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, June 29, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, September 6, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, September 7, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, October 18, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, October 19, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, November 2, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Wednesday, December 6, 2017	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK
Thursday, December 7, 2017	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, OK

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AGENDA ITEM #21:

Commendations.

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

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Matt Higdon**, director of Student Preparation and **Lisa Nelson**, assistant director of Student Preparation, held the 8th Annual Counselor Retreat Alumni Summer Institute at Quartz Mountain Lodge. Ninety-six school counselors from across the state attended this 4 day event.
- **Marion Dilbeck**, assistant vice chancellor for Student Performance Data and Research, and **Dr. Gayle Northrop**, director of Student Performance Data Projects, and **Dr. Debbie Blanke**, interim vice chancellor for Academic Affairs, were cited for their contributions in the dissertation "Factors Affecting Student Persistence At Public Research Universities in Oklahoma" by Ky Phuoc Le in his pursuit of a Doctor of Philosophy from Oklahoma State University.
- **Chancellor Glen D. Johnson**, appeared as guest on Cox Channel 3's *The Verdict* with Oklahoma City Mayor Mick Cornett and Kent Meyers; taped welcoming remarks for Council on Online Learning Excellence conference; provided remarks at Southeastern Oklahoma State University (SEOSU) reception in Oklahoma City honoring former SEOSU and Oklahoma State University President Dr. Henry G. Bennett; provided remarks at 15-Year Anniversary Reception for Northeastern State University – Broken Arrow in Broken Arrow; made a presentation on Oklahoma's Promise at Lumina State Labs Peer Learning Opportunity conference in Oklahoma City.
- **Irala Magee**, director of Scholarship and Grant Administration, **Melissa Michie**, Academic Affairs coordinator, **Carol Alexander**, assistant director of Scholarship and Grant Administration, **Kelli Kelnar**, Outreach specialist III and **Daniel Archer**, assistant vice chancellor for Academic Affairs presented at the 8th Annual Counselor Retreat Alumni Summer Institute at Quartz Mountain Lodge.
- **Irala Magee**, director of Scholarship and Grant Administration, was recently elected Treasurer of the National Association of State Student Grant and Aid Programs (NASSGAP). NASSGAP is the national professional organization for state officials that are responsible for administering state student financial aid.

- The GEAR UP Team, **Jake Heister**, GEAR UP education specialist, **Terri Grissom**, GEAR UP program evaluator, **Lynne Walker**, GEAR UP education specialist and **Edra Thrower**, GEAR UP parent and student specialist presented at the National Council for Community and Education Partnerships Conference in Washington, DC.
- **Sheila Smith**, Reach Higher administrator, presented Reach Higher information to the Oklahoma Advisory Council on Indian Education during their July meeting at the American Indian Cultural Center and Museum in Oklahoma City.

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AGENDA ITEM #22:

Executive Session.

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

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AGENDA ITEM #23:

Personnel.

SUBJECT: Discussion and possible action regarding the position of GEAR UP Project Director.

RECOMMENDATION:

It is recommended that the State Regents approve the personnel change as noted below.

BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

STAFF ANALYSIS:

GEAR UP Project Director. It is recommended that the Oklahoma State Regents approve the appointment of Mr. John E. Morrow as GEAR UP Project Director replacing Ms. Cathy Perri. Mr. Morrow is currently the GEAR UP Education Specialist. The salary recommendation remains at \$81,900. This position will report directly to the Assistant Vice Chancellor for GEAR UP. Mr. Morrow will assume his duties on September 1, 2016, pending State Regent's approval. A copy of his job description is attached.



**THE OKLAHOMA STATE REGENTS FOR HIGHER
EDUCATION**
GEAR UP
JOB DESCRIPTION
Project Director

FLSA: Exempt
Position #100332
Grade 11
Cost Center: GEAR13 13981
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Direct all day-to-day activities and services associated with the Oklahoma State Regents for Higher Education's (OSRHE) GEAR UP project. Support the Assistant Vice Chancellor for GEAR UP and other GEAR UP staff in managing and securing services and programs to achieve the goals and objectives of the state and federal GEAR UP project. Administer and supervise six college liaison positions at higher education institutions across Oklahoma. Participate in projects positively linked with the student success goals of the Oklahoma State System of Higher Education. Interact with other agency staff supporting the GEAR UP project.

RESPONSIBILITIES AND DUTIES

- Provide direction for day-to-day activities and services for the statewide OSRHE GEAR UP project, assuming delegated approval authority for grant functions as needed.
- Coordinate with external activities and programs that support the goals of the GEAR UP project including programs provided by other federal and state agencies.
- Provide input and support for developing grant partnerships.
- Administer procurement of services, supplies and materials that support the GEAR UP program.
- Support the Assistant Vice Chancellor for GEAR UP in the acquisition and administration of written agreements that fund partnership activities and services, to include participating school districts, higher education institutions and other entities that provide direct student services.
- Assist the Vice Chancellor for GEAR UP in coordinating professional development activities created for K-12 teachers, counselors and administrators.
- Through the GEAR UP Specialist for Direct Student and Parent Interventions, help coordinate expanded learning opportunities, parent training, and other direct service activities for students and parents.
- Through the GEAR UP School and Student Communications Specialist, help coordinate grant communication efforts.
- Support activities of the GEAR UP field-based Educational Specialists.
- Coordinate data collection and preparation of the GEAR UP Annual Performance Report (APR) and other federal reporting requirements.
- Administer and supervise six college liaison positions at higher education institutions across Oklahoma.
- Participate in national conferences and meetings for GEAR UP.
- Represent the Assistant Vice Chancellor for GEAR UP at meetings and events as required.
- Travel as required.

Revised August 2016

- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other duties as assigned.

MINIMUM QUALIFICATIONS

A master's degree in education, social sciences, or related discipline with five (5) or more year's relevant experience required. Knowledge of K-12 and higher education programs and issues required - especially programs and issues related to student success in postsecondary education.

PREFERRED QUALIFICATIONS

Experience directing and coordinating large-scale projects in an educational setting is a plus. Demonstrated ability to work in team environment is also a plus.

SUPERVISION

The employee performs work under the supervision of the Assistant Vice Chancellor for GEAR UP.

This position is contingent upon continued availability of grant funds.

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

AGENDA ITEM #24-a (1):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)

- 10 degree program requirement changes
- 2 degree program option additions
- 1 degree program option deletion
- 1 degree program name change
- 1 degree program option name change

Oklahoma State University (OSU)

- 3 degree program requirement changes
- 2 degree program option additions
- 1 degree program name change
- 10 degree program option deletions

Rogers State University (RSU)

- 2 degree program requirement changes

Northern Oklahoma College (NOC)

- 4 degree program option additions

Oklahoma State University Institute of Technology (OSUIT)

- 2 degree program requirement changes

Oklahoma State University-Oklahoma City (OSU-OKC)

- 5 degree program requirement changes
- 8 degree program option deletions

Western Oklahoma State College (WOSC)

- 1 degree program option addition
- 1 degree program option deletion

POLICY ISSUES:

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

ANALYSIS:

OU – Master of Education in Instructional Psychology and Technology (055)

Degree program option deletion

- Delete option “Educational Psychology and Technology.”
- The proposed deleted option has not been used in quite some time and the deletion will align the inventory with institutional practice.
- There are currently no students enrolled.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Economics (047)

Degree program requirement changes

- Change the Grade Point Average requirement for “Combined OU/Transfer” and “OU” from 2.25 to 2.00.
- Remove the restriction of “a maximum of two attempts per course is allowed to complete ECON 3113 and ECON 3133.”
- The proposed changes align the requirements with other programs within the College of Arts and Sciences and remove barriers to graduation.
- 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 Political Science (193)

Master of Arts in Political Science (192)

Degree program requirement changes

- Remove PSC 5913 and add PSC 5923.
- The proposed changes will distinguish political science students from public administration students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Geographic Information Science (367)

Degree program requirement changes

- Remove GIS 2013, GIS 4453, GIS 4653, GIS 4953, and GIS 4923.
- Add GEOG 1113, GEOG 1123, GEOG 4313, GEOG 4953, and RCPL 4463.
- Add METR 1313 and CS 1313 as alternative courses to MIS 2113 and MIS 3013.
- Remove Botany, Geology, and Meteorology from “Cognate” and add History, Women’s and Gender Studies, and Film and Media Studies.
- Change credit hours required for “Advisor-Approved Electives” from 12 to 6.
- 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 change from 124 to 120.

- No funds are requested from the State Regents.

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

Degree program requirement changes

- Remove GIS 2013 and GIS 4953.
- Add GEOG 1113 and GEOG 4953.
- Remove CS 1313 as an alternative course to METR 1313.
- Change credit hours required for “Advisor-Approved Electives” from 12 to 6.
- 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 change from 124 to 121.
- No funds are requested from the State Regents.

OU – Graduate Certificate in Business Entrepreneurship (395)

Degree program requirement changes

- Add ENT 5102.
- Change credit hours required for ENT electives from 6 to 2.
- The proposed changes will provide students with a better understanding of the basic concepts of entrepreneurship.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OU – Graduate Certificate in Management Information Systems (378)

Degree program requirement changes

- Remove MIS 5612, MIS 5622, MIS 5682, and MIS 5782.
- Add MIT 5602.
- Change credit hours required for “Electives” from 4-6 to 10.
- The proposed changes better serve students’ 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.

OU – Master of Science Management of Information Technology in Management of Information Technology (341)

Degree program requirement changes

- Change credit hours required for “Electives” from 2-4 to 4.
- Remove 2 to 3 credit hours of capstone course as an alternative to MIT 5980.
- The proposed changes update the curriculum to be consistent with similar programs across the country.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in International and Area Studies in International and Area Studies (018)

Degree program requirement changes and degree program option additions

- Add options “International Development” and “Global Energy, Environment, and Resources.”
- For all options:

- ◆ Require all students to complete one research course and one writing course.
- ◆ Remove discipline restrictions from “Biological Science” and “Physical Science” and specify that courses selected must be from different disciplines.
- ◆ Remove 3 credit hours of “Geography.”
- For the “International Security Studies” option:
 - ◆ Add IAS 2043 and IAS/PSC 2603.
- For the “European Studies” option:
 - ◆ Add IAS 3243 or IAS 3273.
- For the “Asian Studies” option:
 - ◆ Add IAS 2101.
 - ◆ Change credit hours required for “Arts and Humanities” electives from 6 to 3.
 - ◆ Add 6 credit hours of “3000 or 4000 level course work from Areas III, IV, or V or 2 additional Asian language courses beyond the requirement in Area I.”
- For the “Latin American Studies” option:
 - ◆ Add 9 credit hours of “Latin American Studies.”
 - ◆ Change credit hours required for “History and Geography” from 6 to 3.
 - ◆ Change credit hours required for “Politics and Economics” from 6 to 3.
 - ◆ Change credit hours required for “Arts, Culture, and Society” from 6 to 3.
- For the “Middle Eastern Studies” option:
 - ◆ Add 9 credit hours of “Middle Eastern Studies.”
 - ◆ Change credit hours required for “History and Religion” from 6 to 3.
 - ◆ Change credit hours required for “Arts and Culture” from 6 to 3.
 - ◆ Add “6 credit hours of additional courses from Areas II, III, or IV.”
- The proposed changes will update the curriculum to better meet students’ needs.
- Ten new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Public Affairs and Administration (036)

Degree program name change and degree program option name change

- Change program name to “Public and Nonprofit Administration.”
- For the “Public Affairs and Administration” option:
 - Change name to “Public and Nonprofit Administration.”
- The proposed changes reflect the addition of the Nonprofit Organizations Studies minor to the department and the inclusion of NPNG courses to the list of course selection.
- Eleven new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Arts in Administrative Leadership (373)

Degree program requirement changes

- Remove LSTD 5653 and add LSAL 5193.
- Remove 9 credit hours of “Electives.”
- Require students to complete 9 credit hours from one of the following tracks:
 - ◆ Track 1: Organizational Leadership (LSAL 5223, LSAL 5283, and 3 credit hours of elective).
 - ◆ Track 2: Volunteer and Non-Profit Leadership (LSAL 5323, LSAL 5353, and 3 credit hours of elective).
 - ◆ Track 3: Government and Military Leadership (LSAL 5403, LSAL 5463, and 3 credit hours of elective).

- The proposed changes update the curriculum to reflect current research and practice.
- Five 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 – Doctor of Philosophy in Crop Science (056)

Degree program requirement changes

- Require students to complete 15 credit hours of PLNT and SOIL coursework, 9 credit hours of specialty coursework, no more than 9 credit hours of 3000/4000 level coursework approved for graduate credit, no more than 4 credit hours of PLNT 5110, SOIL 5110, PLNT 6110, SOIL 6110, and no more than 6 credit hours of PLNT 5230 or SOIL 5230.
- Require at least 75 percent of the course work to be completed at the 5000 level or above.
- Require at least 6 credit hours of statistics for students completing the combined master's and doctorate program.
- The proposed changes will increase rigor, clarify degree requirements, and align the requirements with other programs within the department.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Master of Agriculture in General Agriculture (302)

Degree program option deletions

- Delete options “Agricultural Economics,” “Agricultural Education,” “Animal Science,” “Entomology,” “Horticulture,” “International Agriculture,” “Natural Resource and Ecology Management,” “Plant Pathology,” “Plant Science,” and “Soil Science.”
- The proposed deleted options were initially developed for non-thesis students; however, are no longer needed.
- Students will be allowed to complete their program within their specific area of interest.
- 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 – Doctor of Philosophy in Soil Science (187)

Degree program requirement changes

- Require students to complete 15 credit hours of PLNT and SOIL coursework, 9 credit hours of specialty coursework, no more than 9 credit hours of 3000/4000 level coursework approved for graduate credit, no more than 4 credit hours of PLNT 5110, SOIL 5110, PLNT 6110, SOIL 6110, and no more than 6 credit hours of PLNT 5230 or SOIL 5230.
- The proposed changes will increase rigor, clarify degree requirements, and align the requirements with other programs within the department.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in American Studies (416)

Degree program option addition

- Add option “Pre-Law.”
- The proposed option will provide students with a pathway to prepare for law school.
- 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 – Master of Science in Botany (032)

Degree program name change

- Change program name to “Plant Biology.”
- The proposed change aligns the program name with current nomenclature.
- 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 Geospatial Information Science (510)

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 GEOG 1713.
- Remove 3 credit hours of “Controlled Electives.”
- Add 9 credit hours of “Additional General Education” and require courses designated as ‘A,’ ‘H,’ ‘N,’ or ‘S.’
- Change credit hours required for “Analytical and Quantitative Thought” from 7 to 4 and require MATH 2144.
- Remove GEOG 4383, CS 2112, and MATH 3013.
- Remove 3 credit hours to be selected from AVED 4343, ENVR 4112, GEOG 4303, GEOG 4313, and NREM 3083.
- Add 6 credit hours of upper-division GEOG coursework.
- Add CS 2133 and STAT 2013 or STAT 2023 or STAT 2053.
- Change credit hours required for “Electives” from 20 to 21.
- The proposed changes are the result of a campus-wide effort to align credit hours required for General Education.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in History (120)

Degree program option addition

- Add option “Pre-Law.”
- The proposed option will provide students with a pathway to prepare for law school.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – Bachelor of Science in Social Science (110)

Degree program requirement change

- For the “Environmental Studies” option:
 - ◆ Remove POLS 4213.
- The proposed change provides students with more relevant content to the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – Bachelor of General Studies in General Studies (126)

Degree program requirement change

- Remove 18-24 credit hours of “Minor.”
- The proposed change better aligns with other programs within the department and better enables students to graduate within four years.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

NOC – Associate in Science in Agriculture (003)

Degree program option additions

- Add options “Agriculture Business,” “Agriculture Communications,” “Plant and Soil Sciences,” and “Pre-Vet.”
- The proposed options will provide students with a more seamless transfer into similar programs at four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT – Associate in Applied Science in Energy Technologies/Natural Gas Compression (112)

Degree program requirement changes

- Remove SEGC 1214, SEGC 1223, and SEGC 1313.
- Add SEGC 1243.
- The proposed changes are the result of recommendations from the program’s advisory committee to better facilitate placement of interns and graduates.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 89 to 73.
- No funds are requested from the State Regents.

OSUIT – Associate in Applied Science in Engineering Technologies (080)

Degree program requirement changes

- Add ETDE 1363 to “Core Requirements.”
- For the “Electromechanical Technologies” and “Instrumentation Technology” options:
 - ◆ Remove ETDE 1363.
- The proposed changes eliminate a hidden prerequisite for a core course.
- 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-OKC – Associate in Applied Science in Computer Information Systems (005)

Degree program option deletion

- Delete option “Accounting Option.”
- The proposed deletion is the result of consistent low enrollment.
- There are currently 4 students enrolled who will be allowed a two-year teach-out plan.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Construction Technology (065)

Degree program option deletion

- Delete option “Building Inspection Option.”
- The proposed deletion is the result of consistent low enrollment.
- There are currently 4 students enrolled who will be allowed a two-year teach-out plan.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Electrical Power Technology (108)

Degree program option deletions

- Delete options “Metering Technology” and “Relay Technology.”
- For the “Metering Technology” option:
 - ◆ The proposed deletion is the result of consistent low enrollment.
 - ◆ There is currently 1 student enrolled who will be allowed to complete degree requirements through course substitution.
- For the “Relay Technology” option:
 - ◆ The proposed deletion is the result of efforts to simplify the program.
 - ◆ There are currently 10 students enrolled and will be allowed to complete their requirements under the main program.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Fire Protection and Safety Technology (067)

Degree program option deletion

- Delete option “Professional Practice Option.”
- The proposed deletion is the result of consistent low enrollment.
- There are currently no students enrolled in the option.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Graphic Design (064)

Degree program requirement changes and degree program option deletions

- Delete options “Graphic Game Development,” “Internet Administration/Web Page Design,” and “Illustration/Multimedia.”
- There are currently 9 students enrolled in the “Graphic Game Development” option and 14 students enrolled in the “Internet Administration/Web Page Design” option and will be allowed to complete degree requirements.
- The “Illustration/Multimedia” option will become the main program.
- Add ENGL 2513 as an alternative course to ENGL 1213.
- Remove 3 credit hours of “General Education” electives and add HUMN 2103 or HUMN 2203.
- Change credit hours for “Support and Related Courses” from 6 to 9.
- Remove GDD 2033, CIS 2613, and GDD 2423.
- The proposed curricular changes respond to market needs.
- The proposed deletions are the result of recommendations from the advisory board to streamline the program.

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

OSU-OKC – Associate in Applied Science in Early Care Education (081)

Degree program requirement changes

- For the “Administration” option:
 - ◆ Add ECCD 1123 as an alternative course to ECCD 2223.
 - ◆ Require students to earn a ‘C’ or better in all ECCD courses.
- The proposed changes support a seamless progression for related credentials in the discipline.
- 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-OKC – Certificate in Early Care Education Administration (087)

Degree program requirement changes

- For the “Administration” option:
 - ◆ Change 12 credit hours of “Support and Related Courses” to require ECCD 2113, ECCD 2233, and 2 of the following: ECCD 1123, ECCD 1113, ECCD 2123, ECCD 2133, and ECCD 2213.
 - ◆ Require students to earn a ‘C’ or better in all ECCD courses.
- The proposed changes support a seamless progression for related credentials in the discipline.
- 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-OKC – Associate in Applied Science in Technical Spanish-Translation and Interpretation (100)

Degree program requirement change

- For the “General” option:
 - ◆ Add SPAN 1113, SPAN 1223, SPAN 2113, and SPAN 2133.
 - ◆ Remove SPAN 2115 and TSTI 1233.
 - ◆ Change credit hours required for “Guided Electives” from 15 to 12.
- The proposed changes create continuity with introductory Spanish 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.

OSU-OKC – Associate in Applied Science in Electronics Engineering Technology (006)

Degree program requirement changes

- Remove MATH 1715 as an alternative course to MATH 1513, PHYS 1514 as an alternative course to PHYS 1114, and ITD 1503 as an alternative course to EED 2814.
- Remove MATH 2123, MATH 2133, EET 2103, EET 2854, EET 2234, and EED 2454.
- Add FPST 1313, ENGS 2213, and ENGS 2543.
- The proposed changes will facilitate completion of the program within two years.
- No new courses will be added and four courses will be deleted.
- Total credit hours for the degree will change from 72 to 61.
- No funds are requested from the State Regents.

WOSC – Associate in Science in Agriculture (070)

Degree program option addition

- Add option “Agriculture Business.”
- The proposed option will better serve students wanting to transfer into an Agriculture Business 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.

WOSC – Associate in Applied Science in Criminal Justice (025)

Degree program option deletion

- Delete option “Collegiate Offer Program.”
- The proposed deletion is the result of changes in the guidelines within the Council on Law Enforcement Education and Training.
- 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.

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AGENDA ITEM #24-a (2):

Programs.

SUBJECT: Program Suspension. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Tulsa Community College (TCC) requested authorization to suspend the programs listed below:

- Certificate in Interior Design (194)
- Certificate in Management (193)
- Certificate in Hospitality Management (356)
- Certificate in Hospitality Management Professional (257)
- Certificate in Human Services (205)
- Certificate in Marketing (207)

Western Oklahoma State College (WOSC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Radiologic Technology (045)

Rose State College (RSC) requested authorization to suspend the program listed below:

- Associate in Science in Homeland Security (143)

POLICY ISSUES:

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

ANALYSIS:

TCC requested authorization to suspend the Certificate in Interior Design (194).

- TCC reports low student demand and will consider restructuring the program to meet employer needs.
- TCC will reinstate or delete the program by September 30, 2019.

TCC requested authorization to suspend the Certificate in Management (193).

- TCC reports low enrollment and notes that they will review workforce demand to determine the viability of continuing the program.

- TCC will reinstate or delete the program by September 30, 2019.

TCC requested authorization to suspend the Certificate in Hospitality Management (356).

- TCC reports low student demand and the retirement of the full-time faculty member that managed this program.
- TCC will reinstate or delete the program by September 30, 2019.

TCC requested authorization to suspend the Certificate in Hospitality Management Professional (257).

- TCC reports low student demand and the retirement of the full-time faculty member that managed this program.
- TCC will reinstate or delete the program by September 30, 2019.

TCC requested authorization to suspend the Certificate in Human Services (205).

- TCC reports low student demand and will consider restructuring the program to meet employer needs.
- TCC will reinstate or delete the program by September 30, 2019.

TCC requested authorization to suspend the Certificate in Marketing (207).

- TCC reports low enrollment and notes that they will review workforce demand to determine the viability of continuing the program.
- TCC will reinstate or delete the program by September 30, 2019.

WOSC requested authorization to suspend the Certificate in Radiologic Technology (045).

- WOSC reports the cost of the program is not economical with the current budget situation.
- WOSC will reinstate or delete the program by September 30, 2018.

RSC requested authorization to suspend the Associate in Science in Homeland Security (143).

- RSC reports that this program's major point of emphasis was removed when the Associate in Science in Emergency Management (144) was approved at the May 27, 2016 State Regents' meeting.
- RSC will reinstate or delete the program by September 30, 2018.

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

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AGENDA ITEM #24-b:

Reconciliation.

SUBJECT: Reconciliation. Approval of institution request for program reconciliation.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested a degree program modification change for the Master of Science in Interior Design (383) to reconcile institutional practice with official degree program inventory.

Oklahoma State University (OSU) requested a degree program modification change for the Bachelor of Science in Recreation Management and Therapeutic Recreation (180) to reconcile institutional practice with official degree program inventory.

Southwestern Oklahoma State University (SWOSU) requested a degree program modification change for the Associate in Science in Computer Science (140), the Associate in Science in Cheyenne Arapaho Tribal College General Studies (159), the Bachelor of Arts in Political Science (047), the Bachelor of Arts in Communication (054), the Bachelor of Arts in Criminal Justice (103), the Bachelor of Science in Health Science (137), the Bachelor of Science in Athletic Training (143), the Bachelor of Arts in Interdisciplinary Studies (145), the Bachelor of Science in Parks and Wildlife Law Enforcement (146), the Bachelor of Science in Exercise Science (151), the Bachelor of Science in Organizational Leadership (775), the Bachelor of Science in Health Care Administration (005), the Bachelor of Science in Industrial Technology (026), the Bachelor of Science in Computer Science and Information Systems (088), and the Bachelor of Science in Engineering Technology (128) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested curricular changes to the Master of Science in Interior Design (383), which were approved at the June 30, 2016 State Regents' meeting. The agenda item indicated to require ID 4753/5793 for the "Post-Professional" option. The modification should have indicated to require ID 4753/**5753** for the "First-Professional" option. This action will correct this error and reconcile institutional practice with official degree program inventory.

OSU requested curriculum changes to the Bachelor of Science in Recreation Management and Therapeutic Recreation (180), which were approved at the June 30, 2016 State Regents' meeting. The agenda item included modifications to the "Teacher Education" option. This option does not exist for the Bachelor of Science in Recreation Management and Therapeutic Recreation (180) and should have been included for the Bachelor of Science in Physical Education (239). This action will correct this error and reconcile institutional practice with official degree program inventory.

SWOSU requested curriculum changes to the following programs as part of an institutional-wide effort to update General Education requirements:

- Associate of Science in Computer Science (140);
- Associate in Science in Cheyenne Arapaho Tribal College General Studies (159);
- Bachelor of Arts in Political Science (047);
- Bachelor of Arts in Communication (054);
- Bachelor of Arts in Criminal Justice (103);
- Bachelor of Science in Health Science (137);
- Bachelor of Science in Athletic Training (143);
- Bachelor of Arts in Interdisciplinary Studies (145);
- Bachelor of Science in Parks and Wildlife Law Enforcement (146);
- Bachelor of Science in Exercise Science (151);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Health Care Administration (005);
- Bachelor of Science in Industrial Technology (026);
- Bachelor of Science in Computer Science and Information Systems (088);
- Bachelor of Science in Engineering Technology (128);

The modifications were approved at the March 3, 2015 State Regents' meeting. The agenda items indicated that students should complete HUM 1103 **and** HIST 1033. The agenda items should have noted HUM 1103 **or** HIST 1033. This action will correct this error and reconcile institutional practice with official degree program inventory.

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AGENDA ITEM #24-c (1):

Electronic Delivery.

SUBJECT: Approval of Northeastern State University's request to offer the Bachelor of Science in Organization Leadership (775) through online delivery.

RECOMMENDATION:

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

BACKGROUND:

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

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

NSU's governing board approved offering online the existing Bachelor of Science in Organizational Leadership (775) 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.

Bachelor of Science in Organizational Leadership (775)

Demand. Student enrollment in the Bachelor of Science in Organizational Leadership (775) has consistently grown over the past five years. NSU reports that in Fall 2015 there were 88 declared majors. Additionally there were 17 graduates during the 2014-2015 academic year. Furthermore, demand for the courses has expanded to students in other majors who are choosing to take the courses as electives.

According to Workforce Oklahoma Occupational Outlook 2018, careers in professional and business services are projected to gain more than 33,000 jobs between 2008 and 2018. Additionally, Complete College America predicts that by 2020, 59 percent of the jobs will require some sort of college degree. The Bachelor of Science in Organizational Leadership (775) provides students with opportunities to develop effective skills in communication, critical thinking, and analytical reasoning. 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 Bachelor of Science in Organizational Leadership (775) via online delivery will help alleviate these time management constraints and will address the growing need for qualified bachelor degree holders.

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 May 17, 2016. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #24-c (2):

Electronic Delivery.

SUBJECT: Approval of Western Oklahoma State College's request to offer the Associate in Arts in Behavioral Science (061) through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Associate in Arts in Behavioral Science (061) through online delivery.

BACKGROUND:

Western Oklahoma State College (WOSC) is currently approved to offer the following degree programs via online delivery:

- Associate in Arts in Liberal Arts (062);
- Associate in Applied Science in Child Development (010);
- Associate in Applied Science in Criminal Justice (025);
- Associate in Applied Science in Early Childhood (066);
- Associate in Applied Science in Office Systems Technology (049);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676); and
- Associate in Science in Health, Physical Education, and Recreation.

WOSC's governing board approved offering online the existing Associate in Arts in Behavioral Science (061) program at their August 18, 2016 meeting. WOSC 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:

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

Associate in Arts in Behavioral Science (061)

Demand. WOSC is a rural college and approximately 60 percent of the students are enrolled part-time and have demanding jobs. Therefore it is imperative that WOSC offer courses online so that students have the opportunity to achieve their educational goals. The Associate in Arts in Behavioral Science (061) is a social science degree designed to transfer to similar disciplines at four-year institutions. Graduates with social science degrees can find employment in a variety of careers or apply to graduate schools. According to the Oklahoma Employment Security Commission career opportunities for social science majors are expected to increase as much as 17 percent depending on the field.

Delivery method. WOSC will utilize the Modular Object-Oriented Dynamic Learning Environment (Moodle). Moodle is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management. Moodle allows for real-time interaction between instructor and student.

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 September 16, 2015. None of the State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #24-d:

Prior Learning Assessment.

SUBJECT: Approval of modifications and additions to the prior learning assessment matrix for technical education.

RECOMMENDATION:

It is recommended that the State Regents approve the modifications and additions to the system faculty's prior learning assessment matrix for technical education.

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) has provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative agreement programs (CAP) within a cooperative alliance.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These CAPs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree or college level certificate, and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' then current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with then current HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to the policy governing CAPs to strengthen higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, and increased academic rigor, transparency, and

accountability. At their January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutional technical faculty members were tasked to review technical assessments utilized for technology center programs.

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments. Under 3.15.3.C.8 of the policy, use of a system wide inventory of industry, technical, and other assessments associated with technology center programs evaluated for college credit was allowed as an acceptable option for awarding credit at state system institutions. Further, the policy required that this system wide technical assessment inventory be developed through a faculty-driven process of review, and be maintained and updated by the State Regents (3.15.F). Institutional technical assessments may also be developed by qualified faculty and must also be submitted to the State Regents for review and inclusion in the statewide inventory (3.15.K).

Over several months, assessments used at technology centers were reviewed by institutional faculty for college credit. The result of these intensive reviews is a prior learning assessment matrix for technical education. This inventory matrix includes 1) the name of the assessment, 2) the institution that will accept this assessment for college credit, 3) the college course equivalent, and 4) the amount of college credit hours available for successful completion of the assessment. Following the faculty review, the listing for each institution was reviewed by the chief academic officer of the institution, and the entire listing was reviewed and approved by the Council on Instruction at its May 14, 2015, meeting and by the State Regents at their May 29, 2015 meeting.

Since the inventory was approved in May 2015, institutions have submitted the following requests for changes and additions:

Oklahoma City Community College (OCCC)

- 4 previously approved technical assessments with changes
- 6 new requests to approve technical assessments

Northern Oklahoma College (NOC)

- 1 previously approved technical assessment with changes

Seminole State College (SSC)

- 1 new request to approve a technical assessment

POLICY ISSUES:

These actions are consistent with the State Regents' Credit for Prior Learning policy.

ANALYSIS:

It is recommended that the following modifications and additions to the system faculty's prior learning assessment matrix for technical education be approved.

OCCC – Certified Medical Assistant (CMA-AAMA), Certified Clinical Medical Assistant (CCMA), National Certified Medical Assistant (NCMA NCCT), and Registered Medical Assistant

Technical assessment credit changes

- Add MA 1001.

- Delete MA 2252.
- Delete MA 2516.
- The changes are being made to accurately reflect the credit granted for these assessments.

OCCC – Oracle Database 11g Administrator Certified Associate

Technical assessment additions

- Add CS 2173.
- Add CS 2573.
- These additions are being made at the request of OCCC faculty.

OCCC – Oracle Database 10g Administrator Certified Associate

Technical assessment addition

- Add CS 2573.
- This addition is being made at the request of OCCC faculty.

OCCC – Oracle Database 9i Administrator Certified Associate

Technical assessment addition

- Add CS 2173.
- This addition is being made at the request of OCCC faculty.

OCCC – Oracle Database PL/SQL Developer Certified Associate

Technical assessment addition

- Add CS 2173.
- This addition is being made at the request of OCCC faculty.

OCCC – Oracle Forms Developer Certified Professional

Technical assessment addition

- Add CS 2173.
- This addition is being made at the request of OCCC faculty.

OCCC – Oracle Forms Developer Certified Professional

Technical assessment addition

- Add CS 2173.
- This addition is being made at the request of OCCC faculty.

NOC – Child Development Associate (CDA)

Technical assessment changes

- Delete CD 2023.
- Delete CD 2043.
- Delete CD 2033.
- Delete CD 1043.
- Add CD 1023.
- Add CD 1053.
- This addition is being made at the request of NOC faculty to better represent the knowledge gained by holders of the CDA credential.

SSC – Microsoft Office Specialist (MOS): Microsoft Office Excel, Word, Access, and PowerPoint (must complete all four)

Technical assessment additions

- Add CAP 1103.
- This credit for completing all four MOS assessments is in addition to SSC's other credit granted for individual MOS assessments.

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AGENDA ITEM #24-e:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

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

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

POLICY ISSUES:

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

- Southwestern Oklahoma State University
- Western Oklahoma State College
- Carl Albert State College
- Rogers State University
- Tulsa Community College
- Mid-America Bible College
- East Central University

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

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AGENDA ITEM #24-f:

Agency Operations.

SUBJECT: Purchasing. Ratification of purchases over \$25,000 to \$100,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between June 7, 2016 and July 29, 2016.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000.

ANALYSIS:

For the time period between June 7, 2016 and July 29, 2016, there are 28 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Office of Management and Enterprise Services (OMES) in the amount of \$27,600.00 for FY17 Core transaction processing fee for PeopleSoft usage. This fee is paid in monthly installments. (Funded from 210-Core).
- 2) Internet 2 in the amount of \$45,000.00 for FY17 membership fees. (Funded from 210-Core).
- 3) Information Builders in the amount of \$45,417.58 for FY17 maintenance renewal for WebFocus licenses used by the Strategic Planning and Analysis group. (Funded from 210-Core).
- 4) NextThought Limited Liability Company in the amount of \$30,000.00 for FY17 consulting services for the Online Education Task Force. (Funded From 210-Core).

OneNet

- 5) True Digital Security in the amount of \$98,000.00 for FY17 to monitor network traffic 24/7/365 for security activity on the Oklahoma State Regents for Higher Educational network. (Funded From 718-OneNet).
- 6) GovConnection Incorporated in the amount of \$47,222.28 for FY17 maintenance renewal protection for the Information Technologies and OneNet data center from any power related problems. (Funded from 718-OneNet).

- 7) K-Powernet, LLC in the amount of \$36,000.00 for FY17 DS3 non-hub and fast ethernet circuits to provide services to OneNet customers. The cost of these services will be recovered through customer fees. (Funded from 718-OneNet).
- 8) Bixby Telephone Company Broadband in the amount of \$46,000.00 for FY17 installation of ethernet and gigabit ethernet circuits providing services to OneNet customers. The cost of these services will be recovered through customer fees. (Funded From 718-OneNet).
- 9) Cherokee Telephone Company in the amount of \$40,000.00 for FY17 T1 circuits to provide service to OneNet customers. The cost of these services will be recovered through customer fees. (Funded From 718-OneNet).
- 10) American Telephone and Telegraph (AT&T) in the amount of \$45,500.00 to provide FY17 basic telephone service line for the OneNet hub sites to access routers and circuits. (Funded From 718-OneNet).
- 11) Qwest Communications in the amount of \$93,852.00 for FY17 gigabit ethernet service connections to connect the OneNet network to the Internet, which provides Internet access for all OneNet customers. The cost of these services will be recovered through customer fees. (Funded From 718-OneNet).
- 12) Comdata in the amount of \$62,500.00 for FY17 fuel for the Educational Television Network fleet and vehicle maintenance and repairs. (Funded From 718-OneNet).
- 13) Dobson Technology Transport & Telecom Solutions in the amount of \$77,676.30 for fiber construction to extend fiber optic cable from the current OneNet hub located at the University of Southern Oklahoma in Ardmore to its new campus located at Mt. Washington Street in Ardmore. The cost of these services will be recovered through customer fees (Funded From 718-OneNet).
- 14) Copper River Information Technology in the amount of \$59,672.12 for ADVA Optical Networking hardware and maintenance required for new customer services. The equipment costs for this project will be recovered through customer fees. (Funded From 718-OneNet).
- 15) Oklahoma Gas & Electric in the amount of \$31,000.00 for FY17 electricity for the Educational Television Network building located at 1500 N. Philips, Oklahoma City, Oklahoma and electricity for the Bethel, Lucien and Enid towers. (Funded From 718-OneNet).
- 16) Oklahoma Western Telephone Company in the amount of \$88,896.00 for FY17 gigabit ethernet, fast ethernet and T1 circuits to provide services to OneNet customers. The cost of these services will be recovered through customer fees. (Funded from 718-OneNet).
- 17) Oklatel Communications Incorporated in the amount of \$60,900.00 for the installation of fast ethernet and gigabit ethernet for new customers at Hannah Public Schools, located at East 2nd Street and Huls Avenue, and Indianola Public Schools, located at 900 Highway 113 South. The cost of these services will be recovered through customer fees. (Funded From 718-OneNet).
- 18) Panhandle Telephone Cooperative Incorporated in the amount of \$74,915.00 for FY17 modem circuits and fast ethernet circuits to provide services to OneNet customers. The cost of these services will be recovered through customer fees. (Funded From 718-OneNet).

- 19) Internet 2 in the amount of \$29,313.00 for FY17 to provide a cross connect circuit between Perimeter Technology Center at 18 W Archer Street in Tulsa, Oklahoma and Internet 2 at 400 South Akard in Dallas, Texas. The bandwidth will be delivered as a 10 gigabit layer 1 wavelength. (Funded from 718-OneNet).
- 20) SKC Communication Product Limited Liability Company in the amount of \$28,824.60 for FY17 Cisco video maintenance renewal for the Cisco Telepresence Conference Server, the Cisco TelePresence Management Suite, and the Cisco Video Communications Server. (Funded From 718-OneNet).
- 21) Dill Electric Limited Liability Company in the amount of \$34,780.00 for conduit and fiber optic cable to provide communication from the electrical hitching post located at the University of Oklahoma Health Sciences Center parking lot A1 to the existing conduit located on NE 14th street in Oklahoma City. The fiber will extend into the Educational Television Network building, and will provide a power supply for the Disaster Recovery trailer. (Funded From 718-OneNet).

OCAN

- 22) Dobson Technology Transport & Telecom Solutions in the amount of \$28,737.00 for the relocation of Oklahoma Community Anchor Network (OCAN) fiber near Duncan to accommodate Oklahoma Department of Transportation roadway move. (Funded From 720-OCAN).

GEAR UP

- 23) Staplegun Design in the amount of \$30,000.00 for the media campaign to further promote the advantages of higher education to Oklahoma parents and students as part of the GEAR UP initiative. (Funded From 730-GEAR UP).
- 24) Solution Tree Incorporated in the amount of \$36,000.00 to provide training and coaching for GEAR UP staff as they implement Solution Tree's Professional Learning Communities at Work to GEAR UP's 24 school districts throughout Oklahoma. (Funded From 730-GEAR UP).

Multiple Funds

- 25) CDW Computer Centers Incorporated in the amount of \$78,053.08 for FY17 maintenance renewal for the Oracle Internet Application & Database Enterprise Edition software. Oracle is the front end for Banner, which enables login to the website. (Funded From 210-Core, 718-OneNet).
- 26) Xerox Corporation in the amount of \$31,502.91 for FY17 lease renewal for copiers located at 655 Research Parkway, Suite 200 and 840 Research Parkway. (Funded From 210-Core, 718-OneNet and 730-GEAR UP).
- 27) University of Oklahoma Health Sciences Center in the amount of \$62,900.00 for FY17 employee parking and visitors parking tokens at 655 Research Parkway. This fee is paid in monthly installments. (Funded From 210-Core and 718-OneNet).
- 28) Stanfield and O'Dell in the amount of \$47,400.00 to fulfill statutory requirements for an Independent Financial Statement Audit that covers financial statements for the year ending June 30, 2016. (Funded From 210-Core and 701-OCAP).

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AGENDA ITEM #24-g (1):

Non-Academic Degrees.

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

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) has requested to award a Doctor of Medicine degree posthumously to Mr. Nabeel Azhar Khan. At the time of his unexpected death in March 2016, Mr. Khan was in the last semester of his degree program and had been accepted into a psychiatry residency program preparing for the next stage in his career.

POLICY ISSUES:

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

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

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

have admitted

Nabeel Azhar Khan

to the degree of

Doctor of Medicine

has accordingly been admitted posthumously to that degree and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized the issuance of this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Oklahoma City, Oklahoma on the twenty-sixth day of August two thousand and sixteen.

For the State Regents

John W. ...
Chairman

J. S. D.
Secretary

...
Chancellor

For the University

...
Chairman, Board of Regents

...
President of the University

M. Savage ...
Academic Dean



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AGENDA ITEM #24-g (2):

Non-Academic Degrees.

SUBJECT: Ratification of a request from Southeastern Oklahoma State University to award an honorary degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Southeastern Oklahoma State University's request to award an honorary degree.

STAFF ANALYSIS:

A request has been made from Southeastern Oklahoma State University (SEOSU) to award an Honorary Bachelor of Public Education and Community Service degree to Mrs. Jacqueline McEntire. Mrs. McEntire graduated high school at the age of 16 and became a certified teacher at the age of 18, teaching grades 1-8 at Tipperary School from 1943 through 1948. During this time she completed 95 credit hours at Southeastern State College towards a degree in education, but put her degree plans on hold when she married and started a family. In 1962, Mrs. McEntire returned to public education, serving as librarian and secretary of Kiowa Schools until 1973, when her daughter, Reba, graduated from Kiowa High School and started college at Southeastern Oklahoma State University. Mrs. McEntire has been a teacher and a powerful, lifelong advocate for education in southeastern Oklahoma for nearly 20 years.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

This request meets the requirements of the State Regents' policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through
Southeastern Oklahoma State University
have admitted

Jacqueline McEntire

to the degree of
Bachelor of Public Education and Community Service
(Honorary)

and all the privileges and obligations thereunto appertaining and in witness thereof
have authorized the issuance of this diploma duly signed and sealed.

Issued at Southeastern Oklahoma State University at Durant, Oklahoma, this
twenty-ninth day of July, two thousand and sixteen.



John Massey

Chair, Regents for Higher Education

Jay Helm

Secretary, Regents for Higher Education

Robert J. Hunter

Chancellor, Regents for Higher Education



Alan Savage

President of the University

By: K. Clark

Vice President for Academic Affairs

Lake Carpenter

Chair, Regional University System of Oklahoma

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AGENDA ITEM #24-h:

Resolution.

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AGENDA ITEM #25-a (1):

Programs.

SUBJECT: Current status report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2016 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2016-2017).

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

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

Supplement available upon request.

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AGENDA ITEM #25-a (2):

Programs.

SUBJECT: Annual Report of Program Requests.

RECOMMENDATION:

This is item is for information only.

BACKGROUND:

Oklahoma State System institutions submitted 184 program requests from July 1, 2015 to June 30, 2016. Forty requests were carried over from 2014-2015. The following schedules summarize requests and State Regents' actions in 2015-2016. The detailed report is available as a supplement.

POLICY ISSUES:

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

ANALYSIS:

The following pages contain the 2015-2016 Degree Program Inventory and the following schedules:

1. New Program Requests
2. Program Deletion Requests
3. Program Name Change Requests
4. Degree Designation Change Requests
5. Cooperative Agreements
6. Program Suspension Requests
7. Reinstatement Requests
8. Inventory Reconciliation Requests

2015-2016 Submissions and Actions. In the 2015-2016 year, institutions made the following requests and the State Regents took the following actions:

Requested Item Category	2014-2015 Carry-over	2015-2016 Submissions	2015-2016 Actions	Percentage of Requests Approved
1. New Programs	31	102	111	83%
2. Program Deletions	6	25	31	100%
3. Degree Program Name Changes	1	27	28	100%
4. Degree Program Designation Changes	1	0	1	100%
5. Cooperative Agreements	0	11	11	100%

6. Program Suspensions	0	9	9	100%
7. Program Reinstatements	0	0	0	100%
8. Inventory Reconciliations	1	10	11	100%
Total	40	184	202	90%

Supplement available upon request.

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AGENDA ITEM #25-b (1):

Annual Reports.

SUBJECT: Acceptance of the Policy Exception Quarterly Report for 2017.

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 61st report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Four exceptions to OSRHE academic policies were granted by the Chancellor since the June 30, 2016 report.

ANALYSIS:

University of Oklahoma

An exception to the OSRHE Credit for Prior Learning policy, section 3.15.3.D, which states that, effective August 2016, State System institutions shall not require an Advanced Placement (AP) score of more than three (3) when establishing the AP score required for granting lower-division course credit, was granted to the University of Oklahoma (OU) to allow OU to require an AP score higher than a three (3) on certain examinations to earn college credit during the 2016-2017 academic year, as shown in the table below. The exception was approved based on data, discipline specific faculty narratives, and the recommendation of the president.

AP Exam	Approved Requisite Score for the 2016-2017 Academic Year
Art Drawing	4
Chemistry	4
Economics, Macro	5
Economics, Micro	5
US History	4
Music Theory (aural)	4

University of Science and Arts of Oklahoma

An exception to the OSRHE Credit for Prior Learning policy, section 3.15.3.D, which states that, effective August 2016, State System institutions shall not require an Advanced Placement (AP) score of more than three (3) when establishing the AP score required for granting lower-division course credit, was granted to the University of Science and Arts of Oklahoma (USAO) to allow USAO to require an AP score higher than a three (3) on certain examinations to earn college credit during the 2016-2017 academic year, as shown in the table below. The exception was approved based on data, discipline specific faculty narratives, and the recommendation of the president.

AP Exam	Approved Requisite Score for the 2016-2017 Academic Year
English Language	4
English Literature	4
Physics 1	4
Physics 2	4
Physics C Mechanics	4
Physics C Electricity & Magnetism	4

Northeastern Oklahoma A&M College (NEOA&MC)

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 NEOA&MC 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.

Carl Albert State College (CASC)

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 CASC 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.

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

AGENDA ITEM #25-b (2):

Annual Reports.

SUBJECT: Acceptance of the FY17 Tuition and Fee Rate Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the academic year 2016-2017 at their meeting on June 30, 2016. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of \$287.68 at the University of Oklahoma to a low of \$113.45 at Carl Albert State College.
- The average resident tuition and mandatory fee rate is \$179.76 per credit hour, or approximately \$5,392.66 for a full-time student enrolled in 30 credit hours.
- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of \$310.50 at the University of Oklahoma to a low of \$198.13 at Langston University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

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

AGENDA ITEM #25-b (3):

Annual Reports.

SUBJECT: Acceptance of the student cost report in the Oklahoma State System of Higher Education for FY 2016-2017.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2016 and spring 2017 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a room mate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

<i>FY2016-2017 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident and Nonresident Students</i>				
Resident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$4,759	\$5,187	\$2,941	\$3,434
Mandatory Fees	\$3,717	\$1,394	\$989	\$991
Average Academic Service Fees	1,184	722	302	337
Books & Supplies	987	1,141	1,286	1,450
Average Costs for Commuter	\$10,647	\$8,444	\$5,517	\$6,211
Room & Board	8,852	5,794	5,766	5,572
Average for on Campus Student	\$19,498	\$14,238	\$11,283	\$11,783

Nonresident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$18,981	\$13,337	\$7,877	\$9,509
Mandatory Fees	\$3,717	\$1,394	\$989	\$991
Average Academic Service Fees	1,184	722	302	337
Books & Supplies	987	1,141	1,286	1,450
Average Costs for Commuter	\$24,869	\$16,594	\$10,452	\$12,287
Room & Board	8,852	5,794	5,766	5,572
Average for on Campus Student	\$33,720	\$22,388	\$16,218	\$17,859

ANALYSIS:

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$10,647, an increase of \$718 or 7.23 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$8,444, an increase of \$857 or 11.30 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$5,517, an increase of \$576 or 11.66 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$6,221, an increase of \$204 or 3.40 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$19,498, an increase of \$1,134 or 6.17 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$14,238, an increase of \$1,047 or 7.94 percent more than the previous year.
- The average cost for a student living on campus at a community college is \$11,283, an increase of \$1,066 or 10.43 percent more than the previous year.
- The average cost for a student living on campus at the OSU Institute of Technology, Okmulgee is \$12,064, an increase of \$419 or 3.60 percent more than the previous year. OSU OKC does not have traditional dormitories or board plans.

Undergraduate Nonresident Commuter Students:

- The average cost for a commuter student at the research universities is \$24,869, an increase of \$1,647 or 7.09 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$16,594, an increase of \$1,343 or 8.81 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$10,452, an increase of \$763 or 7.87 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$12,287, an increase of \$331 or 2.77 percent more than the previous year.

Undergraduate Nonresident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$33,720, an increase of \$2,063 or 6.52 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$22,388, an increase of \$1,533 or 7.35 percent more than the previous year.
- The average cost for a student living on campus at a community college is \$16,218, an increase of \$1,253 or 8.37 percent more than the previous year.
- The average cost for a student living on campus at the OSU Institute of Technology, Okmulgee is \$17,674, an increase of \$419 or 2.43 percent more than the previous year. OSU OKC does not have traditional dormitories or board plans.

<i>FY2016-2017 Average Cost of Attendance</i>					
<i>Full-Time Graduate Resident and Nonresident Students</i>					
	Research	Regional	OSU - Tulsa	OSU - Center	OU Health
Resident Students	Universities	Universities		for Health	Science
				Sciences	Center
Tuition	\$4,960	\$5,009	\$5,033	\$5,033	\$4,886
Mandatory Fees	3,377	1,051	2,702	646	1,902
Average Academic Service Fees	1,476	654	922	600	883
Books & Supplies	992	1,051	1,455	1,800	2,423
Average Costs for Commuter	\$10,804	\$7,764	\$10,112	\$8,078	\$10,094
Room & Board	8,852	5,699	0	0	0
Average for on Campus Student	\$19,655	\$13,464	N/A	N/A	N/A
	Research	Regional	OSU - Tulsa	OSU - Center	OU Health
Nonresident Students	Universities	Universities		for Health	Science
				Sciences	Center
Tuition	\$19,395	\$12,441	\$19,801	\$19,801	\$18,989
Mandatory Fees	3,377	1,051	2,702	646	1,902
Average Academic Service Fees	1,476	654	922	600	883
Books & Supplies	992	1,051	1,455	1,800	2,423
Average Costs for Commuter	\$25,239	\$15,197	\$24,880	\$22,847	\$24,197
Room & Board	8,852	5,699	0	0	0
Average for on Campus Student	\$34,091	\$20,896	N/A	N/A	N/A

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$10,804, an increase of \$1,133 or 11.71 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$7,764, an increase of \$726 or 10.32 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$10,112, an increase of \$527 or 5.50 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$8,078, an increase of \$392 or 5.10 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$10,094, an increase of \$428 or 4.43 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$19,655, an increase of \$910 or 4.86 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$13,464, an increase of \$957 or 7.65 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

Graduate Nonresident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$25,239, an increase of \$1,901 or 8.14 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$15,197, an increase of \$1,052 or 7.44 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is 24,880, an increase of \$1,142 or 4.81 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$22,847, an increase of \$1,006 or 4.61 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$24,197, an increase of \$1,350 or 5.91 percent more than the previous year.

Graduate Nonresident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$34,091, an increase of \$1,678 or 5.18 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$20,896, an increase of \$1,283 or 6.54 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

*Average Cost of Attendance for Full-Time Professional
Resident and Nonresident Students - FY2017*

Professional Programs - Residents	Resident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	14,190.00	5,783.00	-	1,140.00	21,113.00
University of Oklahoma Health Sciences Center					
Doctor of Medicine	24,030.00	3,074.50	330.93	6,790.00	34,225.43
Doctor of Dental Science	24,062.00	2,836.50	4,438.51	9,354.00	40,691.01
Physician's Associate	12,086.00	2,836.50	765.62	3,074.00	18,762.12
Doctor of Pharmacy	15,914.00	2,602.90	1,812.46	3,497.00	23,826.36
Master of Occupational Therapy	7,897.00	1,902.10	904.60	4,534.00	15,237.70
Doctor of Physical Therapy	9,992.00	2,602.90	1,129.22	4,534.00	18,258.12
Doctor of Audiology	9,363.00	1,902.10	1,241.25	1,864.00	14,370.35
Public Health Professional	6,989.40	1,551.70	630.20	2,185.00	11,356.30
Doctor of Nursing Practice	8,422.20	1,551.70	121.68	3,441.00	13,536.58
Master of Science in Nursing	4,888.80	1,551.70	193.21	3,441.00	10,074.71
Oklahoma State University					
Doctor of Veterinary Medicine	17,490.00	2,857.60	465.58	3,444.00	24,257.18
Doctor of Osteopathic Medicine	23,976.75	949.48	718.12	2,500.00	28,144.35
Northeastern State University					
Doctor of Optometry	16,680.00	1,047.20	731.17	4,159.50	22,617.87
Southwestern Oklahoma State University					
Doctor of Pharmacy	17,648.00	1,168.00	579.57	2,400.00	21,795.57
Langston University					
Doctor of Physical Therapy	8,830.80	2,390.03	2,125.31	1,200.00	14,546.14

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$21,113, no change from the previous fiscal year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$10,075 for the Master of Science in Nursing to \$40,691 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$24,257, an increase of \$1,494 or 6.56 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$28,144, an increase of \$1,839 or 6.99 percent over the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$22,618, an increase of \$1,138 or 5.30 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$21,796, an increase of \$1,546 or 7.63 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$14,546, an increase of 1,714 or 13.36 percent over the previous year.

Professional Programs - Nonresidents	Nonresident Tuition	Mandatory Fees	Academic		Total
			Services Fees	Books & Supplies	
University of Oklahoma					
Juris Doctor of Law	24,615.00	5,783.00	-	1,140.00	31,538.00
University of Oklahoma Health Sciences Center					
Doctor of Medicine	54,844.00	3,074.50	330.93	6,790.00	65,039.43
Doctor of Dental Science	57,112.00	2,836.50	4,438.51	9,354.00	73,741.01
Physician's Associate	27,256.00	2,836.50	765.62	3,074.00	33,932.12
Doctor of Pharmacy	35,706.00	2,602.90	1,812.46	3,497.00	43,618.36
Master of Occupational Therapy	18,954.00	1,902.10	904.60	4,534.00	26,294.70
Doctor of Physical Therapy	25,234.00	2,602.90	1,129.22	4,534.00	33,500.12
Doctor of Audiology	24,473.00	1,902.10	1,241.25	1,864.00	29,480.35
Public Health Professional	18,896.40	1,551.70	630.20	2,185.00	23,263.30
Doctor of Nursing Practice	20,243.70	1,551.70	121.68	3,441.00	25,358.08
Master of Science in Nursing	15,783.30	1,551.70	193.21	3,441.00	20,969.21
Oklahoma State University					
Doctor of Veterinary Medicine	42,596.00	2,857.60	465.58	3,444.00	49,363.18
Doctor of Osteopathic Medicine	47,767.58	949.48	718.12	2,500.00	51,935.18
Northeastern State University					
Doctor of Optometry	33,360.00	1,047.20	731.17	4,159.50	39,297.87
Southwestern Oklahoma State University					
Doctor of Pharmacy	31,280.00	1,168.00	579.57	2,400.00	35,427.57
Langston University					
Doctor of Physical Therapy	24,340.80	2,390.03	2,125.31	1,200.00	30,056.14

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$31,538, no change from the previous fiscal year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$20,969 for the Master of Science in Nursing to \$73,741 for the Doctor of Dentistry Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$49,363, an increase of \$4,285 or 9.50 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$51,935, an increase of \$3,499 or 7.22 percent over the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University, Doctor of Optometry is \$39,298, an increase of \$1,958 or 5.24 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University, Doctor of Pharmacy Program is \$35,428, an increase of \$1,546 or 4.56 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University, Doctor of Physical Therapy is \$30,056, an increase of \$1,725 or 6.09 percent over the previous year.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Seventy-Fifth Meeting



June 30, 2016

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

Minutes of the Seven Hundred Seventy-Fifth Meeting
June 30, 2016

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Seventy-Fifth Meeting
of the
Oklahoma State Regents for Higher Education
June 30, 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, June 30, 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, Jimmy Harrel and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent Lester, to approve the minutes of the State Regents' regular meeting on May 27, 2016. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin, and White. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Stricklin stated that the budget cuts to higher education were disappointing but the focus should remain on the students, campus safety and affordability.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents and distributed an article from *The Oklahoman* detailing proposed institutional tuition increases. He also echoed Chairman Stricklin's remarks on the budget, stating that the cuts will have a very negative impact

on students; however, institutions have been proactive by sharing programs, costs, faculty and payroll between institutions as well as several other cost saving measures.

6. E&G BUDGET.

- a. Regent Helm made a motion, seconded by Regent Massey, to approve the FY2017 Educational and General Budgets for institutions, constituent agencies, the higher education center, special programs and other programs. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.
- b. Regent Helm made a motion, seconded by Regent Harrel, to ratify the final revenue failures for FY16 allocations. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.
- c. Regent Helm made a motion, seconded by Regent Parker, to approve the allocation of \$533,264.56 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes places on the sale of cigarettes and tobacco products. Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

7. TUITION AND FEES.

- a. Regent Helm made a motion, seconded by Regent Massey, to approve all institutional requests for changes to Academic Service Fees for FY2017. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.
- b. Regent Helm made a motion, seconded by Regent Massey, to approve the institutional tuition and mandatory fee requests for resident and nonresident undergraduate, graduate, and professional programs and for guaranteed tuition rates for FY2017. Voting for the

motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

8. **GRANT.** Regent Helm made a motion, seconded by Regent Lester, to approve the acceptance of a grant for \$128,000 from the Charles and Lynn Schusterman Family Foundation to support the Mathematics Success Initiative for FY17. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.

9. **EPSCoR.**

- a. Regent Helm made a motion, seconded by Regent Parker, to approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation EPSCoR Research Infrastructure Improvement Award and an allocation of \$800,000 for this program for FY2017. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.
- b. Regent Helm made a motion, seconded by Regent Parker, to approve an allocation of \$500,000 to participating universities for the second year of the National Institutes of Health INBRE grant award. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.
- c. Regent Helm made a motion, seconded by Regent Parker, to approve EPSCoR matching funds in the amount of \$163,000 to the University of Oklahoma for NASA EPSCoR projects. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm.
- d. Regent Helm made a motion, seconded by Regent Parker, to approve the FY2017 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2016. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

- e. Regent Helm made a motion, seconded by Regent Parker, to approve the 2015 Oklahoma EPSCoR Advisory Committee Annual Report. Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- f. Regents reviewed the proposed revisions to the Oklahoma EPSCoR Committee bylaws. This item was for posting only.

10. CAPITAL. Regent Helm made a motion, seconded by Regent Massey, to approve the transmittal of institutional capital improvement plans for the eight fiscal years 2017-2025 to the State of Oklahoma Long-Range Capital Planning Commission. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

11. CONTRACTS AND PURCHASES.

- a. Regent Helm made a motion, seconded by Regent Massey, to approve the following purchases for amounts in excess of \$100,000:
 - (1) The University of Missouri, Great Plains Network in the amount of \$162,577 for annual membership fees, network fees and Internet II connection fees.
 - (2) Xerox Corporation in the amount of \$102,515.72 for the FY17 lease on the production copiers in Central Services.
 - (3) EBSCO in the amount \$112,000 for annual subscription services to Academic Search Premier database.
 - (4) Ellucian in the amount of \$144,167 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software.
 - (5) United States Postmaster in the amount of \$112,900 to cover the Oklahoma State Regents for Higher Education annual postage charges for FY17.
 - (6) Navient Solutions Incorporated in the amount of \$2,855,000 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.

- (7) Student Assistance Corporation in the amount of \$252,000 to provide federally required Federal Family Education Loan Program default aversion services performed on behalf of OCAP.
- (8) United Student Aid Funds, Inc. in the amount of \$875,000 to provide student grace period and cohort management services.
- (9) Sudden Link in the amount of \$140,550 for circuits to provide services to OneNet customers.
- (10) Indian Nations in the amount of \$527,700 for circuits to provide services to OneNet customers.
- (11) Windstream Oklahoma, LLC in the amount of \$683,827 for circuits to provide services to OneNet customers.
- (12) Skyrider in the amount of \$263,988 for circuits to provide services to OneNet customers.
- (13) Dobson Technologies Transport in the amount of \$454,996 for circuits to provide services to OneNet customers.
- (14) Cross Cable Television, LLC in the amount of \$211,610 for circuits to provide services to OneNet customers.
- (15) Cox Communications in the amount of \$1,521,441 for circuits to provide services to OneNet customers.
- (16) Vyve Broadband LLC in the amount of \$146,861.18 for circuits to provide services to OneNet customers.
- (17) American Telephone and Telegraph Corporation in the amount of \$7,084,759.58 for circuits to provide services to OneNet customers.

- (18) University of Indiana in the amount of \$322,291.43 for network monitoring services provided by the Global Research Network Operating Center.
- (19) Pioneer Long Distance Incorporated in the amount of \$326,310 for circuits to provide services to OneNet customers.
- (20) Vendor to be determined in the amount of \$250,000 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network.
- (21) AtLink in the amount of \$142,000 to upgrade the Federal Communication Commission's (FCC) licensed microwave equipment at end of service life.
- (22) Mercer in the amount of \$356,000 for FY17 investment consulting services.
- (23) 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.
- (24) Bank of America in the amount of \$110,000 for FY17 P-Card charges for various department.

Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

- b. Regent Helm made a motion, seconded by Regent Parker, to approve the 2016-2017 ACT agreement in the amount of \$430,000. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.

- 12. INVESTMENTS.** Regent Parker made a motion, seconded by Regent Massey, to approve new investment managers Vanguard Total Bond Market Index and DRA Advisors. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.

13. NEW PROGRAMS.

- a. Regent White made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma to offer the Master of Science in Geography and the Graduate Certificate in Nonprofit Management. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.
- b. Regent White made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Bachelor of Science in Nursing in Nursing. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.
- c. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University – Center for Health Sciences to offer the Graduate Certificate in Forensic Arson and Explosives Investigation. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.
- d. Regent Parker made a motion, seconded by Regent White, to approve the request from East Central University to offer the Master of Management in Management. Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- e. Regent Lester made a motion, seconded by Regent White, to approve the request from Langston University to offer the Associate in Arts in General Studies. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.
- f. Regent Parker made a motion, seconded by Regent Holloway, to approve the request from Northeastern State University 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. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

- g. Regent Parker made a motion, seconded by Regent White, to approve the request from Northwestern Oklahoma State University to offer the Certificate in Grief and Bereavement. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.
- h. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from the University of Central Oklahoma 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. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.
- i. Regent Holloway made a motion, seconded by Regent White, to approve the request from the University of Science and Arts of Oklahoma to offer the Bachelor of Arts in Multidisciplinary Studies. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.
- j. Regent Parker made a motion, seconded by Regent Massey, to approve the request from Murray State College to offer the Associate in Science in International Studies. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.
- k. Regent Massey made a motion, seconded by Regent Helm, to approve the request from the Oklahoma State University Institute of Technology 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. Voting for the motion were Regents

Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

1. Regent Massey made a motion, seconded by Regent Holloway, to approve the request from Seminole State College to offer the Associate in Applied Science in Physical Therapist Assistant and the Associate in Science in Agriculture. Voting for the motion were Regents Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- m. Regent Parker made a motion, seconded by Regent Holloway, to approve the request from Redlands Community College 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. Voting for the motion were Regents Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

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

- a. East Central University requested to delete the Master of Education in Grad – Elementary, the Master of Education in Grad – Secondary, the Master of Education Grad – Reading Specialist, the Bachelor of Science in Organizational Leadership and the Bachelor of Science in Education in Physical Education.
- b. Carl Albert State College requested to delete the Associate in Arts in Pre-Secondary Education.
- c. Rose State College requested to delete the Certificate in Consumer Finance.
- d. Tulsa Community College requested to delete the Associate in Applied Science in Horticulture Technology.
- e. Western Oklahoma State College requested to delete the Associate in Applied Science in Office Systems Technology.

Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

15. POLICY.

- a. Regent Holloway made a motion, seconded by Regent Parker, to approve revisions to the *Institutional Admission and Retention* policy. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Parker, to approve revisions to the *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.

16. POLICY EXCEPTIONS.

- a. Regent Holloway made a motion, seconded by Regent Massey, to approve the policy exception request from Oklahoma State University to transcript credit for prior learning before a student completes 12 credit hours. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.
- b. Deleted Item.
- c. Deleted Item.

17. TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF).

- a. Regent Holloway made a motion, seconded by Regent Massey, to approve a contract amendment with the Oklahoma Department of Human Services relating to the TANF program. Voting for the motion were Regents Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Massey, to approve the allocation of funds to Oklahoma community colleges participating in the TANF program. Voting

for the motion were Regents Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

18. SCHOLARS FOR EXCELLENCE IN CHILDCARE.

a. Regent Holloway made a motion, seconded by Regent Parker, to approve a contract amendment with the Oklahoma Department of Human Services relating to the Scholars program. Voting for the motion were Regents Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent Massey, to approve the allocation of funds to Oklahoma community colleges participating in the Scholars program. Voting for the motion were Regents Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

19. INTENSIVE ENGLISH PROGRAM. Regent Holloway made a motion, seconded by Regent Parker, to approve review extensions for the Center for English as a Second Language at the University of Oklahoma and the ELS Language Center at Oklahoma City University for four months. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

20. TEACHER EDUCATION. Regent Holloway made a motion, seconded by Regent Parker, to accept the Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A supplemental allocation of the State Grant Program funds from the United States Department of Education in the amount of \$1,040. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.

21. OKLAHOMA TUITION AID GRANT. Regent Holloway made a motion, seconded by Regent Parker, to approve the proposed 2016-2017 award schedule for the Oklahoma Tuition Aid Grant program. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.

22. OKLAHOMA TUITION EQUALIZATION GRANT. Regent Holloway made a motion,

seconded by Regent Massey, to approve the proposed methodology for distribution of 2016-2017 funding. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.

23. COMMENDATIONS. Regent Massey made a motion, seconded by Regent White, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.

24. EXECUTIVE SESSION. Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

25. CONSENT DOCKET. Regent Massey made a motion, seconded by Regent Parker, to approve the following consent docket items:

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

Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

26. REPORTS. Regent Helm made a motion, seconded by Regent Massey, to accept the following reports:

- a. Programs. Current status report on program requests.
- b. Annual Reports.
 - (1) Low Productivity Programs Report.
 - (2) Annual Report on System Wide Teacher Education Review.
 - (3) Academic Policy Exception Quarterly Report.
 - (4) Current Income and Expenditure Report for Oklahoma State Colleges and Universities, Fiscal Year 2014-2015.
 - (4) Future Teachers Scholarship Program 2015-2016 Year End Report.

Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

27. 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.

28. OFFICERS. Regent Lester made a motion, seconded by Regent Helm, to approve the following slate of officers: John Massey, Chair; Ron White, Vice Chair; Jay Helm, Secretary; Jody Parker, Assistant Secretary. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

- 29. RECOGNITION.** Regent Massey presented Chairman Toney Stricklin with an honorary gavel in honor of his year of service as State Regents' Chairman. State Regents staff also honored Chairman Stricklin with a video presentation.
- 30. NEW BUSINESS.** No new business was brought before the Board.
- 31. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Stricklin announced that 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 9:00 a.m. at the State Regents Office in Oklahoma City.
- 32. ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Toney Stricklin, Chairman

Ron White, Secretary

STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**

Thursday, June 29, 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 9:30 a.m. on Thursday, June 29, 2016, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on November 20, 2015 and amended on June 22, 2016. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Andy Lester, Jimmy Harrel and John Massey. Regent Helm joined at 9:50 a.m. Regent Stricklin called the meeting to order and presided.
3. **EXECUTIVE SESSION.** Regent Massey made a motion, seconded by Regent Parker, 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, Harrel, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

4. **TUITION.**
 - a. Chancellor Glen D. Johnson stated that the average tuition increase this year was 8.4 percent but the eight year average increase was only 4.96 percent. Oklahoma is the third most affordable state in the nation with the average student tuition at a four year institution of \$13,005. Chancellor Johnson finished by stating that in 2015 Oklahoma ranked seventh in the nation in student loan debt, with 45 percent of students graduating with no student loan debt.
 - b. The Presidents of the State System institutions were invited to provide Regents with a summary of their tuition, mandatory fees, and academic service fees request for the 2016-2017 academic year. The schedule of speakers is shown as an attachment to these minutes.
5. **EXECUTIVE SESSION.** Regent Helm made a motion, seconded by Regent Holloway, to go into a second executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

6. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Chancellor Johnson stated that the next meeting of the Online Education Task Force will be September 1, 2016.
- 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 soon for an RFP.

Additionally, she stated that the Task Force is developing the content for the 2016 Campus Safety and Security Summit on Monday, November 7, 2016 at the Reed Center in Midwest City.

7. **LEGISLATIVE UPDATE.** Vice Chancellor Hollye Hunt stated that there are no House Interim Studies focusing on higher education but there may be some in the Senate. She also reviewed recent election results.
8. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the June 2016 update on institutional activities.
9. **CALENDAR OF EVENTS.** Chancellor Johnson discussed several upcoming events:
 - Wednesday, August 31, 2016 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.
 - Thursday, September 1, 2016 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.
 - Thursday, September 8, 2016 – Legal Issues in Higher Education Conference – 9 a.m. at the University of Oklahoma in Norman.
 - Tuesday, September 20, 2016 – Regents Education Program – 8 a.m. at the PHF Conference Center in Oklahoma City.
 - Wednesday, October 19, 2016 – State Regents Meeting Fall Retreat – 10:30 a.m. at the State Regents office in Oklahoma City.
 - Thursday, October 20, 2016 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.
 - Monday, October 24, 2016 – 2106 Higher Education Hall of Fame – 6 p.m. at the National Cowboy & Western Heritage Museum in Oklahoma City.
 - Tuesday, November 1, 2016 – Governor’s STEM Summit – Time TBD at the Cox Convention Center in Oklahoma City.
 - Thursday, November 3, 2016 – State Regents Special Budget Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

- Monday, November 7, 2016 – Campus Safety and Security Summit – Time TBD at the Reed Center in Midwest City.
- Tuesday, November 15, 2016 - Fall Legislative Forum – Time TBD at the Jim Thorpe Museum in Oklahoma City.
- Wednesday, November 30, 2016 – State Regents Meeting– 10:30 a.m. at the State Regents office in Oklahoma City.
- Thursday, December 1, 2016 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.

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

ATTEST:

Toney Stricklin, Chairman

Ron White, Secretary

TUITION PRESENTATIONS

June 29, 2016

10 a.m.

Time Limit – 7 minutes per institution

<u>Institution In Person</u>	<u>10 a.m.</u>	
1. Northern Oklahoma College	President Cheryl Evans	In Person
2. University of Oklahoma	Vice President Nick Hathaway	In Person
3. East Central University	President John Hargrave	In Person
4. Northeastern State University	President Steve Turner	In Person
5. Northwestern OK State University	President Janet Cunningham	In Person
6. Tulsa Community College	President Leigh Goodson	In Person

<u>Institution In Person</u>	<u>10:45 a.m.</u>	
7. University of Science and Arts of OK	Vice President Mike Coponiti	In Person
8. Murray State College	President Joy McDaniel	In Person
9. Rose State College	President Jeanie Webb	In Person
10. Western Oklahoma State College	President Phil Birdine	In Person
11. Eastern Oklahoma State College	President Stephen Smith	In Person
12. University of Central Oklahoma	President Don Betz	In Person

LUNCH BREAK 11:30 a.m. – 12:30 p.m.

<u>Institution In Person</u>	<u>12:30 p.m.</u>	
13. Southwestern OK State University	President Randy Beutler	In Person
14. Southeastern Oklahoma State University	President Sean Burrage	In Person
15. Rogers State University	President Larry Rice	In Person
16. Oklahoma Panhandle State University	President Tim Faltyn	In Person
17. Carl Albert State College	President Jay Falkner	In Person
18. Cameron University	President John McArthur	In Person

<u>Institution In Person</u>	<u>1:15 p.m.</u>	
19. Oklahoma State University	President Burns Hargis	In Person
20. Langston University	President Kent Smith	In Person
21. Northeastern Oklahoma A&M College	President Jeff Hale	In Person
22. Seminole State College	President Jim Utterback	In Person
23. Redlands Community College	President Jack Bryant	In Person
24. Connors State College	Interim President Ron Ramming	In Person
25. Oklahoma City Community College	President Jerry Steward	In Person

