OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

December 7, 2017

NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 7, 2017 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to **www.okhighered.org** State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on December 7, 2017.

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

A G E N D A

Thursday, December 7, 2017 – 9:15 a.m.
Or immediately following the 8:30 a.m. meeting
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Ron White, 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 from the previous meetings.

4. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion).

5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

STUDENTS

6. **Students.** Students report on higher education's impact. Page 3.

AWARDS

7. **Oklahoma Campus Compact.** Presentation of the Oklahoma Campus Compact Voter Registration Contest Awards. Page 5.

FACULTY

8. **Faculty Advisory Council.**

   a. Acceptance of the 2017 Annual Faculty Advisory Report. Page 7.

   b. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly. Page 11.

SYSTEM UPDATES

9. **E&G Budget Needs.**

   a. Approval of FY19 appropriations request. Page 13.

   b. Deleted Item. Page 15.

10. **Public Agenda**. Approval of the State Regents' 2018 Public Agenda. Page 17. (Supplement)

11. **Legislative Agenda.** Approval of the State Regents' 2018 Legislative Agenda. Page 19. (Supplement)

12. **Comments from the Presidents.** Members of the Council of Presidents will have comments. Page 21.

ACADEMIC

13. **New Programs.**

   a. Oklahoma State University. Approval to offer the Certificate in Teaching English to Speakers of Other Languages. Page 23.

   b. Oklahoma State University-Oklahoma City. Approval to offer the Certificate in Management Information Systems-Governance Risk and Compliance. Page 31.

14. **Program Deletions.** Approval of institutional requests for program deletions. Page 37.

15. **Intensive English Programs.** Approval to offer Intensive English Programs. Page 39.

16. **Oklahoma's Promise**. Adoption of emergency rule revisions. Page 43.

17. **Teacher Education.**

   a. FY 2018 funding recommendations for the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act, Improving Teacher Quality State Mini Grant Program Awards. Page 51.

   b. Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. Page 55.

   c. Oklahoma Teacher Connection. Allocation of the Oklahoma Teacher Connection budget to fund a Collegiate grant program. Page 57.

18. **State Authorization.**

   a. Request to re-authorize private institutions operating in Oklahoma. Page 59.

   b. Request to authorize private institutions operating in Oklahoma. Page 65.

19. **Policy.**

    a. Request for approval of the Tulsa Community College concurrent enrollment pilot project. Page 69.

    b. Request for approval to rescind the George and Donna Nigh Scholarship policy in the State Regents Policy book. Page 71.

FISCAL

20. **E&G Budget.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 75.

21. **Policy.** Posting of revisions to the investment policy. Page 77.

22. **EPSCoR**.

    a. Appointment of members to the Oklahoma EPSCoR Advisory Committee. Page 89.

    b. Allocation of funds for the annual Regional University Research Day. Page 91.

23. **Contracts and Purchases.** Approval of FY-2018 Purchases in excess of $100,000. Page 93.

24. **Investments.** Approval of investment managers. Page 95.

EXECUTIVE

25. **GEAR UP.** Acceptance of the fourth phase of the federal GEAR UP grant from the U.S. Department of Education. Page 97.

26. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 101.

27. **Executive Session.** Page 103.

    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, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

    b. Enter into executive session.

    c. Open session resumes.

    d. Vote to exit executive session.

CONSENT DOCKET

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

a. Programs. Program Modifications. Approval of institutional requests. Page 105.

b. Post Audit. Approval for institutional requests for final approval and review schedule extensions for existing programs. Page 121.

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

d. Cooperative Agreements. Ratification of an institutional request to delete a cooperative agreement. Page 149.

e. Electronic Delivery.

(1) Oklahoma State University. Approval to offer the Master of Science in Educational Psychology and the Master of Science in Educational Technology through online delivery. Page 153.

(2) Western Oklahoma State College. Approval to offer the Associate of Applied Science in Nursing through online delivery. Page 157.

f. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 159.

g. GEAR UP. Ratification of the incentive support for implementation of the college liaison intervention strategy serving students at participating GEAR UP middle and high schools. Page 161.

h. Agency Operations.

(1) Ratification of purchases in excess of $25,000 for FY2017. Page 165.

(2) Audit. Acceptance of the FY2017 Annual Audit Reports. Page 167.

(3) Personnel. Ratification of OneNet Director of Technology and Chief Technology Officer. Page 169.

i. Non-Academic Degrees.

(1) Ratification of a request from Oklahoma State University to award an honorary degree. Page 175.

(2) Ratification of a request from the University of Oklahoma to award a posthumous degree. Page 177.

j. Resolutions. Approval of resolutions for retiring State Regents staff. Page 179.

REPORTS

29. **Reports.** Acceptance of reports listed.

    a. Programs. Current status report on program requests. Page 181. (Supplement)

    b. Annual Reports.

        (1) 2016- 2017 Academic Scholars Year End Report. Page 183.

        (2) 2016-2017 Oklahoma Tuition Aid Grant Year End Report. Page 185.

        (3) 2016-2017 Oklahoma Tuition Equalization Grant Year End Report. Page 195.

        (4) 2016-2017 Regional University Baccalaureate Scholarship Year End Report. Page 201.

        (5) Review and Acceptance of the annual Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute. Page 207. (Supplement)

        (6) Financial Operations Report, June 30, 2017. Page 209. (Supplement)

        (7) Acceptance of the preparing for College Mass Mailing report. Page 211. (Supplement)

30. **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.

31. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, January 31, 2018 at 10:30 a.m. and Thursday, February 1, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.

32. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of October 7, 2017 through November 21, 2017.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of October 7, 2017 through November 21, 2017:

- Met with Representative Jon Echols at the State Capitol in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Met with Oklahoma A&M Regent Calvin Anthony in Oklahoma City to discuss higher education issues.
- Participated in conference call with Northwestern Oklahoma State University (NWOSU) President Janet Cunningham to discuss higher education issues.
- Met with Southwestern Oklahoma State University (SWOSU) President Randy Beutler and Redlands Community College (RCC) President Jack Bryant in Oklahoma City to discuss higher education issues.
- Met with Cyndie Schmeiser, College Board, in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors Executive Committee meeting in Oklahoma City to discuss OETA issues.
- Participated in conference call with University of Oklahoma (OU) President David Boren and Oklahoma State University (OSU) President Burns Hargis to discuss higher education issues.
- Attended Jasmine Moran Tribute Banquet honoring Mike and Susan Turpen at the National Cowboy and Western Heritage Museum in Oklahoma City.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Participated in conference call with System Structure Subcommittee Chair Dan Little to discuss State Regents Task Force on the Future of Higher Education issues.
- Attended and chaired Oklahoma EPSCoR Advisory Committee meeting in Oklahoma City.
- Participated in conference call with First Assistant Attorney General Dawn Cash to discuss higher education issues.
- Participated in conference call with Dr. Anil Puri, California State University – Fullertaon, as part of the American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative mentorship program.

- Met with Representative Avery Frix in Oklahoma City to discuss higher education issues.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Hosted annual Fall Picnic for State Regents staff at the State Regents office in Oklahoma City.
- Met with University of Oklahoma (OU) Price College of Business Dean Daniel Pullin and Oklahoma State Chamber President Fred Morgan in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn to discuss higher education issues.
- Participated in tour of Mobile Recovery Center unit as part of the State Regents business continuity/disaster recovery plan.
- Attended annual Diamond Hats Gala at the Embassy Suites in Norman.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City to discuss OETA issues.
- Attended and chaired State Regents Campus Safety and Security Task Force meeting at the State Regents office in Oklahoma City.
- Participated in conference call with former Oklahoma Supreme Court Justice Steven Taylor to discuss higher education issues.
- Attended dinner with Regional University System of Oklahoma (RUSO) Board of Regents at the CHK | Central Boathouse in Oklahoma City.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Participated in conference call with Representative Jason Dunnington to discuss higher education issues.
- Participated in conference call with Representative Emily Virgin to discuss higher education issues.
- Attended and chaired Southern Regional Education Board (SREB) presidential search committee meeting in Baton Rouge, Louisiana.
- Met with Senator David Holt in Oklahoma City to discuss higher education issues.
- Participated in conference call with Regional University System of Oklahoma (RUSO) Regent Jeff Dunn, University of Oklahoma (OU) Regent Phil Albert, State Regent Jay Helm, and Tulsa Regional Chamber President Mike Neal to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Met with Stacey Shepherd, executive officer of member services for the Choctaw Nation, in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.

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AGENDA ITEM #6:

Students.

This is an oral report.

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AGENDA ITEM #7:

Awards.

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

RECOMMENDATION:

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

BACKGROUND:

As part of its mission to foster civic engagement, Oklahoma Campus Compact (OkCC) sponsors an annual Voter Registration Contest for its 36 member institutions. The duration of the contest encompassed summer student orientation sessions and continued up to mid-October. The contest recognizes the greatest proportion of in-state students registered by four categories of institutions by size of enrollment, along with the runner up in each category, and it provides recognition for the most out-of-state students registered and the greatest proportion of out-of-state students registered to vote.

Colleges and universities are vital agents and architects of preparing students for democratic citizenship. Research shows a strong correlation between college experience and political engagement, with college-educated young people much more likely to vote than youth with no college experience. Research also shows that when young people learn the voting process and vote, they are more likely to do so when they are older.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

A total of 20 institutions registered 1,994 in-state and 83 out-of-state students. The institutions winning the Voter Registration Contest in 2017 are:

In-State Students

DEMOCRACY Category (0-1,500 FTE)

- Eastern Oklahoma State College – Winner
- Western Oklahoma State College – Runner Up

LIBERTY Category (1,501 to 3,000 FTE)

- Langston University – Winner
- Rogers State University – Runner Up

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

- East Central University and Southwestern Oklahoma State University tied for first place: - Winners

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

- University of Central Oklahoma – Winner
- University of Oklahoma – Runner Up

Out-of-State Students

STARS (most students registered)

- University of Oklahoma

STRIPES (highest proportion of students registered)

- Eastern Oklahoma State College

Campuses employed many creative ideas to register students to vote, including: Political Science students visiting government classes; a kick off campaign with an ice cream social and dance; presidential leadership council speaking in Orientation and History class; a voter registration booth set up during Residential Life move-in day; door-to-door registration drive in residence halls; county election board members invited to campus for Constitution Day programming; and softball team setting up a voter registration booth in the Student Center and hanging flyers all over campus.

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AGENDA ITEM #8-a:

Faculty Advisory Council.

SUBJECT: Acceptance of the 2017 Annual Faculty Advisory Report.

RECOMMENDATION:

It is recommended that the State Regents accept the 2017 Annual Faculty Advisory Report.

BACKGROUND:

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

POLICY ISSUES:

This report details annual activities of the FAC for 2017 as required by the State Regents' Faculty Advisory Council policy.

ANALYSIS:

In 2017, the FAC work plan included the following items:

1. Diversity on campus including gender equality, gender identity and religion;
2. Sustainability;
3. Veteran student services;
4. Student preparedness related to non-cognitive factors such as coping strategies, resilience and lifestyle; and
5. Communication among faculty.

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

Attachment

Oklahoma State Regents for Higher Education
Faculty Advisory Council
2017 Annual Report

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

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

2017 MEMBERS

Research Universities
Nick Materer, Oklahoma State University
Jarrad Wagner, Oklahoma State University Center for Health Sciences
Wayne Riggs, University of Oklahoma
Patsy Smith, University of Oklahoma Health Sciences Center

Regional Universities
Russell Guthrie, Oklahoma Panhandle State University
Elicia Pollard, Langston University
James Heflin, Cameron University
Mindi Clark, Northwestern Oklahoma State University

Community Colleges
E. Ginnett Rollins, Oklahoma City Community College
Freeman Culver, III, Connors State College
Mary Gard, Northern Oklahoma College
Robert Katz, Tulsa Community College

Independent Colleges
J.J. Compton, Oklahoma Christian University
Kirk Jackson, Southern Nazarene University

CHAIRMEN

January – March 2017	Elicia Pollard
April – June 2017	J.J. Compton
July – September 2017	Kirk Jackson
October – December 2017	Patsy Smith

During the 2017 year, Chancellor Glen D. Johnson worked in partnership with the FAC to serve the interests of higher education faculty and institutions of Oklahoma. Dr. Debra L. Stuart, Vice Chancellor for Educational Partnerships, served as advisor and liaison.

2017 WORK PLAN

In October 2016, the annual statewide survey of higher education faculty leaders was administered. Results were compiled and discussed during the Faculty Assembly held November 5, 2016. The 2017 FAC members used this information to design a work plan that focused on issues of most concern to higher education faculty in Oklahoma.

In 2017, the FAC addressed the following work plan items:

1. **Diversity on campus** including gender equality, gender identity and religion regarding how to create an inclusive environment for students, faculty and staff was discussed with the Vice President of the Office of Diversity, Equity, and Student Success at the Association of American Colleges & Universities**;**

2. **Sustainability** was discussed with the Executive Director of the Association for Sustainability in Higher Education**;**

3. **Veteran student services** were discussed the Director of Education and Training at the Oklahoma Department of Veterans Affairs and shared this information with others on campus**;**

4. **Student preparedness** as related to non-cognitive factors such as coping strategies, resilience and lifestyle was discussed with experts from OU's K20 Center for Educational and Community Renewal; also, State Regents Mathematics Success Initiative and teacher shortage and preparation were discussed**;**

5. **Communication among faculty** was discussed with the State Regents Vice Chancellor for Governmental Relations during the legislative session and will follow-up after the session**.**

2017 ACTIVITIES

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

- Delivered annual report and introduced incoming and outgoing members at December 2017 State Regents' meeting.

- Shared ideas with the Student Advisory Board on FAC work plan; faculty responsibilities as teaching, research, and service; academic advising, and gun resolutions.

- Participated in Higher Education Day at the State Capitol.

- Provided comments at the Annual Tuition Hearing.

- Conducted Faculty Opinion Survey of faculty leaders at all Oklahoma public and independent colleges and universities in October 2017.

- Hosted annual Faculty Assembly on November 18, 2017 for discussion with faculty leaders at all Oklahoma public and independent colleges and universities. Vice Chancellor for Academic Affairs Debbie Blanke presented the state of Oklahoma higher education.

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AGENDA ITEM #8-b:

Faculty Advisory Council.

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

RECOMMENDATION:

This item is an oral recognition of the Faculty Advisory Council members.

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AGENDA ITEM #9-a:

E& G Budget Needs.

This item will be available at the meeting.

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AGENDA ITEM #9-b:

Deleted Item.

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AGENDA ITEM #10:

Public Agenda.

SUBJECT: Approval of the State Regents' 2018 Public Agenda.

RECOMMENDATION:

It is recommended that the State Regents approve the 2018 Public Agenda, as described below.

BACKGROUND:

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

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

The 2018 Public Agenda identifies the objectives and key initiatives that will allow Oklahoma to increase its number of college graduates, enhance access and improve the quality of public higher education, and strengthen its ability to compete in a global economy.

Objectives

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

Key Initiatives

- Task Force on the Future of Higher Education
- Complete College America
- Mathematics Success Initiative
- Oklahoma's Promise
- Concurrent Enrollment
- OKcollegestart.org
- GEAR UP
- Reach Higher – FlexFinish
- Reach Higher - DirectComplete
- OneNet
- Online Education Task Force
- Campus Safety and Security Task Force

(Supplement)

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AGENDA ITEM #11:

Legislative Agenda.

SUBJECT: Approval of the State Regents' 2018 Legislative Agenda.

RECOMMENDATION:

It is recommended that the State Regents approve the 2018 Legislative Agenda, as described below.

BACKGROUND:

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

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

The 2018 Legislative Agenda sets forward the following list of issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2018 Legislative Session.

- **Task Force on the Future of Higher Education.** The Task Force on the Future of Higher Education is charged to consider ways to improve degree completion and increase productivity by focusing on modernization, efficiencies and innovation. The task force is examining every aspect of system operations, including academic models, online education, structure, fiscal services and operational efficiencies, workforce development, and information technology to ensure they are properly aligned and defined to best serve our students and state.

- **Complete College America.** By 2020, 67 percent of job vacancies in Oklahoma – or 418,000 jobs – will require a college degree or additional postsecondary education and training. Significant and sustained investment in our degree completion initiative is required to meet this critical need and keep Oklahoma competitive in a global economy.

- **Concurrent enrollment.** The concurrent enrollment program allows outstanding juniors and seniors to earn college credit while still in high school. An important component of Oklahoma's nationally recognized Complete College America strategic plan, concurrent enrollment improves college readiness, lowers family costs for college and reduces the time required to complete a degree.

- **No weapons on campus.** There is no scenario in which allowing guns on campuses will do anything other than create a more dangerous environment for students, faculty, staff and visitors. Maintaining current law regarding guns on campus will continue to be a state system priority.

- **Oklahoma's Promise.** The state system of higher education strongly supports keeping the Oklahoma's Promise scholarship intact as an access program for Oklahoma students.

(Supplement)

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AGENDA ITEM #12:

Comments from the Presidents.

This is an oral presentation.

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AGENDA ITEM #13-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Certificate in Teaching English to Speakers of Other Languages.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Certificate in Teaching English to Speakers of Other Languages, 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 Teaching English to Speakers of Other Languages.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 6 students in Fall 2019; and
  Graduates: a minimum of 4 students in 2019-2020.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

CAS, College of Arts and Sciences

- Retention remains the top priority. Several new initiatives to improve retention include working with department heads to place high caliber instructors in courses taken by first-year students and converting lecturer and adjunct instructional appointments to Teaching Assistant Professor positions to attract high quality faculty working on multi-year contracts.
- Curriculum revision is a second priority. CAS departments and schools are presently involved in efforts to update and modernize undergraduate and graduate degree and certificate programs in ways that recognize changing workforce needs and career opportunities. This initiative has included a reexamination of general education courses, departmental course requirements for degrees, and the content and organization associated with individual courses.

CASNR, College of Agricultural Sciences and Natural Resources

- Improving undergraduate retention and graduation rates is a main priority. Departments are reexamining academic advising support, promoting undergraduate research opportunities, offering extensive internship programs, and completing comprehensive reviews of degree programs. The college is also providing support for retention and academic success programs, including the adoption of a personal financial literacy curriculum.

- Increasing graduate program enrollment and corresponding assistantship support is another priority. While the investment in GTA stipends has increased, support for GRA positions has decreased due to reductions in the OAES budget and retirements/departures of research faculty. Quality graduate students are critical to faculty research success and also to support undergraduate student retention.
- The Department of Animal Science is considering a name change to better reflect both undergraduate majors offered in the department (animal science and food science).

CEAT, College of Engineering, Architecture and Technology

- Matching resources and academic opportunities with growing enrollment is the main priority. CEAT is in process of installing new qualified admissions criteria for freshman and transfer students. These new criteria will apply to fall 2018 incoming students.
- Improving freshman retention is parallel to this effort. CEAT has developed a new Freshman Living Learning Community with focused programming in Parker Hall – available fall 2017.
- Increase the technology fee this year and consider increases in the future to attain at least on par with peers for technology resources.
- Continue to grow the CEAT faculty and update CEAT facilities to meet growing enrollment and to modernize classrooms and labs.

COE, College of Education

- Increasing enrollment growth in new degree programs in Nursing, Exercise Science, and the Master of Arts in Teaching is a main priority.
- Increasing the rate of degree completion in our undergraduate majors is also a priority.

COHS, College of Human Sciences

- An increase in undergraduate enrollment in two academic majors within the Human Sciences College (Design, Housing & Merchandising; Hotel & Restaurant Administration) while maintaining undergraduate enrollment in two other academic majors (Nutritional Sciences; Human Development and Family Science) is a primary priority.
- The School of Hotel & Restaurant Administration (HRAD) will have a name change to Hospitality & Tourism Management. They will also propose to change the name of the undergraduate major to Hospitality & Tourism Management including four embedded specializations, allowing each student to choose an emphasis associated with his/her chosen career path. The School is making adjustments to undergraduate program requirements in keeping with changes in the hospitality industry and in sync with the program's Advisory Board input.

SSB, Spears School of Business

- The introduction and roll-out of new and revised courses in the core curriculum, which include interpersonal, leadership, and career-readiness skills, along with expansion of Excel and data analysis skills are the main priorities.
- Ensuring that all students have access to and participate in a variety of career-readiness initiatives, including Eastin Center activities, mentoring, internships, and study abroad is an additional priority.

CVHS, Center for Veterinary Health Sciences

- Rebuilding faculty in key specialties is a main priority.
- Completing a comprehensive curriculum review is an additional priority.

OSU-Tulsa

- Development of an Academic Strategic Plan is a main priority.

OSU-CHS, Center for Health Sciences

- Opening of the TANDY Medical Academic Building with its medical simulation center is a major milestone which will facilitate the training of medical students and residents with state-of-the art simulation facilities. Through strategic planning, the priorities are being assessed and best use of vacated space at the CHS by the opening of the TANDY Medical Academic Building is under consideration.
- Internal review of all graduate programs as part of a strategic assessment to determine the direction of each of the respective programs for the next 10 years is an additional priority.

New Academic Programs under consideration or proposal

CAS

- Undergraduate certificate in Teaching English to Speakers of Other Languages (TESOL)
- Undergraduate certificates in Digital Media Production and Social Media Strategy
- Undergraduate certificate in Pre-nursing
- Undergraduate certificate in Digital Humanities
- Graduate certificate in GIS in Oil and Gas
- Graduate certificate in Crisis Communication
- Graduate certificate in Higher Education Teaching Content
- BS in American Studies
- BS in Medicinal and Biological Chemistry
- BA in Arts Administration
- Undergraduate Certificate in Pre-medical Sciences

CASNR

- BSAG in Agricultural Mechanical Technology
- Professional 1-year Master's program in Biochemistry and Molecular Biology
- Online MAG and MS through Masters of International Agriculture
- Undergraduate and Graduate certificates in various specialized areas of study, including college teaching in agriculture and natural resources, food safety, agricultural leadership, social sciences research associated with agriculture and natural resources, equine science, ag systems management, grain elevator safety, aeration system design and management, materials handling design, ag energy management, irrigation management, renewable energy management, sustainable ag production, precision agriculture management, bioforensic techniques, and plant protection.

CEAT

- PhD in Petroleum Engineering
- BS in Fire Protection and Safety Engineering
- ME in Mechanical and Aerospace Engineering
- Graduate certificate in the School of Architecture (in the approval process)
- Graduate certificate program in composite materials
- Graduate certificate program in manufacturing
- MS in Materials Science and Engineering (new degree track for part-time students)

COE

- PhD in Counseling Psychology
- Undergraduate certificate program in Career and Technical Education
- Graduate certificate in Workforce and Adult Education
- Graduate certificate in Civic and Community Leadership
- Graduate certificate in Title IX offered through the Higher Education Program
- Undergraduate Certificate in Teaching English Language Learners
- Graduate Certificate in Teaching English Language Learners

COHS

- BSHS in Early Childhood Education
- BSHS (online) in Early Care and Education
- Graduate certificate in Advanced Revenue Management
- Undergraduate certificate in Personal (or Family) Financial Planning
- MS (online) in Family and Consumer Sciences Education
- PhD in Human Development and Family Science

SSB

- BSBA in Environmental Management (interdisciplinary program in Tulsa)
- BSBA in Cybersecurity
- MS in Health Analytics (interdisciplinary)
- MS in Human Resources Management
- Undergraduate certificate in Cybersecurity 1
- Undergraduate certificate in Cybersecurity 2
- Undergraduate certificate in Energy Business
- Undergraduate certificate in Information Systems Development 1
- Undergraduate certificate in Information Systems Development 2
- Undergraduate certificate in Real Estate
- Graduate certificate in Advanced Systems Development
- Graduate certificate in Data Science
- Graduate certificate in Energy Business
- Graduate certificate in Healthcare Informatics and Analytics
- Graduate certificate in Real Estate

OSU-CHS

- New Learning Site at Cherokee Nation Hospital in Tahlequah, Oklahoma. The MPH and DO degrees are under plans for that location of Osteopathic Medicine
- Graduate certificate in Biomedical Sciences
- Graduate certificate in Health Care Administration
- Graduate certificate in Global Health
- PhD in Athletic Training
- MS degree Physician Assistant Studies in the School of Allied Health.
- PhD in Forensic Science

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:

33	Degree and/or certificate programs deleted
107	Degree and/or certificate programs added

Program Review
OSU offers 246 degree and/or certificate programs as follows:

31	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
91	Baccalaureate Degrees
78	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 of the Certificate in Teaching English to Speakers of Other Languages at their September 8, 2017 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Teaching English to Speakers of Other Languages

Program purpose. The proposed program will provide students with the skills needed for teaching English to non-native speakers in a variety of settings.

Program rationale and background. OSU reports that there are currently students waiting to enroll in the certificate. The proposed certificate will enhance program offerings at OSU by providing opportunities for students to receive training in a high-need area; specifically students majoring in primary and secondary Education, English, and Communication Sciences and Disorders. The certificate is designed to be an added credential for individuals pursuing or holding a bachelor's degree. Therefore, as part of the program requirements, students also must complete a bachelor's degree from OSU or another accredited institution. Having the certificate as an additional credential will benefit students by expanding teaching opportunities.

Employment opportunities. Although the certificate will not directly lead to employment, it will serve to strengthen the employability of those who earn it. In Oklahoma, there is an increasing demand for qualified English language teaching professionals to both teach courses and train teachers to assist learners. Additionally, the increasingly globalized world has heightened the need for cross-cultural communicators. Part of this intercultural exchange is the demand for English speakers due to the status of English as an international/global language. Therefore, teachers of English as a second language are needed for various reasons. A recent internet search yielded almost 2,000 jobs with a need for English language teachers. OSU is confident that students completing the proposed program will be successful in finding employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2019
Minimum Graduates from the program	4	2019-2020

Duplication and impact on existing programs. There are no Certificate in Teaching English to Speakers of Other Languages programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 30, 2017. 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 Certificate in Teaching English to Speakers of Other Languages program will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	9
Electives	6
Total	**15**

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Teaching English to Speakers of Other Languages are shown in the following table.

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

A. Funding Sources	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$18,765	$18,765	$28,148	$28,148	$37,530
Narrative/Explanation: Tuition calculation is based on tuition and fees of $312.75 per credit hour. OSU estimates student enrollment of 4,4,6,6 and 8 students in years 1 through 5. OSU anticipates students completing 15 credit hours per academic year.					
TOTAL	**$18,765**	**$18,765**	**$28,148**	**$28,148**	**$37,530**

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	$18,456	$18,465	$27,848	$27,848	$37,230
Narrative/Explanation: Courses will be taught by current faculty. The amounts above reflect a portion of faculty salary needed to teach students pursuing the proposed program.					
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	$100	$100	$100	$100	$100
Narrative/Explanation: The funds above will be used for paper and miscellaneous items.					
Printing	$200	$200	$200	$200	$200
Narrative/Explanation: The funds above will be used for printing course and promotional materials.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$18,765**	**$18,765**	**$28,148**	**$28,148**	**$37,530**

Attachment

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Graduate Certificate Requirements		**Credit Hours**
Required Courses		**9**
ENGL 4013	English Grammar	3
ENGL 4043	TESOL	3
*ENGL 4173	Internship in TESL	3
Electives		**6**
	Select 6 credit hours from the following courses	
ENGL 2243 or ENGL 2443	Language, Text, and Culture Languages of the World	3
ENGL 4003	History of English Language	3
ENGL 4033	Discourse Analysis	3
ENGL 4063	Descriptive Linguistics	3
ENGL 4073	Introduction to Sociolinguistics	3
ENGL 4080	Studies in Linguistics	3
ENGL 4083	Applied Linguistics	3
ENGL 4093	Language in America	3
ENGL 4143	Language and Technology	3
ENGL 4520	Problems in English	3
Total		**15**

*Denotes new course

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AGENDA ITEM #13-b:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City. Approval to offer the Certificate in Management Information Systems-Governance Risk and Compliance.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University-Oklahoma City's request to offer the Certificate in Management Information Systems-Governance Risk and Compliance 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 Management Information Systems-Governance Risk and Compliance.** This certificate is embedded within the Associate in Applied Science in Management Information Systems (096) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Oklahoma State University-Oklahoma City's (OSU-OKC) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

Improve student persistence and completion/graduation rates.
In an ongoing effort to help improve student success and to help decrease the amount of part-time faculty necessary, OSU-OKC will increase the numbers of students taught by full-time faculty members. While our fiscal model is such that we cannot replace our entire part-time faculty with full-time, decreasing the amount of part-time faculty needed has appreciated a cost savings of over $500k over the last 18 months. At the same time, having courses taught by our full-time faculty, who are often more experienced and more available to students, is a strategy to improve student success. Full-time faculty can also help divisional advisors track students' progress through degree programs and help students with an advisement plan to complete their chosen degree program in the shortest amount of time possible.

OSU-OKC continues its work in the HLC Academy for Student Persistence and Completion. Our team has just returned from the mid-project round table. Moving forward, the Academy group will implement the following:

- Enhance and expand early alerts: This includes expanding the number of departments/faculty using the early alert system, exploring the use of text messaging through our software platform to alert students, and providing development opportunities on best practices on how to follow up with students who have been alerted.

- Encourage faculty use of best practices: The Academy team has identified mid-term grades, timely feedback, and use of the gradebook and content management within our learning management system as some tangible best practices to focus on for the coming academic year. The team will work with the Faculty Senate to develop recommended procedures related to requiring and posting mid-term grades, on how to institutionalize the process of making grades/feedback available within 2 weeks of an assignment due date, and on getting faculty to post student grades, learning materials, and other course support documents on BrightSpace by D2L
- Develop a faculty/staff recognition program: Using inexpensive stickers or pins, Academy members, department heads, and others will be able to recognize when a faculty or staff member does something that supports student success. This will be something that can be given to the individual immediately as a token of recognition for their work towards improving student success.

OSU-OKC will continue to graduate students from degree programs identified as a part of the Reach Higher program. In 16-17, OSU-OKC graduated 175 students with a designated Reach Higher degree. We will continue to use scholarships and tuition waivers to help those near completion who have identified or unexpected financial need.

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-OKC has taken the following program actions in response to APRA:

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

Program Review

OSU-OKC offers 58 degree and/or certificate programs as follows:

23	Certificates
8	Associate in Arts or Sciences Degrees
26	Associate in Applied Science Degrees
1	Baccalaureate Degree
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 OSU-OKC'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-OKC's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU-OKC's governing board approved the Certificate in Management Information Systems-Governance Risk and Compliance at their June 16, 2017 meeting. OSU-OKC requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Management Information Systems-Governance Risk and Compliance

Program purpose. The proposed program will prepare students to work in today's competitive Management Information Systems market by preparing them for the Project Management Institute-Risk Management Professional exam.

Program rationale and employment opportunities. Students majoring in Business or Information Technology need a combination of courses to be more marketable in today's workplace. Many students have even returned to OSU-OKC seeking Management Information Systems (MIS) related courses, especially those with content related to governance risk and compliance. Students must not only understand how systems work but also what actions to take if a system is breached or goes offline. Additionally, to be successful in the workplace skills in incident response, disaster recovery, and continuity planning are essential, as well as looking at and auditing systems for any unwanted activity. The proposed certificate will provide students with these skills and expose them to the new national Institute of Standard and Technology system requirements, International Organization for Standardization compliance management system guidelines, and Payment Card Industry Standards.

Employers today demand their MIS managers to have knowledge of the regulatory requirements and risk methodologies. As network security incidents continue to plague our business systems and processes, the demand for certifications will increase. According to Oklahoma Employment Security Commission data, career opportunities for Information Security Analysts are expected to increase 12 percent through 2024. OSU-OKC is confident the proposed certificate will increase the employability for those who earn it.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Management Information Systems (096) program.

Duplication and impact on existing programs. There are no Certificate in Management Information Systems-Governance Risk and Compliance programs offered in Oklahoma. A system wide letter of intent was communicated by email August 17, 2017. Northeastern State University (NSU) requested a copy of the proposal, which was sent September 21, 2017. Neither NSU 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 21 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	21
Total	**21**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Associate in Applied Science in Management Information Systems (096) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY
CERTIFICATE IN MANAGEMENT INFORMATION SYSTEMS-GOVERNANCE RISK AND COMPLIANCE

Certificate Requirements		**Credit Hours**
Program Requirements		**21**
CIS 2613	CIS Project Management	3
ITD 1533	LAN Fundamentals	3
ITD 1543	Introduction to Computer Forensics	3
CIS 2513	Principles of Information Security Systems	3
ITD 2163	Cyber Ethics and Law	3
MIS 1733	MIS Foundations of IT Governance Practices	3
MIS 2333	Information Security Management	3
Total		**21**

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AGENDA ITEM #14:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Rogers State University (RSU) requests authorization to delete the program listed below:

- Bachelor of Arts in Social Entrepreneurship (125)

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

- Associate in Applied Science in Radiography (079)
- Associate in Applied Science in Surgical Technology (080)

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy.

ANALYSIS:

RSU requests authorization to delete the Bachelor of Arts in Social Entrepreneurship (125). This program was approved at the January 26, 2012 State Regents' meeting. RSU reports:

- No full-time faculty lines have been generated to support the program.
- Students interested in entrepreneurship are pursuing other programs in the School of Business or the Bachelor of Arts in Public Affairs (123) degree.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Applied Science in Radiography (079). This program was approved prior to 1990. NOC reports:

- This program was part of a Cooperative Agreement Program (CAP) with Meridian Technology Center (MTC) and Autry Technology Center (ATC).
- The courses required for this degree were taught solely at the Career Technology Center, so NOC does not have faculty expertise to offer the degree program without significant financial investment.

- Career technology centers now require an associate degree as part of the admission process to their program; therefore, this partnership program was withdrawn by the technology centers.
- The request for deletion of the program also includes a request for deletion of the CAPs with MTC and ATC (see Cooperative Agreement agenda item).
- There are currently no students enrolled in the program.
- Twenty courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Applied Science in Surgical Technology (080). This program was approved prior to 1990. NOC reports:

- This program was part of a CAP with Autry Technology Center.
- The courses required for this degree were taught solely at the Career Technology Center, so NOC does not have faculty expertise to offer the degree program without significant financial investment.
- Career technology centers now require an associate degree as part of the admission process to their program; therefore, this partnership program was withdrawn by the technology centers.
- The request for deletion of the program also includes a request for deletion of the CAPs with ATC (see Cooperative Agreement agenda item).
- There are currently no students enrolled in the program.
- Fourteen courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #15:

Intensive English Programs.

SUBJECT: Approval to offer Intensive English Programs.

RECOMMENDATION:

It is recommended that the State Regents approve 1) the University Language Institute in Tulsa, Oklahoma for five years and 2) an extension of the review schedule for the English as a Second Language Program at Tulsa Community College for four months.

BACKGROUND:

English language centers have been reviewed through the State Regents' Intensive English Program Approval and Review policy since 1980 (formerly Policy Statement on Admissions of Students for Whom English is a Second Language). Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language 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 two-person evaluation team's credentials is provided, followed by an outline of the recommendations for the IEP reviewed.

1) The University Language Institute (ULI) in Tulsa, Oklahoma was reviewed by the following evaluators:

   - **Dr. Rebecca Smith-Murdock,** Commission on English Language Program Accreditation Specialist, Denton, Texas.
     Credentials: Doctor of Philosophy in English Literature from the University of Alberta, Edmonton, Alberta, Canada; Master of Arts in English Literature from the University of Arkansas, Fayetteville, Arkansas, Bachelor of Arts (Magna Cum Laude) in English Literature from Ouachita Baptist University in Arkadelphia, Arkansas.

   - **Dr. Jim Hamrick,** Director, English Language Institute, University of Tennessee, Knoxville, Tennessee.
     Credentials: Doctor of Philosophy in Higher Education from the University of Michigan, Ann Arbor, Michigan; Master of Arts in Teaching in Teaching English as a Second Language from Georgetown University, Washington D.C.; and a Bachelor of Arts with Honors in English from the University of North Carolina at Chapel Hill, Chapel Hill, North Carolina.

University Language Institute	
Date of Visit:	October 3-4, 2017
Evaluators' Recommendation:	Approval with reexamination in five years.
Summary of Evaluators' Report:	• ULI is a very good Intensive English Program (IEP). It has a strong management and administrative team, a dedicated and professional faculty, and effective systems of curriculum review and development. There is an ethos of professionalism and cultural respect that extends across administration, faculty, and students. The program meets all the standards of the Oklahoma State Regents, and in several areas the program's operations exceed those standards. • Virtually all U.S.-based IEPs are currently facing major organizational and fiscal challenges resulting from declining enrollments. ULI has only recently begun to recruit students, having previously relied on personal referrals from alumni and friends for student enrollments. ULI will need to aggressively recruit students and reach out to new markets in order to

University Language Institute	
	maintain its current standard of operations.
Center's Staff Comments	ULI accepted the report and provided factual corrections and statements for clarification.
State Regents' Staff Comments	State Regents' staff concurs with these recommendations.

2) At their January 30, 2014 meeting, the State Regents granted the English as a Second Language Program (ESLP) program at Tulsa Community College approval with the stipulation that the program be reviewed again in four years.

   As required by policy, a letter requesting a State Regents' program evaluation was received from ESLP on November 9, 2017. Upon receipt of this request, State Regents' staff worked with the IEP administrators to schedule dates for the evaluation. However, due to conflicting professional conferences and prior commitments, staff was unable to secure two evaluators for the site visit prior to January, 2018.

   In agreement with the IEP Administrator, State Regents' staff recommends an extension to ESLP for four months to allow for time to secure qualified evaluators. ESLP's evaluation site visit will be scheduled for March 1-2, 2018.

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AGENDA ITEM #16:

Oklahoma's Promise.

SUBJECT: Oklahoma's Promise – Oklahoma Higher Learning Access Program Proposed Emergency Rule Revisions.

RECOMMENDATION:

It is recommended that the State Regents adopt proposed emergency rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise).

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 2.50 GPA in the core curriculum and a 2.50 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 $55,000 or less at the time of application to the program. The student's family income must also not exceed $100,000 when the student is enrolled in 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:

The proposed rule revisions provide more specific guidance for compliance with three statutory conduct requirements for students participating in the Oklahoma's Promise program. The revisions also include the statutory provision that the conduct requirements apply only to the student's actions that occur after the student begins participation in the program. The proposed revisions were drafted in consultation with the Attorney General's office.

The proposed rule revisions are submitted as "emergency" rule revisions so that the changes can be effective for the 2018 high school graduating class. Due to timeline scheduling requirements, the normal "permanent" rule revision process will not allow the changes to be approved in time for the 2018 high school graduating class. According to the emergency rule provisions of the Administrative Procedures Act, the Governor will have 45 days to approve or disapprove the proposed revisions once she has officially received them.

Following is the guidance provided for the three conduct requirements:

- "Attend school regularly" will mean that the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school.
  (F)
- "Refrain from substance abuse" will mean that the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined in the Oklahoma Statutes.

- "Refrain from the commission of a crime or delinquent act" will mean that student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law.

The revisions also direct local school districts to report to the State Regents the compliance or noncompliance of students with the three conduct requirements. Documentation will be required to be submitted with reports of noncompliance.

While the rule revisions provide greater clarity for determining compliance with conduct requirements, the changes are not expected to impact many students. Of the 8,315 Oklahoma's Promise students in the 2017 high school graduating class, only 39 were disqualified only on the basis of noncompliance with one or more of the three conduct requirements.

Attached at the end of the agenda item is a proposed revised Program Verification form which incorporates the proposed rule revisions.

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 throughout the remainder of their school years or educational program:

(1) Attend school regularly and ~~to~~ do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;

(2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);

(3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;

(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 transcripted 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 test scores reported on an official test report issued by ACT 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

The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education (OSRHE) and the State Board of Education.

(1) Every public school district shall designate at least one contact person at each Oklahoma public school site in which eighth, ninth- or tenth-grade classes are taught. When requested by the OSRHE, the State Board of Education shall assist the OSRHE to ensure the designation of contact persons. Private schools shall also designate at least one school official as a contact person. For students who are educated by other means, a parent or guardian or other person approved by the OSRHE shall be designated as the contact person. [70 O.S. § 2605]

(A) The contact person shall be responsible for processing student applications for the program according to the rules and regulations established by the OSRHE.

(B) The contact person shall maintain the agreements, which shall be executed on forms provided by the OSRHE.

(C) The local contact person shall:

(i) monitor the student's compliance with the terms of the agreement;

(ii) document transfer out of state, death, and other conditions; and

(iii) report on circumstances of noncompliance to the OSRHE.

(D) ~~Compliance with the program requirements for attending school regularly, refraining from substance abuse, and refraining from criminal or delinquent acts shall be determined according to the local school district's policy.~~ Compliance or noncompliance with the program requirements for attending school regularly [610:25-23-4(a)(1)], refraining from substance abuse [610:25-23-4(a)(2)], and refraining from criminal or delinquent acts [610:25-23-4(a)(3)] shall be reported to the OSRHE by the local school district.

(E) The local district contact person shall report program participants who transfer into or out of the district to the OSRHE and identify the local education agency (LEA) and site from which or to which the student transferred.

(F) Beginning in April of the student's year of graduation, the local contact person shall gather from the program participants and his/her records, information which substantiates whether or not the program requirements have been met.

(G) The student's program verification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student's graduation as possible.

(2) The local school district where an Oklahoma Higher Learning Access Program student is attending when the student begins participation in the program and any subsequent school district where the student attends shall forward information regarding the student's participation in the program to a school to which the student transfers upon the school's request for the student's records. [70 O.S. § 2605]

(3) The Oklahoma State Regents for Higher Education shall:

(A) designate personnel to coordinate tracking of program records for the years when students participating in the program are still in the public schools, provide staff development for contact persons in the public schools, and provide liaison with the State Board of Education and local organizations and individuals participating in the program [70 O.S. § 2605];

(B) coordinate and develop policies and procedures to implement the Oklahoma Higher Learning Access Act;

(C) coordinate the publication and distribution of program awareness information and materials;

(i) Each school year, every fifth- through ninth-grade student in the public and private schools of Oklahoma and students educated by other means who are in the equivalent of the fifth through ninth grade shall be apprised, together with his/her parents, custodial parent, or guardian, of the student's opportunity for access to higher learning under the Oklahoma Higher Learning Access Program [70 O.S. § 2605];

(ii) The OSRHE and the State Board of Education shall develop, promote, and coordinate a public awareness program to be utilized in making students and parents aware of the program [70 O.S. § 2605];

(D) coordinate the provision of technical assistance to local school districts and individual participants;

(E) administer the Oklahoma Higher Learning Access Trust Fund;

(F) process applications submitted directly to the OSRHE;

(G) determine final eligibility for the program award.

610:25-23-9. "Heroes Promise" [no changes]

Oklahoma's Promise OH02

Program Verification

For High School Seniors

This form must be filled out and signed by the local OKPromise contact person and the school superintendent or his/her designee. The State Regents' office will determine final eligibility.

Student's Name: _____
(Last) (First) (Middle)

❑ **Check here if new address (make any necessary corrections below)**

Current Address: _____
(Mailing Address) (City) (State) (ZIP)

OKPromise ID (or SSN): _____ High School Name: _____

COMPLETERS: For students completing the OKPromise program requirements:

Yes ___ Graduated from high school; graduation date: _____

Yes ___ Completed the required 17-unit OKPromise core curriculum

Yes ___ Cumulative GPA: _____OKPromise Core Curriculum GPA: _____

The following items shall be determined based only on the student's actions after beginning participation in OKPromise.

Yes ___ Attended school regularly and did homework regularly [the student was in attendance at least 80% of each school year, excluding absences excused by the school]

Yes ___ Refrained from substance abuse [the student was not adjudicated delinquent as a juvenile and was not convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8)]

Yes ___ Refrained from criminal or delinquent acts [the student was not adjudicated delinquent as a juvenile and was not convicted of a crime as an adult by a court of law]

This form and the student's final transcript must be sent to the State Regents.

NON-COMPLETERS: For students who have not completed the OKPromise program requirements:

❑ Student moved to _____ prior to graduation.

❑ Did not graduate from high school Note reason if possible:_____

❑ Did not achieve at least a 2.50 cumulative overall GPA. Overall GPA: _____

❑ Did not achieve at least a 2.50 cumulative OKPromise GPA. OKPromise GPA: _____

❑ Did not complete the required 17-unit OKPromise core curriculum

Courses not completed:_____

The following items shall be determined based only on the student's actions after beginning participation in OKPromise.

❑ Did not attend school regularly or complete homework regularly [the student was not in attendance at least 80% of each school year, excluding absences excused by the school]

❑ Did not refrain from substance abuse [the student was adjudicated delinquent as a juvenile or was convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8)]

❑ Did not refrain from criminal or delinquent acts [the student was adjudicated delinquent as a juvenile or was convicted of a crime as an adult by a court of law]

This form and all documentation of any requirement not completed by the student must be sent to the State Regents.

Signature of School Contact Person: _____ Date:_____

Signature of Superintendent/designee: _____ Date:_____

School Contact Person: Mail this form and required documentation to:
Oklahoma's Promise, Oklahoma State Regents for Higher Education, PO Box 108850, Oklahoma City, OK 73101-8850

For OKPromise office use only:
V S FL CT

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AGENDA ITEM #17-a:

Teacher Education.

SUBJECT: FY 18 Funding recommendations for the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act, Improving Teacher Quality State Mini Grant Program Awards.

RECOMMENDATION:

It is recommended that the State Regents approve funding for the 2018 No Child Left Behind sub-grants award in the amount of $70,000.00 as listed in this item's attachment.

BACKGROUND

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

The goal of the program is to ensure that all students have highly effective teachers - i.e., teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs. Also, ESEA clearly states that the purpose of teachers' professional development is to design activities that increase teacher content and pedagogical knowledge and improve teacher effectiveness, in classrooms. The focus of Oklahoma ITQ grants is to use scientifically based methods to improve teacher quality, school accountability, and core content knowledge leading to increased student academic achievement meeting the following priorities:

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

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

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

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

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

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

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

Eligible partnerships also may include additional IHEs - either two-year or four-year; LEAs public or private, whether they are high-need or not; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations, entities carrying out a pre-kindergarten program, teacher organizations; and principal organizations or businesses.

POLICY ISSUES

This year, **$70,000.00** will be awarded to eligible partnerships. An award will be an indication of the program's viability to provide high quality and effective continuing professional education workshops for teachers, teams of teachers, and instructional leaders from individual schools and/or districts. The professional development workshops must be aligned with state academic standards requirements, transition and implementation AND the high-need school districts' needs. The continuing professional education must concentrate on improving pedagogical content knowledge in mathematics, science and/or reading and language arts, in addition to instructional leadership training. Projects may also incorporate

data-driven decision making, peer-teaching or co-teaching among project participants and strategies to help English Language Learners, English as a Second Language, and low income students by integrating mathematics, science and reading/language arts content and pedagogy.

Due to the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, now referred to as the Every Student Succeeds Act (ESSA) signed into law December 10, 2015, this will be the last funded ITQ grant cycle for the State Agencies for Higher Education. The current ESEA, Title II, Part A, ITQ mini grants listed below will receive funding for 2018 under the provisions of NCLB, not the new reauthorization, ESSA.

ANALYSIS

A professional development initiative will be launched upon the availability of the ESEA funds. The project must concentrate on implementation of Oklahoma Academic Standards and state mandated assessments, with mentoring support to help prepare novice teachers with higher thinking skills and supporting resources necessary for these Oklahoma standards. The eligible partners could submit a proposal for the following category:

> Mathematics, Language Arts or Science (MLS) - Professional development to address Oklahoma Academic Standards implementation and transition in the area of PK-12 mathematics, language arts or science.

A total of two (2) proposals were submitted this year. The proposals were reviewed and evaluated to ensure that all program requirements would be met. Two (2) MLS proposals were awarded, with a focus on science, for the amount of $70,000**.**

Attachment

ESEA Title II, Part A Teacher Quality State Mini Grant Program Awards
2018 GRANTS

Proposal	Higher Education Partners	Proposal Director(s)	Grant Type	Participants	Subject Area(s), Grade Level and/or Participant Type	High-Need LEAs and Other LEAs	Total Grant
Immersive and Innovative Mentoring for Novice Teachers: Enhancing Pedagogical Skills and Science Content Knowledge in Elementary Grades 3-5 Using Emerging Technologies	Northeastern State University	Dr. Pamela Christol, Dr. Vanessa Anton, and Dr. Barbara Fuller	MLS	40	Science Grades K-5	Muskogee Public Schools Tahlequah Public Schools	**$35,000.00**
K20-OKC Mentoring Support for Science Foundations Teacher Academy	University of Oklahoma	Dr. Linda Atkinson	MLS	20	Science Grades 3-8	Oklahoma City Public Schools	**$35,000.00**
Total Teacher Participants				**60**		**Total Amount Awarded**	**$70,000.00**

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AGENDA ITEM #17-b:

Teacher Education.

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

RECOMMENDATION:

It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of $7,335.94 for each teacher eligible by Spring 2018.

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 357 teachers have received over five million dollars ($5,004,118.89) in cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. As of today, 999 teachers have enrolled in the Teacher Shortage Employment Incentive Program.

The reduction to the FY18 budget has negatively impacted the program incentive amount by 63.825%. Past incentive amounts were based on the actual average tuition formula set forth in statute; however, with current budget reductions, in an effort to disburse the incentive amount equitably, the award amount was reduced. No supplemental funds are available to augment the award to the average tuition costs.

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

TSEIP Year	Total Applicants	Total Non-Eligible	Total Eligible			* Total Payout	Incentive Amount	Employer Share of FICA	Total Incentive
			Mathematics	Science	Math/Sci				
2006	69	27	18	24	0	42	$10,347.00		**$434,574.00**
2007	68	39	10	19	0	29	$11,148.00		**$323,292.00**
2008	49	28	5	16	0	21	$12,168.00		**$255,528.00**
2009	53	30	9	14	0	23	$13,602.00		**$312,846.00**
2010	38	17	8	12	1	21	$13,602.00		**$285,642.00**
2011	60	27	15	18	0	33	$14,362.00		**$473,946.00**
2012	79	40	26	13	0	39	$15,267.00		**$595,413.00**
2013	67	27	28	18	0	46	$16,227.00		**$746,442.00**
2014	67	23	15	11	0	26	$16,936.00		**$440,336.00**
2015	52	31	17	11	0	28	$17,868.00		**$500,304.00**
2016	57	32	15	12	0	27	$14,362.00	$1,098.69	**$417,438.63**
2017**	61	31	13	9	0	22	$9,220.00	$705.33	**$218,357.26**
2018	33***						$7,335.94	$607.69	**$262,139.67**
Total	**753**	**352**	**179**	**177**	**1**	**357**		**2006-2017 TOTAL**	**$5,004,118.89**

* May include graduates from previous year

** Year not complete

*** Through May 2018 only

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AGENDA ITEM #17-c:

Teacher Education.

SUBJECT: Allocation of the Oklahoma Teacher Connection budget to fund a Collegiate grant program.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed OTC Collegiate Program expenditure in the amount of $5,000.

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 signed into law by the Oklahoma State Legislature releasing the OTC from certain statutory requirements of the previous legislation. However, the foundational work of the OTC continues.

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 2016-2017 academic year, approximately 2,005 pre-collegiate and collegiate students, education faculty and staff, as well as administrators and other education advocates, participated in and were impacted either directly or indirectly by campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education. Approximate data show a collective number of just over 24,000 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

POLICY ISSUES:

The OTC has a legislative directive (HB 2557) to develop recruiting programs for potential teachers, including collegiate activities which deal with issues such as retention and placement.

ANALYSIS:

In September 2017, St. Gregory's University (SGU) was awarded $5,000 for the grant entitled *Robotics Edge*. Due to the recent announcement of SGU's impending closure, as well as their inability to complete the grant project, SGU is now ineligible for the award. Regent's staff met to discuss previous grant submissions under this competition and awarded the $5,000 funding to the next highest ranked OTC grant proposal, Oklahoma State University's *Spring Into Teaching*.

The chart below provides a brief description of the OTC Collegiate grant funding request for 2017-2018 totaling $5,000. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

The following project is recommended for funding up to the following amount.

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants	Saint Gregory's University *Robotics Edge*	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 5-8th grade. One lesson plan will utilize EV3 Lego Robotics kits and two other lessons will be in shortage areas.	~~$5,000~~ Ineligible
	Oklahoma State University *Spring Into Teaching*	This grant will encompass engaging workshops for high school juniors and seniors where they interact with current teacher educator candidates and university faculty to learn about the teaching profession. Students will develop more positive perspectives on the field of teaching, including how to attain a career in education and become an advocate for the profession.	$5,000
	Grant Funding Request for 2017-2018		**$5,000**

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AGENDA ITEM #18-a:

State Authorization.

SUBJECT: Request to re-authorize private institutions to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents' re-authorize private institutions to operate in Oklahoma, 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 was effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:

- accredited by a national or regional accrediting agency who is recognized by the United States Department of Education; and
- authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education.

In an effort to meet the intent of the federal regulation, Senate Bill 1157 limited the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled the Institutional Accreditation and State Authorization policy) to meet the statutorily mandated functions that are prescribed in Senate Bill 1157.

It is also important to note that Senate Bill 1157 exempted 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.

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies 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 in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:

- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution's student complaint process; and
- a copy of the institution's student enrollment agreement.

ANALYSIS:

Prior to December 7, 2017, State Regents' staff received requests to be re-authorized from the institutions listed below:

Name	Type	Accreditor
Aquinas Institute of Theology (Missouri) Location: Oklahoma City	Private Not-for-profit	Commission on Accrediting of the Association of Theological Schools in the United States and Canada
DeVry University (Illinois) Location: Oklahoma City	Private For-profit	Higher Learning Commission
Embry-Riddle Aeronautical University (Florida) Location: Oklahoma City	Private Not-for-profit	Southern Association of Colleges and Schools
National American University (South Dakota) Location: Tulsa	Private For-profit	Higher Learning Commission
Nazarene Theological Seminary (Missouri) Location: Oklahoma City	Private Not-for-profit	Commission on Accrediting of the Association of Theological Schools in the United States and Canada
Newman University (Kansas) Location: Oklahoma City	Private Not-for-profit	Higher Learning Commission
Park University (Missouri) Location: Tinker Air Force Base	Private Not-for-profit	Higher Learning Commission
Platt College (Oklahoma) Locations: Lawton, Moore, Oklahoma City, and Tulsa	Private For-profit	Accrediting Commission of Career Schools and Colleges

Saint Paul School of Theology (Kansas) Location: Oklahoma City	Private Not-for-profit	Higher Learning Commission
Southwestern Baptist Theological Seminary (Texas) Location: Shawnee	Private Not-for-profit	Southern Association of Colleges and Schools, Commission on Colleges
Tulsa Welding School Location: Tulsa	Private For-profit	Accrediting Commission of Career Schools and Colleges
Vatterott College (Missouri) Locations: Oklahoma City and Tulsa	Private For-profit	Accrediting Commission of Career Schools and Colleges
Wesley Biblical Seminary (Mississippi) Location: Tulsa	Private Not-for-profit	Commission on Accrediting of the Association of Theological Schools in the United States and Canada

After reviewing the applications and required documentation, State Regents' staff concluded that these institutions meet the state authorization requirements. As such, it is recommended that the State Regents authorize these institutions to operate in Oklahoma.

For information purposes, the data that were submitted within the state authorization application are detailed below.

Private For-Profit Institutions
2016-2017 Data

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
DeVry University	0	2	6	7	0
National American University	0	18	28	0	0
Platt College	7	4	1	0	0
Tulsa Welding School	2	1	0	0	0
Vatterott College	4	13	0	0	0
Total	13	38	35	7	0

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
DeVry University	0	8	109	34	0
National American University	0	170	102	0	0
Platt College	1576	1120	20	0	0
Tulsa Welding School	1488	97	0	0	0
Vatterott College	199	344	0	0	0
Total	3263	1739	231	34	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
DeVry University	0	2	17	14	0
National American University	0	27	8	0	0
Platt College	469	355	13	0	0
Tulsa Welding School	686	41	0	0	0
Vatterott College	90	114	0	0	0
Total	1245	539	38	14	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid:

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
DeVry University	149	122
National American University	273	250
Platt College	2716	1807
Tulsa Welding School	1585	1081
Vatterott College	543	480
Total	5266	3740

Private Not-For-Profit Institutions
2016-2017 Data

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Aquinas Institute of Theology	0	0	0	1	0
Embry-Riddle Aeronautical University	0	6	15	19	2
Nazarene Theological Seminary	0	0	0	1	0
Newman University	0	0	1	0	0
Park University	0	2	11	0	0
Saint Paul School of Theology	0	0	0	3	1
Southwestern Baptist Theological Seminary	0	0	0	2	0
Wesley Biblical Seminary*	0	0	0	0	0
Total	0	8	27	26	3

* Wesley Biblical Seminary will begin operating in Oklahoma in January 2018.

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Aquinas Institute of Theology	0	0	0	7	0
Embry-Riddle Aeronautical University	0	5	69	47	0
Nazarene Theological Seminary	0	0	0	9	0
Newman University	0	0	31	0	0
Park University	0	1	21	0	0
Saint Paul School of Theology	0	0	0	112	23
Southwestern Baptist Theological Seminary	0	0	0	11	0
Wesley Biblical Seminary*	0	0	0	0	0
Total	0	6	121	186	23

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Aquinas Institute of Theology	0	0	0	7	0
Embry-Riddle Aeronautical University	0	1	16	10	0
Nazarene Theological Seminary	0	0	0	0	0
Newman University	0	0	4	0	0
Park University	0	0	0	0	0
Saint Paul School of Theology	0	0	0	8	3
Southwestern Baptist Theological Seminary	0	0	0	0	0
Wesley Biblical Seminary*	0	0	0	0	0
Total	0	1	20	25	3

* Wesley Biblical Seminary will begin operating in Oklahoma in January 2018.

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid:

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Aquinas Institute of Theology	7	2
Embry-Riddle Aeronautical University	123	18
Nazarene Theological Seminary	9	1
Newman University	63	0
Park University	22	3
Saint Paul School of Theology	139	8
Southwestern Baptist Theological Seminary	11	0
Wesley Biblical Seminary*	0	0
	374	32

* Wesley Biblical Seminary will begin operating in Oklahoma in January 2018.

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AGENDA ITEM #18-b:

State Authorization.

SUBJECT: Request to authorize private institutions to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents authorize private institutions to operate in Oklahoma, 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 was effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:

- accredited by a national or regional accrediting agency who is recognized by the United States Department of Education; and
- authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education.

In an effort to meet the intent of the federal regulation, Senate Bill 1157 limited the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled the Institutional Accreditation and State Authorization policy) to meet the statutorily mandated functions that are prescribed in Senate Bill 1157.

It is also important to note that Senate Bill 1157 exempted 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.

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies 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 in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:

- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution's student complaint process; and
- a copy of the institution's student enrollment agreement.

ANALYSIS:

Prior to December 7, 2017, State Regents' staff received a request to be authorized from the institution listed below:

Name	Type	Accreditor
Southeastern University (Florida) Location: Oklahoma City	Private Not-for-profit	Southern Association of Colleges and Schools

After reviewing the applications and required documentation, State Regents' staff concluded that Southeastern University (SE) meets the state authorization requirements. As such, it is recommended that the State Regents authorize SE to operate in Oklahoma.

For information purposes, the data that were submitted within the state authorization application are detailed below.

2016-2017 Data

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Southeastern University Florida	0	1	0	0	0

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Southeastern University Florida	0	10	0	0	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Southeastern University Florida	0	0	0	0	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid:

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Southeastern University Florida	10	10

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AGENDA ITEM #19-a:

Policy.

SUBJECT: Request for approval of the Tulsa Community College concurrent enrollment pilot project.

RECOMMENDATION:

It is recommended that the State Regents approve policy exceptions for a pilot project proposed by Tulsa Community College (TCC) that allows TCC to admit Union Public Schools sophomores.

BACKGROUND:

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

An analysis of the data revealed EXCELerate pilot program was effective in increasing access and predicting college success. The success of this pilot program prompted the Council on Instruction Admission, Retention, and Transfer committee to recommend that revisions be made to the concurrent enrollment policy criteria. On May 26, 2017, a new Concurrent Enrollment policy was approved by the State Regents.

As background, the concurrent enrollment policy criteria were previously detailed within a policy section in the Institutional Admission and Retention policy. As a result of much of the existing concurrent enrollment policy language not fitting within the scope of admissions and retention, the concurrent enrollment language was deleted from the Institutional Admission and Retention policy and inserted into a new stand-alone Concurrent Enrollment policy. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements. A multitude of revisions were made to the concurrent enrollment criteria. Most notably, changes were made to the admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

POLICY ISSUES:

This action is an exception to the Concurrent Enrollment policy.

ANALYSIS:

While the new Concurrent Enrollment policy has increased access, the policy limits concurrent enrollment to juniors and seniors. TCC is requesting approval of a second pilot that will expand concurrent enrollment to high school sophomores through an early college model.

The proposed pilot program would allow TCC to admit up to 60 UPS sophomores. The pilot's objective is to provide access to higher education to economically challenged high school students (70 percent of the students will qualify for federal free or reduced lunch). This opportunity will allow UPS students to complete up to 60 credit hours and obtain an Associate in Arts degree in Liberal Arts while simultaneously earning dual-credit that will satisfy high school curricular graduation requirements.

Scholarly research has demonstrated that early college programs similar to this proposal have been associated with the following:

- Increased college-going rates for at-risk populations;
- Increased college completion rates;
- Reduced time to college graduation; and
- Decreased costs for the student.

UPS freshman students will apply to this program and, if accepted, will be required to participate in a college preparation curriculum which TCC and UPS will develop. The sophomores that are selected to participate in this pilot will be required to meet the concurrent admission and course placement standards that are detailed within the Concurrent Enrollment policy.

Both UPS and TCC will provide student support, academic advising, and research. College coursework will begin in the sophomore year: in the fall, a two-credit-hour college success and academic preparedness course, COLL l 002, and upon successful completion of that course (C or better), in the Spring, six credit hours of general education courses: BIOL 1383 Nutrition and COMM 1113 Public Speaking. The majority of the courses will be delivered at the UPS Collegiate Academy, which is a stand-alone facility that is intended to provide UPS students with a collegiate level atmosphere. This facility houses a college and career center, a lecture hall, and a study area resembling a college student union.

The proposed pilot will begin in Fall 2018 and conclude in Spring 2022. Data will be collected over the duration of the pilot and an annual report, which will be detailed in a prescribed format, will be due following each academic year. The pilot project data will be analyzed and incorporated into a final report to be submitted to the State Regents after the Spring 2022 semester concludes.

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AGENDA ITEM #19-b:

Policy.

SUBJECT: Request for approval to rescind the George and Donna Nigh Scholarship policy in the State Regents Policy book.

RECOMMENDATION:

It is recommended that the State Regents rescind the agency policy regarding the George and Donna Nigh Scholarship.

BACKGROUND:

The 1999 Oklahoma Legislature authorized the State Regents to establish the George and Donna Nigh Scholarship (Nigh Scholarship). In 1999, the State Regents adopted a policy regarding administration of the Nigh Scholarship Program (copy attached). Pursuant to a Transfer Agreement executed by the State Regents and the University of Central Oklahoma (UCO) (copy attached), UCO shall assume administration of the Nigh Scholarship Program as of October 19, 2017. As a result, there is no need for a State Regents policy regarding the Nigh Scholarship Program. A copy of the agency policy which will be rescinded is attached.

POLICY ISSUES:

None

ANALYSIS:

It is recommended that the existing State Regents policy regarding the Nigh Scholarship Program be rescinded, as it is no longer needed.

Transfer Agreement
Regarding
Nigh Scholarship Program

This agreement between the Oklahoma State Regents for Higher Education (OSRHE) and the University of Central Oklahoma (UCO) is executed for the purpose of documenting the transfer of administration of the Nigh Scholarship Program from the OSRHE to UCO.

The parties agree that:

1.) The 1999 Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education to establish the George and Donna Nigh Scholarship (Scholarship). The goal of the Scholarship is to provide scholarship opportunities to outstanding students who are preparing for careers in public service.

2.) To be eligible for the Scholarship, an applicant shall:

a. Be an Oklahoma resident.

b. Have enrolled full-time as an undergraduate at an institution in The Oklahoma State System of Higher Education or at a private higher education institution which is physically located and authorized to operate in Oklahoma.

c. Be enrolled in a degree program leading to a career in public service.

d. Demonstrate exceptional academic achievement as evidenced by a number of factors which may include grade point average, class rank, national awards, scholastic achievement, honors, teachers' recommendations, and the applicant's involvement in extracurricular activities.

3.) a. The President of each participating institution of higher education will be invited to submit a nominee for consideration for a Scholarship prior to the beginning of the spring semester.

b. UCO shall determine which nominees will receive a Scholarship.

4.) a. Scholarships will be awarded on a yearly basis and are not renewable.

b. Each participating college or university may nominate one Scholarship recipient per year.

c. Availability and awarding of Scholarships shall be dependent on the availability of funds allocated by the OSRHE. UCO may supplement funding from the OSRHE with UCO funds or private funds.

5.) UCO shall assume administration of the Nigh Scholarship Program as described in paragraphs 1-4.

6.) The balances of any funds in any OSRHE accounts which are intended for the support of the Nigh Scholarship Program shall be transferred to a UCO account which is intended for that same purpose.

7.) This Transfer Agreement shall be in effect on October 19, 2017.

Dated October 17, 2017

Oklahoma State Regents for Higher Education

CHANCELLOR
Title

The University of Central Oklahoma

Title

Approved
As To Form
Initials
Date 10/17/17

5.9 GEORGE AND DONNA NIGH SCHOLARSHIP

5.9.1 Purpose

A. The 1999 Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education to establish the George and Donna Nigh Scholarship. The goal of the scholarship, as an activity of the George and Donna Nigh Public Service Institute, is to provide scholarship opportunities to outstanding students who are preparing for careers in public service. A component of the scholarship program is participation in seminars on public service offered by the institute.

5.9.2 Eligibility Requirements

A. To be eligible for the George and Donna Scholarship, an applicant shall:

1. Be an Oklahoma resident.
2. Have enrolled full-time as an undergraduate at an institution in the Oklahoma State Regents System of Higher Education or Oklahoma Baptist University, Oklahoma Christian University, Oklahoma City University, Oral Roberts University, Southern Nazarene University, The University of Tulsa, Bacone College, and St. Gregory's University.
3. Be enrolled in a degree program leading to a career in public service as determined by the George and Donna Nigh Public Service Institute.
4. Demonstrate exceptional academic achievement as evidenced by a number factors which may include grade point average, class rank, national awards, scholastic achievement, honors, teachers' recommendations, and the applicant's involvement in extracurricular activities.

5.9.3 Nomination and Section of Recipients

A. Presidents of participating institutions of higher education will be invited to submit a nominee for consideration of award prior to the beginning of the spring semester.

B. An advisory committee appointed by the George and Donna Nigh Institute will review and approve the nominations and make announcement of awards.

5.9.4 Fiscal Limits

A. Scholarships will be awarded on a yearly basis and are not renewable.

B. Each participating college or university may nominate one scholarship recipient each year.

Policy Effective August 27, 1999

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AGENDA ITEM #20:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $1,569,394.87 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,569,394.87 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 $3,138,789.74. This amount is sufficient for a transfer of $1,569,394.87 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 $75,909,700.99

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

5-Year History of Allocations	Amount to Each Entity
FY2014 Total	$5,844,381.21
FY2015 Total	$5,573,768.87
FY2016 Total	$5,704,842.55
FY2017 Total	$5,707,375.33
FY2018 Y-T-D	$2,673,646.51

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AGENDA ITEM #21:

Policy.

SUBJECT: Posting of revisions to the investment policy.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of revised investment policy.

BACKGROUND:

The investment policy outlines the responsibility of the State Regents to determine a recommended asset allocation policy and approval of investment managers. In response to the current financial market environment, Mercer Hammond, our investment consultants, has recommended that the target asset policy be shifted to a greater equity exposure at the reduction of fixed income, absolute return and cash over the long-term. The proposed policy also updates the comparative indices for benchmarking purposes and includes minor clean-up edits.

POLICY ISSUES:

This item is consistent with Regents' practice on adoption of policy revisions.

ANALYSIS:

The following policy updates in TABLE A include revisions to the permissible asset classes and their respective benchmark indices to coordinate with the utilization of the asset classes in the recommended target policy and to remove the indices that are no longer relevant to the current investment portfolio.

The changes in TABLE B of the investment policy asset allocation targets are recommended to slightly shift the asset allocation targets to more equity and less fixed income, absolute return and cash. These changes will allow for further expansion and diversification within the portfolio to take advantage of the current market environment.

The revisions also include some minor clean-up for Scribner's preferences. It is recommended that the proposed changes be approved by the State Regents.

4.1 Statement Of Investment Policy For The Funds Administered By The Oklahoma State Regents For Higher Education

4.1.1 Statement of Purpose

The intent of this statement is to design an investment environment with specific parameters that reflects the philosophy of the Regents, thereby providing the Investment Committee, administration, and the Consultant with clearly defined policies and objectives. Although these policies and objectives are intended to govern the investment activity, they are designed to be sufficiently flexible to be practical.

A. Define the investment policies, guidelines and objectives of the Endowment Fund (the "Endowment.")

B. Create a framework from which the Investment Committee can evaluate performance, explore new opportunities and make recommendations to the Oklahoma State Regents for Higher Education (the "Regents.")

C. Provide guidance for, expectations of, and limitations on all parties bearing responsibilities related to the Endowment Fund of the Oklahoma State Regents for Higher Education.

4.1.2 Roles and Responsibilities

A. Board of Regents

The Regents, ultimately, are responsible as fiduciaries for managing the Endowment (70 O.S. 2001, §3951.) Therefore, the Regents' specific responsibilities are as follows:

1. Set overall policies for the investment of the E~~e~~ndowment and approve a written Statement of Investment Policy ~~Statement~~;
2. Establish the spending rate;
3. Establish the real return need and delegate the performance oversight to the Investment Committee; and
4. Oversee activities of the Investment Committee as they relate to the investment of the Endowment.

B. Investment Committee

The Investment Committee's responsibilities are as follows:

1. Review and recommend to the Regents an appropriate Investment Policy.
2. Ensure that the Investment Policy is being implemented.
3. Recommend to the Board appropriate Investment Policy guidelines, to include:
    1. The spending rate and calculation thereof.

2. The Endowment's real return need (i.e. sum of spending rate, management costs and desired growth rate, if any.)

3. New guidelines as appropriate.

4. Establish appropriate implementation guidelines, to include:

1. The time horizon for the portfolio.

2. The acceptable level of volatility for the portfolio.

3. The acceptable asset classes for investment (e.g. U.S. large-cap stocks, U.S. small-cap stocks, emerging markets stocks, etc.)

4. The allocation of assets among the available asset classes (e.g. 15% to U.S. large-cap stocks, 10% to U.S. small-cap stocks, etc.)

5. Recommend and evaluate the Investment Consultant.

6. Establish investment practices, including:

1. Determine criteria for hiring and terminating investment managers (e.g. past performance relative to benchmark, within allowable tracking error, etc.)

2. Determine the portfolio's rebalancing rules.

7. Monitor, review and evaluate investment results in the context of predetermined performance standards.

8. Monitor the performance of the individual fund managers, recommend manager changes to the Regents as appropriate.

9. Ensure that adequate and appropriate research is being conducted concerning the future performance of the portfolio and its investments.

10. Confer at least quarterly to review the performance of the portfolio and the managers, interface with the administration and Consultant to address current issues, and develop recommendations for policy changes to be reviewed and presented for adoption to the Regents.

11. Report regularly on the status of the Endowment to the Regents.

C. Chancellor and Staff

The responsibilities of the Chancellor and staff are as follows:

1. Implement the decisions approved by the Regents.

2. Invest new gifts made to the Endowment according to established guidelines.

3. Sell assets as needed to fund the spending allowance.

4. Rebalance the portfolio as directed by the Investment Policy.

5. Serve as the primary communication link with the Investment Committee and Investment Consultant.

D. Consultant.

The consultant's responsibilities are as follows:

1. Assist in the development and implementation of investment policies, objectives and guidelines.

2. Prepare an asset allocation analysis and recommend an asset allocation strategy with respect to the Endowment's objectives.

3. Review investment managers – including search, selection and recommendation.

4. Prepare and present performance evaluation reports in accordance with CFA Institute standards.

5. Attend Investment Committee meetings to present evaluation reports on a quarterly basis. Attend other meetings on an "as needed" basis.

6. Review contracts and fees for both current and proposed investment managers.

7. Review and develop special investment strategies that complement existing asset classes or strategies to be considered.

8. Notify the Investment Committee and staff of any changes in personnel or ownership of the consulting firm.

9. Notify the staff and Investment Committee immediately of any litigation or violation of securities regulations in which any Investment Manager utilized by the Endowment is involved.

10. Notify staff and Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm, which is utilized by the Endowment.

11. Adhere to all regulatory agency guidelines.

E. Investment Managers

The investment managers' responsibilities are as follows:

1. Invest assets under their management

2. Exercise discretionary authority over the assets entrusted to them.

3. Provide written documentation of portfolio activity, portfolio valuations, performance data, and portfolio characteristics on a quarterly basis in addition to other information as requested by the Investment Committee or Investment Consultant.

4. Vote proxies vigorously in the best interest of the Endowment.

F. Custodian

The custodian's responsibilities are as follows:

1. Provide timely reports detailing investment holdings and account transactions monthly and an annual report summarizing the following to be submitted to the administration within 21 days following each fiscal year end.

2. The reports will include the following:

    1. Statement of all securities and other assets on hand.

    2. Statement of all property received representing contributions to the accounts.

    3. Statement of all sales, redemptions, and principal payments.

    4. Statement of all distributions from the account.

    5. Statement of all expenses paid.

    6. Statement of all purchases.

    7. Statement of all income.

3. Establish and maintain an account(s) for each Investment Manager of the Endowment.

4. Provide all normal custodial functions including security safekeeping, collection of income, settlement of trades, collection of proceeds of maturing securities, daily investment of uninvested cash, etc.

5. Prepare additional accounting reports as requested by the Administration or Investment Consultant.

4.1.3 Investment Policies and Objectives

A. General Investment Philosophy – Providing for future spending needs while meeting current spending needs is the objective of the funds administered by the Oklahoma State Regents for Higher Education.

1. Time Horizon: The Endowment has an infinite life.

2. Return: The long-term minimum need of the Endowment is to achieve a total return averaging at least the spending rate of approximately 4.5%, plus inflation,

fees, and costs. Returns experienced in excess of the need provide for the long-term growth of the Endowment.

3. Risk: The overall level of risk in the investment portfolio will be primarily mitigated by attention to asset allocation. The focus is on overall portfolio risk, not risk related to specific asset classes.

4. Taxes: The Endowment is owned by a tax-exempt organization.

B. Return Measurement Objectives.

The investment objectives of the Endowment are based upon a long-term investment horizon allowing interim fluctuations to be viewed in an appropriate perspective. While there cannot be complete assurance that the defined objectives will be realized, it is believed that the likelihood of their realization is enhanced by the Investment Policy Statement of the Endowment.

Over time, the Endowment will aim to achieve the return goal while maintaining acceptable risk levels. To accomplish this goal, the Endowment will diversify its assets among several asset classes. The table below provides permissible asset classes and appropriate index measures of these classes. Active managers will be expected to provide returns greater than or equal to their appropriate benchmark while utilizing acceptable risk levels.

All return objectives described are understood to be net of (after) investment expense. To evaluate the progress of the portfolio, the Investment Committee will review performance at least quarterly. It is not anticipated that the goals defined below will be satisfied in every single quarter or year. It is, however, expected that performance goals will be met over a full market cycle, normally defined as a three- to five-year period. Analysis of performance should always be within the context of the prevailing investment environment and the manager's particular investment style. The investment performance of the Fund will be evaluated relative to the following standards:

1. Investment portfolio assets should return, over a full business cycle (expected to be 3 to 5 years,) an annualized nominal rate of return greater than or equal to the long-term return objective plus the rate of inflation, net after all fees and costs.

2. Investment portfolio assets should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to a composite index created by combining various indices in the same proportion as the Endowment's policy allocation.

3. Each investment manager should return, over rolling sixty-month periods, a nominal rate of return greater

than or equal to the appropriate market index for that asset class, with not more than commensurate risk.

TABLE A

PERMISSIBLE ASSET CLASSES AND COMPARATIVE INDICES FOR INVESTMENT MANAGERS

ASSET CLASS	COMPARATIVE INDEX
GROWTH ASSETS:	
Domestic Equity	Dow Jones US Total Stock Market Index ~~Wilshire 5000~~
U.S. All Cap Stocks	Dow Jones US Total Stock Market Index
U.S. Large Cap Stocks	S&P 500
U.S. Mid Cap Stocks	Russell MidCap Index
U.S. Small Cap Stocks	Russell 2000 Index
International Equity	MSCI ACWI ex US Index~~World ex US~~
~~Int'l~~International Large Cap Stocks	MSCI EAFE
International Small Cap Stocks	MSCI EAFE Small Cap Index ~~EMI EPAC X EAFE~~
Emerging ~~Mkt~~Market Stocks	MSCI Emerging Markets Index~~MSCI EMF Index~~
Private Equity [1]	Burgiss Global Private Equity Index~~Venture Economics~~
RISK REDUCTION ASSETS:	
Domestic Fixed Income	Bloomberg Barclays Aggregate Index~~Lehman Aggregate Bond~~
~~Inflation Protected Bonds~~	~~Citigroup Inflation Linked Bond~~
~~High Yield Fixed Income~~	~~Citigroup High Yield Bond~~
~~Int'l~~ International Fixed Income	~~Citigroup~~FTSE World ~~Gov't~~Government Bond
~~Emerging Mkt Bonds~~	~~JPM Emerging Mkt Bond~~
Cash Equivalents	U.S. Treasury Bills
Hedge Funds [2]	HFR Fund of Funds
INFLATION PROTECTED ASSETS:	
Public Natural Resources	S&P NA Natural Resources Index
Global Listed Infrastructure	S&P Global Infrastructure Index
US REITs	MSCI US REIT Index
Global REITs	S&P Global ex US Property Index
Private Real Estate	NCREIF Townsend Blended Index~~Wilshire REIT Index~~
Private Natural Resources	Mercer Illiquid Natural Resources Index~~DJ – AIG Commodity Index~~

[1] Private equity managers will additionally be monitored against a cost of capital benchmark, the ~~Wilshire~~ Dow Jones Total Stock Market Index ~~5000~~+ 5%.

[2] Hedge fund managers will also be monitored against a cost of capital benchmark, T-Bills + 4%.

C. Volatility and Risk

Risk is defined as the probability of failing to meet the Endowment's objectives over the time horizon. Therefore, in order to minimize the probability of failure, thereby minimizing risk, the following variables should be considered in all aspects of the decision-making process with regards to the Endowment's investable assets:

1. Probability of missing the goal return
2. Inflation
3. Asset/Style Allocation

D. Spending Policy

The purpose of the Endowment Fund is to provide in perpetuity. The Investment Committee shall recommend to the Regents the distribution at the end of each fiscal year. The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate four and one-half percent of the asset values based on an average of the past three years for the Eendowment ~~trust~~ Ffund.

E. Asset Allocation

The single most important decision that affects the Endowment is the asset allocation decision. Investment research has determined that a significant portion of an Endowment's investment behavior can be attributed to (1) the asset classes/styles employed by the Endowment, and (2) the weighting of each asset class/style. Given its importance, the policy asset allocation should be reviewed periodically and revised as necessary.

The target asset allocation is based on a comprehensive allocation study completed by the Investment Consultant. The target asset allocation of the Endowment is designed to give balance to the overall structure of the Endowment's investment program over a long-term horizon. Asset allocation decisions will not be based on market timing. However, some factors may impact the policy allocation, thereby requiring an asset allocation review and possible rebalancing. Some of these factors include a change in the assessment of the intermediate or long-term outlook for different types of asset classes and styles or divergence in the performance of the different asset classes and styles. The following table outlines the target asset allocation policy for the Endowment.

TABLE BTARGET POLICY ASSET ALLOCATION AND ALLOWABLE RANGES			
Asset Class	**Target Allocation**	**Minimum Allocation**	**Maximum Allocation**
GROWTH ASSETS:			
Domestic Equity	18~~12~~	12	45
International Equity	15~~16~~	5	25
Global Equity	10~~5~~	0	~~10~~20
Growth Fixed Income	5	0	10
Private Equity	15	0	15
Total, Growth Assets	**63~~53~~**	**20**	**85**
RISK REDUCTION ASSETS:			
Domestic/Fixed Income	7	5	30
International Fixed Income	2~~3~~	0	10
Absolute Return (Hedge Funds)	15~~20~~	0	25
Cash	1~~2~~	0	15
Total, Risk Reduction Assets	**25~~32~~**	**5**	**60**
INFLATION PROTECTED ASSETS:			
Domestic Inflation Protected Fixed	0	0	10
REITS/Real Assets	12~~15~~	0	15
Total, Inflation Protected Assets	**12~~15~~**	**0**	**25**
TOTAL:	**100**		

F. Portfolio Rebalancing

Since asset allocation is the most critical component of the Endowment's return, the portfolio will be rebalanced at least annually. In addition, the Endowment will be rebalanced in the event any asset class allocation differs from policy by more than 20% of the target weight, but with a 2%

minimum deviation threshold (before rebalancing is required.) Alternative asset classes may require a longer period of time to achieve the target allocation due to their illiquid structure. Please refer to the table above for allowable target asset allocation ranges.

Approved March 12, 1992. Revised June 29, 1994, May 30, 1997, May 25, 2001, April 3, 2003, April 27, 2006, February 8, 2007, ~~and~~ September 13, 2007, April 2009, October 2013, and October 18, 2017.

4.1.4 Other Funds and Programs Administered by the Oklahoma State Regents

A. William P. Willis Scholarship Program

1. Oklahoma Statute 70 Section 2291 requires that the State Regents, in their role as Board of Trustees for the William P. Willis Scholarship Fund, "invest the trust capital in a reasonable and prudent manner which, consistent with any long-term investment needs, will produce the greatest trust income over the term of the investment while preserving the trust capital."

2. Given that the principal of the fund is not to be expended, the fund can tolerate the volatility of investments other than fixed income. The principal of the fund, defined as the total legislative appropriations, may be treated as quasi-endowment funds and invested in up to sixty percent (60%) equity and equity-like investments. The remainder of the principal should be held in fixed income investments and cash.

3. All earnings generated through the investment of these funds will be credited to the William P. Willis Scholarship Fund.

B. Oklahoma Tuition Aid Grant Funds

1. Funds appropriated to the Oklahoma Tuition Aid Grant Program (OTAG) by the Oklahoma legislature are eligible for investment at the discretion of the Oklahoma State Regents. These funds cannot tolerate volatility since the full appropriation is expended each year.

2. Therefore, investment of these funds is restricted to investment grade fixed income securities. Securities should be fully collateralized or backed by the full faith and credit of the federal government, a federal agency, or the state of Oklahoma.

3. Fixed income investment maturities should coincide with scheduled OTAG distributions. That is, since the cash flows of the program are known, the maturity date of individual investments should be set to the time of the expected cash distribution rather than purchasing a security with a significantly longer maturity with the expectation of realizing a capital gain at the time of sale.

4. All earnings generated through the investment of these funds

will be credited to the Oklahoma Tuition Aid Grant Fund.

C. Oklahoma State Regents' Retirement Funds

1. To fund the liability associated with the supplemental retirement plan, the State Regents must hold a pool of funds equal to the actuarial value of the retirement liability. The year-to-year cash need of the fund will vary depending on the number of retirees and is projected to extend to approximately the year 2021.

2. The long time horizon of these funds permits exposure to volatility associated with equity investments. As a general rule, equity and equity-like investments should comprise no more than fifty percent (50%) of the portfolio. The balance of the fund may be invested in a variety of fixed income investments.

3. Alternately, the State Regents will purchase annuities to fund all or part of this obligation.

D. Investment of All Other Funds

All other funds eligible for investment by the State Regents shall be restricted to fixed income investments. Only by a direct action of the State Regents may staff be authorized to invest funds for which an investment policy does not exist in any vehicle other than investment grade fixed income securities.

4.1.5 **Investment Risk**

A. In addition to considering the asset allocation between fixed income and equity investments, careful attention shall be given to analyzing the risk attributes of all securities purchased. Normally, funds other than endowments shall not be invested in equities. Any funds invested in equities must be able to tolerate the volatility, or market risk, associated with the stock market. As a general rule, funds, which cannot be invested for more than five years, should not have equity exposure.

B. Fixed income investments should be examined on the basis of liquidity, maturity, duration, quality, and yield. Fixed income investment portfolios should be diversified on the basis of these characteristics. For investments other than those made in endowment and quasi-endowment funds, maturities should coincide with cash need. That is, when the cash flows of a program are known, the maturity date of an individual investment should be set to the time of the expected cash distribution rather than purchasing a security with a significantly longer maturity with the expectation of realizing a capital gain at the time of sale.

C. Special care shall be exercised before purchasing derivative or non-traditional securities. For example, the volatility associated with certain mortgage-backed securities, even though backed by the federal government, would not be suitable for most non-endowment funds.

Approved March 12, 1992. Revised June 29, 1994, May 30, 1997, and April 7, 2000.

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AGENDA ITEM #22-a:

EPSCoR.

SUBJECT: Appointment of members to the Oklahoma EPSCoR Advisory Committee.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

POLICY ISSUES:

None

ANALYSIS:

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

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

Name	Affiliation	Term Expiration
Robert Bible	College of the Muscogee Nation	December 2020
Michael Carolina	Oklahoma Center for the Advancement of Science and Technology	December 2020
Kelvin Droegemeier	University of Oklahoma	December 2020
Janet Haggerty	The University of Tulsa	December 2020
Jason Kirksey	Oklahoma State University	December 2020
John McArthur	Cameron University	December 2020
Stephen Prescott	Oklahoma Medical Research Foundation	December 2020
Kenneth Sewell	Oklahoma State University	December 2020
James Tomasek	University of Oklahoma Health Sciences Center	December 2020

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AGENDA ITEM #22-b:

EPSCoR.

SUBJECT: Allocation of funds for the annual Regional University Research Day.

RECOMMENDATION:

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

BACKGROUND:

Northwestern Oklahoma State University is hosting the 2018 Regional University Research Day. The State Regents' support enables students to attend the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

POLICY ISSUES:

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

ANALYSIS:

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

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AGENDA ITEM #23:

Contracts and Purchases.

SUBJECT: Approval of FY-2018 Purchases in excess of $100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2018 purchases for amounts that are in excess of $100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet

1) Copper River in the amount of $115,000 to provide 100 Gigabit Ethernet connections to the University of Oklahoma at the main campus located in Norman, Oklahoma. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet)

2) Juniper in the amount of $1,700,000 to facilitate the growing bandwidth needs of OneNet customers. This will provide OneNet a full 100g core ring for OneNet's state infrastructure and all of OneNet's customers. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

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AGENDA ITEM #24:

Investments.

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AGENDA ITEM #25:

GEAR UP.

SUBJECT: Acceptance of the fourth phase of the federal GEAR UP grant from the U.S. Department of Education.

RECOMMENDATION:

It is recommended that the Oklahoma State Regents for Higher Education accept the fourth phase of the federal GEAR UP grant from the U.S. Department of Education as detailed below.

BACKGROUND:

In 1998 Oklahoma was a recipient in the inaugural round (1998-2004) of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grants provided by the U.S. Department of Education (USDE) to address the needs of low income students to attend and succeed in college. Then Governor Frank Keating designated the State Regents as the state education agency responsible for creating and implementing a statewide plan for early college readiness.

While the 1998 Higher Education Act allowed for only five years of funding for state grants, the National Council for Community and Education Partnerships (NCCEP) and its national advisory commission successfully advocated for a sixth year of available funding for grants initiated in 1998. Because Oklahoma's state grant was recognized nationally for innovation in academic intervention, the five-year project was extended for an additional year in 2004 and received an additional $4.4 million.

The State Regents was awarded its second consecutive six-year grant in 2005 (2005-2011). The grant designated as Oklahoma GEAR UP Phase II provided the State Regents with $20.6 million to address the factors that place Oklahoma students at risk for educational failure including generational poverty, gaps in knowledge about the college experience, and weak academic preparation.

The State Regents was awarded its third consecutive seven-year grant in 2011 (2011-2018). This grant, designated as Oklahoma GEAR UP Phase III, provided $34.9 million to address the factors that place Oklahoma students in 24 public school districts at risk for educational failure including: weak academic preparation, lack of knowledge about access and financing post secondary education, and little support for the transition from high school to college.

Now the State Regents have been awarded a fourth consecutive seven-year grant (2017- 2024). GEAR UP Phase IV will provide $24.4 million to address the factors that place students in 10 public school districts at risk for post-secondary failure due to lack of academic preparation, lack of knowledge about college access and financial aid, and little support for the transition from high school to post-secondary options.

The combination of federal funding from GEAR UP Phases I - IV totals more than $105 million in federal dollars directly awarded to the State Regents to aid in student preparation. Because each grant is matched through partner-contributed resources, the state GEAR UP program alone will provide more than $210 million in support for college access and success by 2024.

POLICY ISSUES:

The GEAR UP state initiative is built on two important State Regents' programs: the state scholarship program, Oklahoma's Promise, and the Educational Planning and Assessment System (EPAS). Additionally, GEAR UP will play a key role in advancing the State Regents' goal to increase the number of college graduates.

ANALYSIS:

The guidelines for the USDE GEAR UP grants consist of three major goals: (1) increase academic performance and preparation for postsecondary education; (2) increase high school graduation and post secondary enrollment; and (3) educate students and families regarding options, preparation and financing for postsecondary education. The USDE views the GEAR UP program as a critical component in the effort to improve secondary schools so that more students are prepared for college and careers. The 2017 grant competition emphasized three priority areas: (1) successful completion of prior GEAR UP projects; (2) services for remediation from high school through the freshman year of college, and (3) inclusion of programs with research-based evidence of success.

The Phase IV Oklahoma GEAR UP grant will have an increased focus on direct student services, high school preparation, and data collection. Building on the success of the Phase I, II and III GEAR UP grants, research-based strategies will be implemented to increase student participation in post-secondary education. Phase IV GEAR UP will target services locally to 10 rural school districts and 12,170 students in 7th through 12th grade. The grant will also promote existing statewide information tools and college preparation services such as concurrent enrollment, the OKcollegestart website and the Oklahoma's Promise Scholarship Program.

Oklahoma GEAR UP will provide services to 10 Local Education Agencies (LEA) throughout the state who have been identified as persistently low-achieving. The grant will provide specific intervention services to teachers, parents and students enrolled in these districts. Services will be funded through partnership grants to the school and campus sites.

- **Direct Student Services**. In an effort to create a college-going culture in public schools and communities, GEAR UP will provide opportunities for students and parents to receive ***individual*** and ***specific*** instruction on financial aid. Students needing support in mathematics after high school graduation will have access to a summer online math intervention. There will also be counseling and direct student services provided for students as they transition from high school to college. GEAR UP will pay for any student from a GEAR UP school to attend the summer orientation camp at any higher education institution in Oklahoma. Five regional universities will house a GEAR UP transition coach to work with students during the first year of college.

- **Professional Development**. Oklahoma GEAR UP will provide multiple professional development opportunities for public school district administrators, counselors and teachers throughout the school year and summer. The professional development will include training administrators and teachers in the professional learning community process, developing instructional coaches, and providing an intense induction program for emergency and

alternatively certified classroom teachers.

- **Communications**. Oklahoma GEAR UP will continue a concentrated communications effort consisting of further development and use of social media (Facebook, texting, etc.), and website development to reach students in the mode they most utilize regarding planning, applying and paying for college. Additionally, communication efforts toward school administrators, faculty and parents will be continued with monthly electronic postcards, local media campaigns, community organization partnerships, meetings and strategic online communication efforts.

- **Parent Services**. GEAR UP will continue to involve communities in creating a college-going culture by expanding the Parent Leadership Academy training initiated during GEAR UP Phase III. An outreach coordinator will be used to address specific needs of minority and first-generation parents and students.

It is recommended that the State Regents for Higher Education accept this new GEAR UP grant award and direct staff to carry out the program as approved by the USDE.

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AGENDA ITEM #26:

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:

- **Angela Caddell,** assistant vice chancellor for communications, received the Natalea Watkins Communicator of the Year Award from the Oklahoma College Public Relations Association. the Natalea Watkins Communicator of the Year Award to an individual whose service and leadership have set a high standard for others. The recipient must demonstrate leadership that has had a positive influence for the recipient's institution as well as for the state system of higher education.

- **Chancellor Glen D. Johnson** made a presentation to Council of Retired Presidents at their meeting in Oklahoma City; provided remarks and introduced Chickasaw Nation Governor Bill Anoatubby at East Central University's Oka Water Institute Sustainability Conference at East Central University in Ada; provided remarks and presented awards for ion Oklahoma's "30 Under 30" annual awards ceremony at the Embassy Suites in Norman; made presentation to the Oklahoma Retired Educators Association at their annual convention at the Renaissance Hotel in Tulsa; provided remarks at annual Higher Education Hall of Fame ceremony at the University of Central Oklahoma in Edmond; provided concluding remarks for Native American Serving Non-Tribal Institutions (NASNTI) Grant Directors Meeting at the Presbyterian Health Foundation Conference Center in Oklahoma City; provided welcoming remarks and served as emcee for Governor Fallin's annual STEM & Entrepreneurship Summit at the Cox Convention Center in Oklahoma City; made presentation to the Regional University System of Oklahoma (RUSO) Board of Regents at their meeting at the Gaylord Pickens Museum in Oklahoma City, and made presentation and served as emcee for State Regents annual Fall Legislative Forum at the Jim Thorpe Museum in Oklahoma City.

- **Jackie Ferris Oram,** systems manager for student performance and **Renae Brill**, data technician contributed and presented "Navigating Out of the Abyss: UDS Data Submission Process and Improving Data Quality," to the OK-AIR Conference at Rose State College.

- **Cindy Poulton**, research analyst and GIS administrator, represented the Oklahoma State Regents at the SREB meeting.

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AGENDA ITEM #27:

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, with advice of its 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 #28-a:

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)
1 degree program requirement change
1 degree program name change
1 degree program option addition

University of Oklahoma (OU)
5 degree program requirement changes
1 degree program name change
1 degree designation change
2 degree program option deletions
1 degree program option addition

University of Oklahoma Health Sciences Center (OUHSC)
2 degree program option additions

Langston University (LU)
3 degree program requirement changes

Northwestern Oklahoma State University (NWOSU)
2 degree program requirement changes

Oklahoma Panhandle State University (OPSU)
1 degree program option addition
25 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)
5 degree program requirement changes
3 other degree program requirement changes

Carl Albert State College (CASC)
1 degree program option addition

Murray State College (MSC)
1 degree program option addition

Redlands Community College (RCC)
1 degree program requirement change

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

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

OSU – Master of Science in Interdisciplinary Science (155)

Degree program requirement change and degree program name change

- Change program name to Interdisciplinary Studies.
  - The proposed change updates the program name to be more reflective of the inclusive and multidisciplinary approach and opportunities of the degree.
- Change the number of required fields of study from 3 to 2.
- Total credit hours for the degree will change from 30-36 to 30-32.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Education (435)

Degree program option addition

- Add option Special Education.
- The proposed option will allow students specializing in special education to have it formally recognized on their transcript.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Science in Architectural Urban Studies in Architectural Urban Studies (338)

Degree designation change, degree program name change, degree program option deletions, and degree program option name change

- Change degree designation to Master of Urban Design.
- Change degree program name to Urban Design.
- Delete options Environmental Technology and Human Resources.
  - The proposed deletions are the result of a lack of student interest.
  - There are currently two students enrolled in each option.
  - Students will be allowed to complete their current degree program or change to the Master of Urban Design in Urban Design.
- For the Urban Studies option:
  - Change option name to Urban Design.
- The proposed changes simplify the program and focus on the strengths of department.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Arts in English (068)

Degree program requirement change

- Change foreign language proficiency from completion of 2 semesters of intermediate coursework to completion of 1 semester of intermediate coursework.
- The proposed change aligns the program requirements to other undergraduate degrees within the College of Arts and Sciences and removes a barrier to a timely 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 - Bachelor of Arts in Environmental Sustainability (381)
Bachelor of Arts in Geographic Information Science (367)
Bachelor of Arts in Geography (328)

Degree program requirement changes

- Change credit hours required for foreign language requirement from 6 credit hours at the intermediate level to 3 credit hours at the intermediate level.
- Require students to complete 3 credit hours in both Humanities and Social Science.
- The proposed changes will align requirements with other programs at OU.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Education in Instructional Leadership and Academic Curriculum (063)

Degree program option addition

- Add option Reading Specialist.
- The proposed option will provide a professional track for certified teachers to satisfy requirements for an advanced certificate as a Reading Specialist.
- 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 - Graduate Certificate in Administrative Leadership (366)

Degree program requirement changes

- Remove LSAL 5153 and LSAL 5173.
- Change credit hours for Electives from 3 to 6.
- Change credit hours for Required Courses from 12 to 6.
- The proposed changes reflect course availability and align the credit hours required with other graduate certificates.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 15 to 12.
- No funds are requested from the State Regents.

OUHSC - Master of Arts in Speech-Language Pathology (084)

Degree program option addition

- Add option Lateral Entry Master of Arts in Speech Language Pathology.
- The proposed option allows non-Communication Science Disorders bachelor degree holders to complete 28 credit hours of leveling course work that will provide the prerequisite

knowledge needed to succeed in the graduate program and meet national certification requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC - Doctor of Audiology in Audiology (084)

Degree program option addition
- Add option Lateral Entry Doctor of Audiology.
- The proposed option allows non-Communication Science Disorders bachelor degree holders to complete 24 credit hours of leveling course work that will provide the prerequisite knowledge needed to succeed in the graduate program and meet national certification requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

LU - Bachelor of Science in Education in Elementary Education (017)

Degree program requirement changes
- Remove ED 3043 and add ED 3053.
- The proposed changes will better prepare students for reading instruction.
- 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.

LU - Bachelor of Science in Education in Special Education (034)

Degree program requirement changes
- Remove SPED 4343 and add ED 2303.
- The proposed changes will better prepare students for reading instruction.
- 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.

LU - Bachelor of Science in Education in Health, Physical Education, and Recreation (019)

Degree program requirement changes
- Remove SPED 3143 and add PE 4033.
- The proposed changes will better prepare students working in urban environments.
- 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.

NWOSU – Bachelor of Music Education in Instrumental (026)

Degree program requirement changes
- Change credit hours required for MUSI 4443 from 3 to 2 (4442) and for MUSI 4453 from 3 to 2 (4452).
- Remove MUSI 1022, MUSI 2013, and MUSI 4112.
- Remove MUSI 3153 and add HUM 3153.
- The proposed changes restructure the curriculum to allow students to graduate within a more reasonable timeline while not compromising the integrity or academic rigor of the program.

- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 142 to 130.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Music Education in Vocal (027)

Degree program requirement changes

- Change credit hours required for MUSI 4443 from 3 to 2 (4442) and for MUSI 4463 from 3 to 2 (4462).
- Remove MUSI 1022, MUSI 2013, and MUSI 4112.
- Remove MUSI 3153 and add HUM 3153.
- The proposed changes restructure the curriculum to allow students to graduate within a more reasonable timeline while not compromising the integrity or academic rigor of the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 142 to 130.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Agribusiness (031)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Require MATH 1523 to fulfill the General Education Mathematics requirement.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- Remove CIS 2013.
- Change credit hours for General Electives from 20 to 19-20.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course 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.

OPSU - Bachelor of Science in Agronomy (002)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Require MATH 1523 to fulfill the General Education Mathematics requirement.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- Change credit hours for Additional Courses from 14 to 11.
- One new course will be added and no courses will be deleted.
- The proposed changes facilitate the 15 to Finish initiative.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Agriculture Education (035)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Add MATH 1523 as an alternative course to MATH 1473/MATH 1513.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.

    - Change credit hours required for General Education from 41 to 40.
- Remove ANSI 3113 as an alternative course to ANSI 2182.
- Add ANSI 2112 as an alternative course to ANSI 2182.
- Remove EDUC 4333 and add AGED 3331.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124-126 to 120-121.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Animal Science (003)

Degree program requirement changes

- For General Education requirements:
    - Remove COMM 1113 and add 3 credit hours of Communications Elective.
    - Add MATH 1523 as the required General Education Mathematics course.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 40.
- For the Science option:
    - Change credit hours required for Controlled Electives from 9 to 6.
- For the Livestock Production and Management option:
    - Add ECON 2343.
    - Require 3-4 credit hours for Controlled Electives.
- For the Meat Science option:
    - Add ECON 2343.
    - Change credit hours required for Controlled Electives from 7 to 4-5.
- For the Nutrition option:
    - Add ECON 2343.
    - Change credit hours required for Controlled Electives from 9 to 6.
- For the Equine Science option:
    - Remove ANSI 2442 and add ECON 2343.
    - Change credit hours required for Controlled Electives from 13 to 11-12.
- For the Wildlife Management option:
    - Remove BIOL 3224.
    - Change credit hours required for Additional Courses from 3 to 5.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course 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.

OPSU - Bachelor of Business Administration in Accounting (001)

Degree program requirement changes

- For General Education requirements:
    - Require COMM 1113 to fulfill the 3 credit hours of Communications Elective.
    - Add MATH 1523 as an alternative course to MATH 1513.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 40.
- Change credit hours required for Electives from 8 to 5.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course 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.

OPSU - Bachelor of Business Administration in Business Administration (005)

Degree program requirement changes and degree program option addition

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Add MATH 1523 as an alternative course to MATH 1513.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- Add option Hospitality and Tourism.
  - The proposed option will address the shortage of available hospitality and tourism programs in OPSU's service area.
- For all options:
  - Change credit hours for Minor or Guided Electives from 23 to 20.
- The proposed changes facilitate the 15 to Finish initiative.
- Six 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.

OPSU - Bachelor of Business Administration in Computer Information Systems (041)

Degree program requirement changes

- For General Education requirements:
  - Require COMM 1113 to fulfill the 3 credit hours of Communications Elective.
  - Add MATH 1523 as an alternative course to MATH 1513.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- Add ECON 2113.
- Change credit hours required for Electives from 8 to 4.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course 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.

OPSU - Bachelor of Technology in Technology (028)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- For the Computer Graphics option:
  - Add MATH 1523 as an alternative course to MATH 1513.
  - Change credit hours required for Electives from 16 to 12.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course 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.

OPSU - Bachelor of Industrial Business Management in Industrial Technology (029)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- For the Industrial Business Management option:
  - Add INDT 1432 and INDT 2423.
  - Remove INDT 3323.
  - Change credit hours required for Industrial Technology Electives from 13 to 9.
  - Change credit hours required for Electives from 15 to 14.
- For the Industrial Technology option:
  - Add INDT 1432 and INDT 2423.
  - Remove INDT 3323.
  - Change credit hours required for Industrial Technology Electives from 36 to 32.
  - Change credit hours required for Electives from 25 to 24.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Science in Elementary Education (009)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Remove MATH 1513 and add MATH 1523 as the required General Education Mathematics course.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- Remove EDUC 2222 and HPE 4032.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 126 to 122.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Health and Physical Education (012)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- For the Teaching option:
  - Remove MATH 1513 and add MATH 1523 as the required General Education Mathematics course.
  - Require PSYC 2123 as the required Social Science course.
  - Remove EDUC 2222, EDUC 2323, and BIOL 2104.
  - Add BIOL 2205, HPE 1001, BIOL 1123, and HPE 4822.
  - Add EDUC 4433 as an alternative course to EDUC 4533.
- For the Academic option:
  - Require MATH 1473 to fulfill the General Education Mathematics requirement.
  - Remove BIOL 2014 and add BIOL 2205.
- For the Sports and Exercise Management option:

    - Require MATH 1523 to fulfill the General Education Mathematics requirement.
    - Remove BIOL 2014 and add BIOL 2205.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course 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.

OPSU - Associate in Science in Criminal Justice (062)

Degree program requirement changes

- For General Education requirements:
    - Remove COMM 1113.
    - Add MATH 1523 as an alternative course to MATH 1473/MATH 1513.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 37.
- Remove CJ 1043 and HPE 2102.
- Add 5 credit hours of Criminal Justice Elective.
- The proposed changes facilitate the 15 to Finish initiative.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64 to 60.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Criminal Justice (063)

Degree program requirement changes

- For General Education requirements:
    - Remove COMM 1113 and add 3 credit hours of Communications Elective.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 40.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Arts in History (011)

Degree program requirement changes

- For General Education requirements:
    - Remove COMM 1113 and add 3 credit hours of Communications Elective.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 40.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Science in Psychology (020)

Degree program requirement changes

- For General Education requirements:
    - Remove COMM 1113 and add 3 credit hours of Communications Elective.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 40.

- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Arts in Social Studies (022)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Arts in English (010)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Fine Arts in Fine Arts (058)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- For the Traditional Art option:
  - Change credit hours required for Art Electives from 12 to 5.
- For the Computer Graphics option:
  - Change credit hours required for Art Electives from 9 to 4.
- The proposed changes facilitate the 15 to Finish initiative.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 126 to 120.
- No funds are requested from the State Regents.

OPSU - Bachelor of Music in Music (057)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- For the General Music option:

    - Remove 3 credit hours of upper-level English.
    - Add MUSI 2541 and MUSI 2551.
    - Change course number and credit hours required for MUSI 2312 from 2 to 3 (3333) and for MUSI 3332 from 2 to 3 (3343).
    - Remove MUSI 3342 and MUPE 3711/MUPE 1311.
    - Add 4 credit hours of Piano Studies and require MUAP 1xxx (Class Piano I, II, III, or IV) or MUPI 1210.
    - Add MUED 3113.
- For the Vocal Performance option:
    - Change course number and credit hours required for MUSI 2312 from 2 to 3 (3333) and for MUSI 3332 from 2 to 3 (3343).
    - Remove MUSI 3342 and MUED 3112.
    - Add 8 credit hours of Piano Studies and require MUAP 1xxx (Class Piano I, II, III, or IV) or MUPI 1210.
    - Change credit hours required for MUED 3112 from 2 to 3 (3113).
    - Add MUED 3132.
- For the Instrumental Performance option:
    - Change course number and credit hours required for MUSI 2312 from 2 to 3 (3333) and for MUSI 3332 from 2 to 3 (3343).
    - Change credit hours required for MUPI 1xx0 from 4 to 8 and for MUPI 3xx0 from 4 to 8.
    - Remove MUPE 1311 and add MUPE 1211.
    - Add 8 credit hours of Piano Studies and require MUAP 1xxx (Class Piano I, II, III, or IV) or MUPI 1210.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Associate in Applied Science in Technology (050)

Degree program requirement changes

- For the Fire Protection option:
    - Add MATH 1523 and MATH 1715 as alternative courses to MATH 1473/MATH 1513.
    - Remove FPST 2331 and FPST 1614.
- For the Emergency Medical Services option:
    - Add MATH 1523 and MATH 1715 as alternative courses to MATH 1473/MATH 1513.
    - Remove FPST 2331 and FPST 1614.
    - Remove EMS 1245 and BIOL 2104
- The proposed changes facilitate the 15 to Finish initiative.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64 to 60.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Biology (004)

Degree program requirement changes

- For General Education requirements:
    - Remove COMM 1113 and add 3 credit hours of Communications Elective.
    - Require MATH 1523 or MATH 1715 to fulfill the General Education Mathematics requirement.
    - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
    - Change credit hours required for General Education from 41 to 40.

- For the Academic option:
  - Change credit hours required for Biology Electives from 16 to 19.
  - Add MATH 1613.
  - Change credit hours required for Chemistry Electives from 10-15 to 10.
- For the Natural Science option:
  - Change credit hours required for Biology Electives from 16 to 22
  - Change credit hours required for Chemistry Electives from 10-15 to 10.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Science in Chemistry (007)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Require MATH 1523 or MATH 1715 to fulfill the General Education Mathematics requirement.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- Remove CHEM 2021.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Science in Physical Science (018)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Require MATH 1523 or MATH 1715 to fulfill the General Education Mathematics requirement.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- For the Academic option:
  - Add EASC 2014 and remove EASC 4114.
  - Change credit hours required for Minor from 18-22 to 18.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

OPSU - Bachelor of Science in Mathematics (015)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Require MATH 1523 or MATH 1715 to fulfill the General Education Mathematics requirement.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.

- For the Academic option:
  - Remove Computer Programming course requirement.
- For the Teaching option:
  - Remove EDUC 2222 and EDUC 2323.
- The proposed changes facilitate the 15 to Finish initiative.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120-122.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Nursing in Nursing (053)

Degree program requirement changes

- For General Education requirements:
  - Remove COMM 1113 and add 3 credit hours of Communications Elective.
  - Change credit hours required for Liberal Arts and Sciences Electives from 2 to 1.
  - Change credit hours required for General Education from 41 to 40.
- The proposed changes facilitate the 15 to Finish initiative.
- 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.

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

Degree program requirement changes

- Change credit hours required for Areas of Specialization from 9 to 18.
- Remove PRM 4995 and PRM 4997.
- Add PRM 4993.
- The proposed changes will better prepare students for employment and lower instructional costs.
- Seven new courses for electives will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Master of Music in Music (099)

Degree program requirement change

- Remove MUSIC 5112 as an alternative course to MUSIC 5283.
- The proposed change reduces instructional costs while continuing to accomplish curricular objectives.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Add NRM 2222, NRM 4832, and NRM 4993.
- Remove PRM 4995 and PRM 4997.
- For the CLEET option:
  - Remove PRM 4441.
- For the Standard Option:
  - Change credit hour requirement from 6 to 11.

- The proposed changes will better prepare students for employment and lower instructional costs.
- Seven new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU - Bachelor of Science in Exercise Science (151)

Degree program requirement changes

- Remove KINES 4995 and KINES 4997.
- Add KINES 4993.
- The proposed changes maintain the curricular objectives for the practicum, provide students more flexibility, and reduce instructional costs and inefficiencies.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU - Associate in Science in Wildland Firefighting (156)

Degree program requirement changes

- Change credit hours required for NRM 2142 from 2 to 3 (2143).
- Add NRM 2222.
- For the Internship option:
  - Remove NRM 2995 and add NRM 2993.
- For the Standard option:
  - Change credit hours for the option from 5 to 3.
- The proposed changes will better prepare students for employment and lower instructional costs.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU - Bachelor of Arts in Education in History Education (132)

Other degree program requirement change

- Correct a calculation error for the total number of credit hours required for the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 120 to 121.
- No funds are requested from the State Regents.

SWOSU - Bachelor of Science in Education in Elementary Education (017)

Other degree program requirement change

- Correct a calculation error for the total number of credit hours required for the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 120-121 to 123.
- No funds are requested from the State Regents.

SWOSU - Bachelor of Science in Education in Mild/Moderate Special Education (053)

Other degree program requirement change

- Correct a calculation error for the total number of credit hours required for the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125 to 126.

- No funds are requested from the State Regents.

CASC – Associate in Arts in Business Administration (006)

Degree program option addition

- Add option Organizational Leadership.
- The proposed option will provide students a more seamless transfer to 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.

MSC – Associate in Applied Science in Business Management (022)

Degree program option addition

- Add option Administrative Accounting.
- The proposed option will provide students additional job and career opportunities within MSC's service area.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RCC - Associate in Applied Science in Sustainable Agriculture (085)

Degree program requirement changes

- Remove ENGL 2033 as an alternative course to ENGL 1213.
- Remove PHSC 1114, MATH 1473, and ORT 1111.
- Add HIST 1483/HIST 1493 and MATH 1513.
- Remove AGRI 1101, AGRN 2313, and CHEM 1215.
- Add CHEM 1315 and AGRI 2113/CMSC 1223.
- The proposed changes are due to the updated National Science Foundation Grant objectives and requirements set forth through the Viticulture Enology Science and Technology Alliance program.
- Three new courses will be added and five courses will be deleted.
- Total credit hours for the degree will change from 60 to 63.
- No funds are requested from the State Regents.

WOSC - Associate of Science in Agriculture (070)

Degree program requirement changes

- For the Pre-Veterinary Animal Science option:
- Remove BIOL 2224 and add CHEM 1215.
- Change credit hours required for AGRI 1243 from 3 to 2 (1242).
- The proposed changes better serve students transferring to a Pre-Veterinary program at a four-year intuition.
- 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #28-b:

Post Audit.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

University of Oklahoma Law (OU-Law)
1 final approval

University of Oklahoma Health Sciences Center (OUHSC)
1 review schedule extension

Oklahoma State University (OSU)
7 final approvals
4 review schedule extensions

Oklahoma State University Center for Health Sciences (OSU-CHS)
2 final approvals

Cameron University (CU)
2 final approvals

2 review schedule extensions

East Central University (ECU)
1 review schedule extension

Langston University (LU)
2 review schedule extensions

Northeastern State University (NSU)
2 final approvals
1 review schedule extension

Northwestern Oklahoma State University (NWOSU)
1 review schedule extension

Rogers State University (RSU)
1 review schedule extension

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

Southwestern Oklahoma State University (SWOSU)
7 review schedule extensions

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

Murray State College (MSC)
1 review schedule extension

Northeastern Oklahoma A&M College (NEOAMC)
1 review schedule extension

Oklahoma City Community College (OCCC)
2 review schedule extensions

POLICY ISSUES:

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

ANALYSIS:

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

Recommendation: Final Approval

OU - Master of Science in Data and Analytics (406)
This program exceeded the productivity criterion for enrollment (achieved 82 of the 30 required) and met the productivity criterion for graduates (achieved 10 of the 10 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU - Doctor of Philosophy in Art History (364)
This program exceeded the productivity criteria for enrollment (achieved 14 of the 5 required) and for graduates (achieved 3 of the 2 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU - Doctor of Philosophy in Ecology/Evolution Biology (355)
This program exceeded the productivity criteria for enrollment (achieved 35 of the 20 required) and for graduates (achieved 8 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU - Bachelor of Arts in Geographic Information Science (367)
This program exceeded the productivity criteria for enrollment (achieved 19 of the 15 required) and for graduates (achieved 7 of the 6 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU - Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064) -Tulsa
This program exceeded the productivity criterion for enrollment (achieved 15 of the 10 required) and met the productivity criterion for graduates (achieved 3 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU-Law - Master of Laws in Law (384)
This program met the productivity criterion for enrollment (achieved 12 of the 12 required) and exceeded the productivity criterion for graduates (achieved 12 of the 10 required). OU-Law has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Master of Science in Materials Science and Engineering (493)
This program exceeded the productivity criteria for enrollment (achieved 14 of the 7 required) and for graduates (achieved 5 of the 3 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Bachelor of Science in Business Administration in Entrepreneurship (473)
This program exceeded the productivity criteria for enrollment (achieved 266 of the 120 required) and for graduates (achieved 67 of the 58 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Graduate Certificate in Information Assurance (457)
This program did not meet the productivity criteria for enrollment (achieved 8 of the 12 required) or for graduates (achieved 5 of the 6 required). However, this program is an embedded certificate and is expected to fulfill productivity criteria within the Master of Science in Information Assurance (403). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Bachelor of Arts in Multimedia Journalism (478)
This program exceeded the productivity criteria for enrollment (achieved 40 of the 36 required) and for graduates (achieved 22 of the 18 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Bachelor of Arts in Sports Media (479)
This program exceeded the productivity criteria for enrollment (achieved 50 of the 20 required) and for graduates (achieved 25 of the 10 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Graduate Certificate in Public Health (499)
This program exceeded the productivity criteria for enrollment (achieved 11 of the 2 required) and for graduates (achieved 3 of the 1 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU - Graduate Certificate in Non-Profit Management (491)
This program exceeded the productivity criteria for enrollment (achieved 12 of the 10 required) and for graduates (achieved 8 of the 6 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU-CHS - Master of Science in Health Care Administration (006)
This program exceeded the productivity criteria for enrollment (achieved 277 of the 50 required) and for graduates (achieved 124 of the 25 required). OSU-CHS has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU-CHS - Master of Athletic Training in Athletic Training (007)
This program exceeded the productivity criteria for enrollment (achieved 16 of the 6 required) and for graduates (achieved 6 of the 3 required). OSU-CHS has demonstrated a strong program and is meeting area needs. Final approval is recommended.

CU – Associate in Applied Science in Engineering (545)
This program exceeded the productivity criteria for enrollment (achieved 70 of the 25 required) and for graduates (achieved 12 of the 5 required). CU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

CU - Bachelor of Science in Social Studies Education (135)
This program exceeded the productivity criteria for enrollment (achieved 55 of the 20 required) and for graduates (achieved 9 of the 7 required). CU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU - Master of Science in Occupational Therapy (151)
This program exceeded the productivity criteria for enrollment (achieved 67 of the 25 required) and for graduates (achieved 10 of the 7 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU - Master of Business Administration in Professional Business Administration (157)
This program exceeded the productivity criteria for enrollment (achieved 45 of the 32 required) and for graduates (achieved 21 of the 16 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SEOSU - Bachelor of Science in Early Intervention and Child Development (111)
This program exceeded the productivity criteria for enrollment (achieved 65 of the 15 required) and for graduates (achieved 16 of the 15 required). SEOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO - Associate in Applied Science in Contemporary Music - Performance (194)
This program did not meet the productivity criterion for enrollment (achieved 113 of the 150 required) but exceeded the productivity criterion for graduates (achieved 26 of the 25 required). This program received provisional approval at the February 12, 2009 meeting. Although both productivity criteria have not been met, the number of students enrolling in and graduating from the program does meet the five-year average for productivity for an Associate in Applied Science degree. UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO - Master of Science in Applied Mathematics and Computer Science (205)
This program exceeded the productivity criteria for enrollment (achieved 24 of the 10 required) and for graduates (achieved 10 of the 5 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Recommendation: Review Schedule Extension

OU - Bachelor of Arts in Italian (370)
This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the June 25, 2009 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. The program met the productivity criterion for enrollment (achieved 12 of 12 required) but did not meet the productivity criterion for graduates (achieved 4 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. OU reports that two key tenured faculty members resigned in 2016-2017 and that the upper division courses have been affected. OU also reports that a new tenure-track faculty was hired starting Fall 2017 and the language coordinator has been very active in promoting the major to student groups and at university events. Additionally, the OU Arezzo Campus in Italy and the exchange program with the University of Bologna offers great potential for recruiting students. Based on current enrollment, challenges with faculty, recruiting efforts, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 12 students in Fall 2019; and
- Graduates: 5 students in 2019-2020.

OU - Master of Science in Interior Design (383)
This program did not meet the productivity criteria for enrollment (achieved 6 of the 15 required) or for graduates (achieved 1 of the 5 required). This program received provisional approval at the October 21, 2010 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 5 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 5 of the 15 required) or for graduates (achieved 4 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 depended upon enrolling 15 students in Fall 2016 and graduating 5 students in 2016-2017. OU reports that a new option was added to the program in Fall 2016 which will allow graduating students to be eligible for the National Council for Interior Design

Qualifications Examination. After the approval of the new option, the program has been actively recruiting and accepting students. Student enrollments have doubled and after two graduating classes, the Division of Interior Design plans to apply for accreditation by the Council of Interior Design Accreditation. This accreditation will help with recruitment and will provide more professional practice opportunities for graduates. Based on current enrollment, the addition of a new option, plans for seeking accreditation, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 students in Fall 2019; and
- Graduates: 5 students in 2019-2020.

OU - Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)

This program did not meet the productivity criteria for enrollment (achieved 1 of the 30 required) or for graduates (achieved 0 of the 20 required). This program received provisional approval at the September 9, 2010 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 30 students in Fall 2013 and graduating 20 students in 2013-3014. The program did not meet the productivity criteria for enrollment (achieved 5 of the 30 required) or for graduates (achieved 5 of the 20 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 depended upon enrolling 30 students in Fall 2016 and graduating 20 students in 2016-2017. OU reports the certificate was developed at the request of school districts to help them prepare teachers and administrators to meet the needs of their growing English as a second language learner population. However, since approval of the program, school districts have faced many years of funding cuts and funds that were identified to be used for teachers and administrators to enroll in the program have been diverted or cut. The program has recently hired a full-time faculty member to coordinate and recruit for the program and is looking to revise the curriculum to make it more inclusive of all world languages. Based on current enrollment, budget issues, planned curricular changes, and expected graduates, an extension of the review schedule is recommended, with revised productivity criteria is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 students in Fall 2019; and
- Graduates: 10 students in 2019-2020.

OU - Graduate Certificate in College Teaching (392)

This program exceeded the productivity criterion for enrollment (achieved 12 of the 5 required) but did not meet the productivity criterion for graduates (achieved 0 of the 3 required). This program received provisional approval at the October 25, 2012 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 5 students in Fall 2013 and graduating 3 students in 2013-2014. The program exceeded the productivity criterion for enrollment (achieved 8 of the 5 required) but did not meet the productivity criterion for graduates (achieved 1 of the 3 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 depended upon enrolling 5 students in Fall 2016 and graduating 3 students in 2018-2019. OU reports that the program recently began a partnership with the Center for Teaching Excellence (CTE) to market the program through CTE. Additionally, the interim director of CTE has identified specific areas of need and interest of students working with CTE and has developed new courses for the certificate that will address these areas. Based on current enrollment, the new partnership with CTE, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 5 students in Fall 2018; and
- Graduates: 3 students in 2018-2019.

OU - Graduate Certificate in Music Performance (408)
This program did not meet the productivity criteria for enrollment (achieved 0 of the 3 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the April 9, 2015 State Regents' meeting. OU reports that the program was developed for outstanding performers pursuing professional performing careers but who do not want to pursue a graduate music degree. Although several students have indicated interest in the certificate, these students were not considered outstanding performers or decided a graduate degree in the discipline was a more appropriate option for them. Additionally, this certificate is not eligible for financial aid, which has deterred several students from pursuing the program. The School of Music requests additional time to consider the viability of the program. Based on stringent admission criteria and time needed to review the program, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2018 dependent upon meeting the following criteria:

- Majors enrolled: 3 in Fall 2017 and
- Graduates: 5 in 2017-2018.

OU - Master of Arts in Global Affairs (404)
This program did not meet the productivity criteria for enrollment (achieved 15 of the 20 required) or for graduates (achieved 0 of the 10 required). This program received provisional approval at the March 5, 2015 State Regents' meeting. OU reports that enrollment in the program has grown steadily and as of Fall 2017, student demand has almost reached capacity with 51 students. The department is in the process of recruiting additional faculty to address this demand. OU also reports that the department began working with a marketing service to help increase enrollment. Based on current enrollment, increased marketing and recruitment, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

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

OU - Graduate Certificate in Applications of Educational Research and Evaluation (400)
This program did not meet the productivity criteria for enrollment (achieved 4 of the 10 required) or for graduates (achieved 2 of the 6 required). This program received provisional approval at the June 26, 2014 State Regents' meeting. OU reports the department was not aware that graduate certificates were not eligible for financial aid, which has likely impacted student enrollment. The program is currently approved for online delivery; however, the department plans to add face-to-face delivery and recruit current students who are already in enrolled in a graduate program and could pursue the certificate simultaneously. Based on current enrollment, additional delivery options, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2018 and
- Graduates: 6 in 2018-2019.

OU - Graduate Certificate in Natural Gas Technology (401)
This program did not meet the productivity criteria for enrollment (achieved 2 of the 7 required) or for graduates (achieved 1 of the 4 required). This program received provisional approval at the June 26, 2014 State Regents' meeting. OU believes low enrollment in the program is due to the current issues within

the oil and gas industry; however, anticipates significant improvement over the next three years as the industry recovers. The department also has recently partnered with a marketing firm to conduct aggressive marketing campaigns to increase enrollment. Additionally, new elective courses have been developed that are anticipated to substantially improve the quality of the program. Based on current enrollment, industry fluctuation, curricular changes, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2019 and
- Graduates: 4 in 2019-2020.

OU - Graduate Certificate in Business Entrepreneurship (395)
This program did not meet the productivity criterion for enrollment (achieved 1 of the 6 required) but exceeded the productivity criterion for graduates (achieved 4 of the 3 required). This program received provisional approval at the June 27, 2013 State Regents' meeting. OU reports that representatives from the Entrepreneurship and Economic Development and Ronnie K. Irani Center for the Creation of Economic Wealth units now have satellite offices located in the Rainbolt Graduate Center at OU's University Research Park in Oklahoma City for the purpose of catalyzing and supporting entrepreneurship education among students. Additionally, the certificate recently added an internship requirement to the curriculum, which will provide students with alternative opportunities to complete program requirements. Finally, Entrepreneurship has been added as one of four specializations required by Master of Business Administration in Business Administration (025) students, which will increase enrollment in the certificate. Based on current enrollment, changes in the program, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2019 and
- Graduates: 3 in 2019-2020.

OUHSC - Doctor of Nursing Practice in Nursing Practice (090)
This program did not meet the productivity criteria for enrollment (achieved 21 of the 64 required) or for graduates (achieved 8 of the 15 required). This program received provisional approval at the December 3, 2009 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 64 students in Fall 2013 and graduating 15 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 29 of the 64 required) or for graduates (achieved 2 of the 15 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 65 students in Fall 2016 and graduating 15 students in 2016-2017. OUHSC indicates the reasons for not meeting productivity criteria include: competition from online programs, lack of knowledge by eligible and qualified applicants regarding the value of the degree, limited scholarship resources for students, and a continued delay in implementation of the degree as a requirement for entry into practice for all advanced practice nurses. Additionally, the majority of the students enrolled in the program are employed full-time, and therefore are enrolled part-time in the program. The College of Nursing has awarded two $50,000 scholarships and has developed a recruitment plan that will be implemented with a new Student Affairs staff member. Furthermore, the program changed the admission requirements and has been approved for online delivery in order to attract more students. Based on current enrollment, recruitment strategies, program modifications, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 64 students in Fall 2019; and

- Graduates: 15 students in 2019-2020.

OSU - Certificate in International Competency (489)
This program did not meet the productivity criteria for enrollment (achieved 0 of the 13 required) or for graduates (achieved 0 of the 7 required). This program received provisional approval at the June 21, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 13 students in Fall 2016 and graduating 7 students in 2016-2017. OSU reports plans to delete the program due to low student demand. Based upon OSU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 13 in Fall 2017; and
- Graduates: 7 in 2017-2018.

OSU - Graduate Certificate in Entrepreneurship (492)
This program did not meet the productivity criteria for enrollment (achieved 7 of the 15 required) or for graduates (achieved 1 of the 11 required). This program received provisional approval at the September 6, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent enrolling 15 students in Fall 2016 and graduating 11 students in 2016-2017. OSU indicates the program provides an option for students wanting additional graduate-level training in entrepreneurship but who may be pursuing a graduate degree in another discipline. OSU also reports they have not adequately marketed the program and intend to begin doing so in Fall 2017. Additionally, the department expects enrollment in the program to increase due to the addition to an undergraduate minor in entrepreneurship for engineering and theatre arts students, which will bring added exposure to the program. Based on current enrollment, increased marketing plans, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2019; and
- Graduates: 11 in 2019-2020.

OSU - Graduate Certificate in Business Sustainability (490)
This program did not meet the productivity criteria for enrollment (achieved 5 of the 10 required) or for graduates (achieved 0 of the 6 required). This program received provisional approval at the September 6, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 10 students in Fall 2016 and graduating 6 students in 2016-2017. OSU reports the program has been challenged by budget issues and changes in faculty. However, OSU-Tulsa has recently provided a faculty line for a Professor-of-Practice in Sustainability, who will bridge OSU's Department of Management with the Environmental Sciences. Additionally, faculty advisors learned that students who applied for the graduate certificate were not being admitted due to miscommunication. Based on current enrollment, new faculty, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2019; and
- Graduates: 6 in 2019-2020.

OSU - Graduate Certificate in Marketing Analytics (494)
This program did not meet the productivity criterion for enrollment (achieved 7 of the 8 required) but exceeded the productivity criterion for graduates (achieved 5 of the 4 required). This program received provisional approval at the December 5, 2013 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 8 students in Fall 2016 and graduating 4 students in 2016-

2017. OSU reports the program complements other existing programs in the Spears School of Business and is designed for students pursuing the Master of Business Administration in Business Administration (035). As the need for employees with a technical background in marketing analytics increases, OSU anticipates the demand for the certificate will grow. Based on current enrollment, program demand, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2019; and
- Graduates: 4 in 2019-2020.

CU - Master of Science in Organizational Leadership (635)
This program exceeded the productivity criterion for enrollment (achieved 22 of the 15 required) but did not meet the productivity criterion for graduates (achieved 3 of the 4 required). This program received provisional approval at the April 4, 2011 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 4 in 2013-2014. The program exceeded the productivity criterion for enrollment (achieved 24 of the 15 required) but did not meet the productivity criterion for graduates (achieved 1 of the 4 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 4 students in 2016-2017. CU reports that enrollment in the program is strong; however the majority of students are enrolled part-time and have a full-time job, which extends the time to completion. The program was originally developed to fill a need presented by the Army at Ft. Sill but once approved, the Army went through a transition period that caused a delay in getting soldiers enrolled. Additionally, the military unexpectedly asked for a designated number of credit hours to be accepted into the program without any specific correlation to the approved curriculum, which resulted in fewer than anticipated military students. Furthermore, a misunderstanding led to program staff not actively encouraging current CU undergraduate students to apply for the program. The department has refocused recruitment strategies to include local, regional, and national efforts. Based upon current enrollment, strong opportunities for recruitment, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 students in Fall 2019; and
- Graduates: 4 students in 2019-2020.

CU - Bachelor of Music Education in Music Education (681)
This program did not meet the productivity criteria for enrollment (achieved 19 of the 25 required) or for graduates (achieved 1 of the 8 required). This program received provisional approval at the March 11, 2010 meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 25 students in Fall 2012 and graduating 8 students in 2012-2013. The program did not meet the productivity criterion for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 8 in 2016-2017. The Bachelor of Music Education in Music Education (681) is one of three music programs offered at CU and is accredited by the National Association of Schools of Music (NASM). At the last accreditation visit, all three music programs at CU were found to be solid and stable in curriculum design and delivery. CU believes that at least half of the students majoring in Music will declare Music Education and will strengthen recruitment efforts to increase enrollment. CU also reports a secondary goal of encouraging students to follow the suggested enrollment plan for a timely graduation. Additionally, the department hopes to use scholarship money to allocate small amounts to more students to off-set the costs of tuition. Based on current enrollment, advisement plans and expected graduates, an

extension of the review schedule is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 25 students in Fall 2019; and
- Graduates: 8 students in 2019-2020.

ECU - Graduate Certificate in Human Resources-Addictions Counseling (099)
This program did not meet the productivity criterion for enrollment (achieved 8 of the 14 required) but exceeded the productivity criterion for graduates (achieved 4 of the 2 required). This program received provisional approval at the September 5, 2013 State Regents' meeting with continuation beyond Fall 2015 dependent upon enrolling 14 students in Fall 2014 and graduating 2 students in 2014-2015. The program did not meet the productivity criterion for enrollment (achieved 11 of the 14 required) but exceeded the productivity criterion for graduates (achieved 4 of the 2 required). At their December 3, 2015 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 14 students in Fall 2016 and graduating 2 students in 2016-2017. ECU faculty are considering a new Master of Science in Human Resources Addictions, which would embed the courses required for the graduate certificate within the curriculum. This would allow students to meet the educational requirements of the Oklahoma Board of Licensed Alcohol and Drug Counselors (OBLADC). Currently, students wishing to meet the OBLADC requirements must pursue both the graduate certificate and a separate Master's degree, for a total of 75 credit hours. Faculty will continue to recruit students for the graduate certificate through recruiting events, mail outs, and workshops. Based on current enrollment, program recruitment modification plans, and expected graduates, an extension of the review schedule with revised criteria, is recommended, with continuation beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2018; and
- Graduates: 3 in 2018-2019.

LU - Bachelor of Science in Accountancy (070)
This program did not meet the productivity criteria for enrollment (achieved 7 of the 40 required) or for graduates (achieved 3 of the 8 required). This program received provisional approval at the May 27, 2011 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 40 students in Fall 2013 and graduating 8 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 3 of the 8 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 40 students in Fall 2016 and graduating 8 students in 2016-2017. LU reports that over the last year several enhancements and changes to the program have been implemented. The School of Business has hired a new dean and a new specialized faculty member. Additionally, the School of Business offers five $5,000 ONEOK scholarships for accounting majors, as well as committing an additional five full scholarships and 15 partial scholarships beginning 2018, which will enhance recruitment and retention efforts. To address recruitment and marketing, the School of Business has designated a current faculty member to spend at least one day per week on the Tulsa campus and a partnership with Tulsa Community College is being finalized. Based on current enrollment, increased recruitment efforts, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 40 students in Fall 2019; and
- Graduates: 8 students in 2019-2020.

LU - Bachelor of Science in Public Health (071)
This program did not meet the productivity criteria for enrollment (achieved 31 of the 38 required) or for graduates (achieved 7 of the 10 required). This program received provisional approval at the December 1, 2011 meeting. LU reports that although the program was approved in 2011, the first students did not enroll until 2013. Since then, enrollment has grown to 31 students and 11 students are expected to graduate in 2018. Faculty have implemented an on-going recruitment program and informational sessions to promote the idea of an undergraduate degree in public health. Special focus is being place on students who have not declared a major. Additionally, faculty are continuing their efforts to establish 2+2 articulations with community colleges. Finally, although courses are offered at LU's three campuses, the department is researching the possibility of converting several courses to an online format. Based on current enrollment, targeted recruitment efforts, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 38 students in Fall 2019; and
- Graduates: 10 students in 2019-2020.

NSU - Certificate in Emergency Management and Planning (152)
This program did not meet the productivity criteria for enrollment (achieved 7 of the 15 required) or for graduates (achieved 4 of the 10 required). This program received provisional approval at the March 1, 2012 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 10 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 6 of the 10 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 10 students in 2016-2017. NSU reports the program is an important and essential program in the area of Criminal Justice and serves the local and state community by increasing safety and security. The Department of Criminal Justice is working to increase the number of students and graduates through targeted recruiting and more consistent advising. Based on current enrollment, increased recruiting and advising efforts, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 students in Fall 2019; and
- Graduates: 10 students in 2019-2020.

NWOSU - Bachelor of Arts in Music (066)
This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the June 25, 2009 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). At their December 4, 2014 meeting the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. NWOSU indicates that two of the three full-time faculty have been at the university for only two years and the third has been employed full-time for only three years. Recruitment was not a priority of former faculty; however, the current Fine Arts faculty have developed recruitment strategies to increase enrollment, such as using social media and fostering relationships with area schools. Long term recruitment plans include regional conferences and national and international tours of performance groups. Based on current enrollment, recruitment strategies, and expected

graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2020 depended upon meeting the following criteria:

- Majors enrolled: 12 students in Fall 2019; and
- Graduates: 5 students in 2019-2020.

RSU - Bachelor of Science in Game Development (117)
This program exceeded the productivity criterion for enrollment (achieved 41 of the 20 required) but did not meet the productivity criterion for graduates (achieved 5 of the 9 required). This program received provisional approval at the March 23, 2006 State Regents' meeting with continuation beyond Fall 2011 dependent upon the program enrolling 20 students in Fall 2010 and graduating 9 students in 2010-2011. The program exceeded the productivity criterion for enrollment (enrolled 37) but did not meet the productivity criterion for graduates (graduated 2). At their December 1, 2011 meeting, the State Regents approved an initial extension of the review schedule with continuation beyond Fall 2013 dependent upon enrolling 20 students for Fall 2012 and graduating 9 students in 2012-2013. The program again exceeded the productivity criterion for enrollment (achieved 30 of the 20 required) but did not meet the productivity criterion for graduates (achieved 2 of the 9 required). At their December 5, 2013 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 20 students in Fall 2016 and graduating 9 students in 2016-2017. RSU reports that although enrollment in the program is strong, the program has experienced difficulties achieving the required number of graduates. Therefore, the decision was made to delete the program in the 2017-2018 academic year and offer the content as an option under the Bachelor of Science in Business Information Technology (108). RSU intends to allow current majors to continue the program and graduate under the current degree or transfer into the proposed option, once developed and approved. Based on current enrollments and plans to delete the program and create a new option, an extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 20 students in Fall 2017; and
- Graduates: 9 students in 2017-2018.

SEOSU - Bachelor of Arts in Spanish (106)
This program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 4 of the 9 required). This program received provisional approval at the February 13, 2004 meeting with continuation beyond Fall 2008 dependent upon enrolling 15 students in Fall 2007 and graduating 13 students by 2007-2008. The program did not meet the criteria (enrolled 4; graduated 0). At their December 4, 2008 meeting, the State Regents approved an initial extension of the review schedule with continuation beyond Fall 2010 dependent upon enrolling 15 students in Fall 2009 and graduating 13 students in 2009-2010. The program met the productivity criterion for enrollment (enrolled 15) but did not meet the productivity criterion for graduates (graduated 0). At their December 2, 2010 meeting, the State Regents approved another extension of the review schedule with revised productivity criteria with continuation of the program beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 9 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 1 of the 9 required). At their December 4, 2014 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 9 students in 2016-2017. In 2013-2014 the Bachelor of Arts in Spanish (106) was merged with the Bachelor of Arts in Spanish Education (097). Additionally, SEOSU reports that in the last 3 years two-thirds of the faculty has retired. To meet the needs of the program and department, it will be necessary to hire a Spanish instructor with a capability to teach courses in Humanities and online courses in World

Literature, at both undergraduate and graduate levels. This position is a high priority for replacement but is contingent, at least in part, on the budget conditions stabilizing. Based on current enrollment, time needed to hire qualified faculty, and expected graduates, a final extension of the review schedule is recommended, with continuation beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 students in Fall 2019; and
- Graduates: 9 students in 2019-2020.

SWOSU - Associate in Science in Tribal Administration (154)
This program did not meet the productivity criteria for enrollment (achieved 0 of the 25 required) or for graduates (achieved 0 of the 8 required). The program received provisional approval at the December 4, 2008 meeting with continuation beyond Fall 2012 dependent upon enrolling 25 students in Fall 2011 and graduating 8 students in 2011-2012. The program did not meet the productivity criteria (enrolled 5; graduated 1). At their December 6, 2012 meeting, the State Regents approved an initial extension of the review schedule with continuation of the program beyond Fall 2014 dependent upon enrolling 25 students in Fall 2013 and graduating 8 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 5 of the 25 required) or for graduates (achieved 2 of the 8 required) and at their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent enrolling 25 students in Fall 2016 and graduating 8 students in 2016-2017. SWOSU reports continued low enrollment in the program and the desire to delete the program. Based upon SWOSU's intention and time needed for the deletion process, a second extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 25 students in Fall 2017; and
- Graduates: 8 students in 2017-2018.

SWOSU - Master of Science in Healthcare Informatics and Information Management (162)
This program did not meet the productivity criteria for enrollment (achieved 13 of the 25 required) or for graduates (achieved 7 of the 10 required). This program was provisionally approved at the June 26, 2014 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 10 students in 2016-2017. SWOSU reports that one of the main barriers to meeting the productivity criteria is that the program is not yet accredited by the Commission on Accreditation for Health Information and Informatics Management Education (CAHIIM), which is required for students to take the national credentialing exam. Without accreditation status, enrollment in the program is limited to students that currently have a Bachelor of Science degree in the field and are already credentialed or to those who do not desire the credential. Although the workforce does not require the credential for employment, many individual employers require it. Lack of accreditation also restricts SWOSU from advertising on the CAHIMM website, which is the main source for students to find programs. The program was designed on CAHIIM curricular competencies and was prepared to apply for candidacy on August 1, 2017; however, the program is not compliant with programmatic standards due to faculty staffing. Due to budget constraints, an additional hire is not possible at this time; however, SWOSU expects to be able to hire an additional qualified faculty member within the next two years. Due to current enrollment, accreditation challenges, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2019; and
- Graduates: 10 in 2019-2020.

SWOSU - Master of Science in Community Counseling (155)
This program did not meet the productivity criteria for enrollment (achieved 21 of the 30 required) or for graduates (achieved 7 of the 10 required). This program received provisional approval at the May 22, 2009 meeting with continuation beyond Fall 2012 dependent upon enrolling 36 students in Fall 2011 and graduating 30 students in 2011-2012. The program met the productivity criterion for enrollment (enrolled 36) but did not meet the productivity criterion for graduates (graduated 12). At their December 6, 2012 meeting, the State Regents approved an initial extension of the review schedule with continuation of the program beyond Fall 2014 dependent upon enrolling 36 students in Fall 2013 and graduating 30 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 28 of the 36 required) or for graduates (achieved 16 of the 30 required). At their December 4, 2014 meeting the State Regents approved an extension of the review schedule with revised criteria, with continuation of the program beyond Fall 2017 dependent upon enrolling 30 students in Fall 2016 and graduating 10 students in 2016-2017. SWOSU reports that this has been approved by the Oklahoma State Board of Behavioral Health as fulfilling the State's academic requirements for credentialing. Enrollment in the program remains strong and often students from other graduate programs enroll in the courses. The department has increased communication and connections with program alumni for opportunities for networking and recruitment. Additionally, faculty and students have increased participation in state organizations. These activities, along with more active marketing, are expected to increase student enrollment. However, without additional faculty, these endeavors will be difficult. Based on current enrollment, increased marketing, and expected graduates, a final extension of the review schedule is recommended, with revised criteria, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 20 students in Fall 2019; and
- Graduates: 10 students in 2019-2020.

SWOSU - Bachelor of Arts in Spanish (149)
This program did not meet the productivity criteria for enrollment (achieved 8 of the 20 required) or for graduates (achieved 2 of the 5 required). The program received provisional approval at the June 29, 2006 meeting with continuation of the program beyond Fall 2011 dependent upon enrolling 30 students in Fall 2010 and graduating 10 in 2010-2011. The program did not meet the productivity criteria (enrolled 17; graduated 3). At their December 1, 2011 meeting the State Regents approved an initial extension of the review schedule with continuation of the program beyond Fall 2014 dependent upon enrolling 30 students in Fall 2013 and graduating 10 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 21 of the 30 required) or for graduates (achieved 5 of the 10 required). At their December 4, 2014 meeting, the State Regents approved another extension of the review schedule with revised criteria, with continuation of the program beyond Fall 2017 dependent upon enrolling 20 students in Fall 2016 and graduating 5 students in 2016-2017. SWOSU reports continued low enrollment in the program and the desire to delete the program. Based upon SWOSU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

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

SWOSU - Associate in Science in American Indian Studies (158)
This program did not meet the productivity criteria for enrollment (achieved 1 of the 25 required) or for graduates (achieved 0 of the 10 required). The program received provisional approval at the September 9, 2010 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 25 students in Fall 2013 and graduating 10 students in 2013-2014. The program did not meet the productivity criteria for

enrollment (achieved 5 of the 25 required) or for graduates (achieved 1 of the 10 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 10 students in 2016-2017. SWOSU reports continued low enrollment in the program and the desire to delete the program. Based upon SWOSU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

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

SWOSU - Associate in Science in Cheyenne Arapaho Tribal College General Studies (159)
This program did not meet the productivity criteria for enrollment (achieved 0 of the 25 required) or for graduates (achieved 2 of the 10 required). The program received provisional approval at the September 9, 2010 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 25 students in Fall 2013 and graduating 10 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 12 of the 25 required) or for graduates (achieved 1 of the 10 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 10 students in 2016-2017. SWOSU reports continued low enrollment in the program and the desire to delete the program. Based upon SWOSU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

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

SWOSU - Specialist in Education in School Psychology (148)
This program met the productivity criterion for enrollment (achieved 9 of the 15 required) but did not meet the productivity criterion for graduates (achieved 4 of the 12 required). The program received provisional approval at the March 31, 2005 State Regents' meeting with continuation of the program beyond Fall 2009 dependent upon enrolling 15 students in Fall 2008 and graduating 12 students in 2008-2009. The program did not meet the productivity criteria for enrollment (achieved 0 of the 15 required) or for graduates (achieved 0 of the 12 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 12 students in 2016-2017. SWOSU reports the program has undergone many changes in the past eight years and is now achieving stability. Additionally, at their September 3, 2015 meeting, the State Regents approved a degree designation change from a Master of Science to a Specialist in Education, which adds to the prestige of the program. SWOSU reports this is a high need program and shares courses in common with other graduate programs in Psychology. However, due to the length of the program, the initial productivity goals were not suitable. Based on current enrollment, demand for the program, and expected graduates, an extension of the review schedule, with revised criteria, is recommended, with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2019; and
- Graduates: 5 in 2019-2020.

UCO - Master of Arts in Crime and Intelligence Analysis (197)
This program did not meet the productivity criteria for enrollment (achieved 21 of the 31 required) or for graduates (achieved 5 of the 8 required). This program received provisional approval at the March 10, 2011 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 31 students in Fall 2013 and graduating 8 students in 2013-2014. The program did not meet productivity criterion for enrollment (achieved 26 of the 31 required) but exceeded the productivity criterion for graduates (achieved 11 of the 8 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 31 students in Fall 2016 and graduating 8 students in 2016-2017. UCO reports that there is great potential with this program and that there are only a few universities in the U.S. that offer the degree. During the first five years of the program there have been significant modifications to the curriculum to align with recommendations from the International Association of Crime Analysts. Additionally, new faculty have been hired to teach some of the more technical courses in the program. With these changes, the School of Criminal Justice can actively recruit students. Based on current enrollment, the uniqueness of the program, changes to the curriculum, and expected graduates, an extension of the review schedule is recommended with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 31 students in Fall 2019; and
- Graduates: 8 students in 2019-2020.

UCO - Bachelor of Arts in Education in Dance Education (191)
This program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required). This program received provisional approval at the May 25, 2007 meeting with continuation beyond Fall 2011 dependent upon enrolling 12 students in Fall 2010 and graduating 5 students in 2010-2011. The program exceeded the productivity criterion for enrollment (achieved 22 of the 12 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required). At their December 1, 2011 meeting, the State Regents approved an initial extension of the review schedule with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. The program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. The Bachelor of Arts in Education in Dance Education (191) is the only program in Oklahoma designated for K-12 teacher preparation for dance education. Although the program was approved in 2007, it was only recently fully recognized by the Oklahoma Commission for Teacher Preparation Program Accreditation Committee. Additionally, the College of Education and Professional Studies redesigned its teacher education curriculum to a Fall only student-teaching model. This change will greatly impact the rate of graduates for several years as students adjust their plans of study. Students are being closely advised through the process so they may still graduate in a timely manner. Based on current enrollment, the uniqueness of the program, changes to the curriculum, and expected graduates, an extension of the review schedule is recommended with continuation of the program beyond Fall 2020 dependent upon meeting the following criteria:

- Majors enrolled: 12 students in Fall 2019 and
- Graduates: 5 students in 2019-2020.

MSC - Associate in Arts in Communication and Performance Studies (066)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 25 required) or for graduates (achieved 2 of the 5 required). This program received provisional approval at the June 25, 2015 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 5 students in 2016-2017. MSC reports that soon after the program was approved the Chair of Arts and Humanities and a Communication Instructor left the institution. Therefore, the program was unable to be implemented as planned. MSC has since hired a new Chair of Arts and Humanities, a Music Instructor, a Communication Adjunct Instructor and three Theatre Adjunct Instructors. Recruitment in local area high schools began last spring but was targeted only to music students. MSC reports that additional recruiting efforts began this year and was expanded to include theatre and communication students. MSC is also partnering with Brass Ring in Ardmore to also attract more students. Additionally, MSC will be performing in Tishomingo and Ardmore, as well as sponsoring cultural events at the Brass Ring with the hope of reaching a larger audience to promote the program. Based on current enrollment, increased recruitment efforts, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2021 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2020; and
- Graduates: 5 in 2020-2021.

NEOAMC - Certificate in Natural Resource Ecology Management (124)

This program did not meet the productivity criterion for enrollment (achieved 0 of the 2 required) but met the productivity criterion for graduates (achieved 2 of the 2 required). This program received provisional approval at the April 19, 2012 meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 2 students in Fall 2013 and graduating 2 students in 2013-2014. The program did not meet the productivity criterion for enrollment (achieved 0 of the 2 required) but exceeded the productivity criterion for graduates (achieved 5 of the 2 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 2 students in Fall 2016 and graduating 2 students in 2016-2017. NEOAMC reports this program is aligned with the Associate in Arts in Natural Resource Ecology and Management (023) and students typically declare the Associate's degree as their major but request to be awarded the certificate upon completion of the appropriate course work. Although these students usually continue their education, they have a credential that will allow them to gain employment in the event they are unable to complete the Associate's degree. NEOAMC reports a new faculty member was hired beginning Fall 2017 and the department is working to improve the advisement process to determine students' career goals and long-term needs. Based on students' enrollment trends, changes to advisement strategies, and expected graduates, an extension of the review schedule is recommended, with continuation of the program beyond Fall 2019 dependent upon meeting the following criteria:

- Majors enrolled: 2 students in Fall 2018; and
- Graduates: 2 students in 2018-2019.

OCCC - Certificate in Game Design (152)

This program did not meet the productivity criteria for enrollment (achieved 8 of the 10 required) or for graduates (achieved 2 of the 6 required). This program received provisional approval at the October 23, 2008 State Regents' meeting with continuation beyond Fall 2011 dependent upon the program enrolling 10 students in Fall 2010 and graduating 6 students in 2010-2011. The program did not meet the productivity criteria for enrollment (enrolled 5) or for graduates (graduated 2). At their December 1, 2011 meeting, the State Regents approved an initial extension of the review schedule with continuation beyond Fall 2013 dependent upon enrolling 10 students in Fall 2012 and graduating 6 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 3 of the 10 required) or for

graduates (achieved 3 of the 6 required). At their December 5, 2013 meeting, the State regents approved another extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 10 students in Fall 2016 and graduating 6 students in 2016-2017. OCCC reports continued low enrollment in the program and the desire to delete the program. Based upon OCCC's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2018, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2017; and
- Graduates: 6 in 2017-2018.

OCCC - Certificate in Geographic Information Systems (151)
This program did not meet the productivity criteria for enrollment (achieved 1 of the 10 required) or for graduates (achieved 0 of the 6 required). This program received provisional approval at the October 23, 2008 State Regents' meeting with continuation beyond Fall 2011 dependent upon the program enrolling 10 students in Fall 2010 and graduating 6 students in 2010-2011. The program did not meet the productivity criteria for enrollment (enrolled 2) or for graduates (graduated 2). At their December 1, 2011 meeting, the State Regents approved an initial extension of the review schedule with continuation beyond Fall 2013 dependent upon enrolling 10 students in Fall 2012 and graduating 6 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 5 of the 10 required) or for graduates (achieved 4 of the 6 required) and at their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 10 students in Fall 2016 and graduating 6 students in 2016-2017. OCCC reports continued low enrollment in the program and intends to suspend the program to determine viability. Based upon OCCC's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2018, continuation of the program will be depended upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2017; and
- Graduates: 6 in 2017-2018.

Attachment

ATTACHMENT A

Productivity Criteria

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
OU - Master of Science in Data Science and Analytics (406)	April 9, 2015	20 F2016	82	10 2016-2017	10	2017	2022	Final Approval
OU - Bachelor of Arts in Italian (370)	June 25, 2009	12 F2016	5	5 2016-2017	0	2017	2020	Review Schedule Extension
OU - Master of Science in Interior Design (383)	October 21, 2010	15 F2016	6	5 2016-2017	1	2017	2020	Review Schedule Extension
OU - Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)	September 9, 2010	30 F2016	1	20 2016-2017	0	2017	2020	Review Schedule Extension
OU - Graduate Certificate in College Teaching (392)	October 25, 2012	5 F2016	12	3 2016-2017	0	2017	2019	Review Schedule Extension
OU - Graduate Certificate in Music Performance (408)	September 8, 2011	3 F2016	0	5 2016-2017	0	2017	2018	Review Schedule Extension
OU - Master of Arts in Global Affairs (404)	March 5, 2015	20 F2016	15	10 2016-2017	0	2017	2019	Review Schedule Extension

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
OU - Doctor of Philosophy in Art History (364)	June 28, 2007	5 F2016	14	2 2016-2017	3	2017	2022	Final Approval
OU - Graduate Certificate in Applications of Educational Research and Evaluation (400)	June 26, 2017	10 F2016	4	6 2016-2017	2	2017	2019	Review Schedule Extension
OU - Graduate Certificate in Natural Gas Technology (401)	June 26, 2017	7 F2016	2	4 2016-2017	1	2017	2020	Review Schedule Extension
OU - Graduate Certificate in Business Entrepreneurship (395)	June 27, 2013	6 F2016	1	3 2016-2017	4	2017	2020	Review Schedule Extension
OU - Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064)	June 23, 2011	10 F2016	15	3 2016-2017	3	2017	2022	Final Approval
OU - Doctor of Philosophy in Ecology/Evolution Biology (355)	June 30, 2004	20 F2016	35	3 2016-2017	8	2017	2022	Final Approval
OU - Bachelor of Arts in Geographic Information Science (367)	October 23, 2008	15 F2016	19	6 2016-2017	7	2017	2022	Final Approval
OU-Law - Master of Laws in Law (384)	December 2, 2 010	12 F2016	12	10 2016-2017	12	2017	2022	Final Approval
OUHSC - Doctor of Nursing Practice in Nursing Practice (090)	December 3, 2009	64 F2016	21	15 2016-2017	8	2017	2020	Review Schedule Extension

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
OSU - Master of Science in Materials Science and Engineering (493)	June 27, 2013	7 F2016	14	3 2016-2017	5	2017	2022	Final Approval
OSU - Certificate in International Competency (489)	June 21, 2012	13 F2016	0	7 2016-2017	0	2017	2018	Review Schedule Extension
OSU - Bachelor of Science in Business Administration in Entrepreneurship (473)	April 2, 2009	120 F2016	266	58 2016-2017	67	2017	2022	Final Approval
OSU - Graduate Certificate in Information Assurance (457)	June 30, 2006	12 F2016	8	6 2016-2017	5	2017	2022	Final Approval
OSU - Bachelor of Arts in Multimedia Journalism (478)	May 28, 2010	36 F2016	40	18 2016-2017	22	2017	2022	Final Approval
OSU - Bachelor of Arts in Sports Media (479)	May 28, 2010	20 F2016	50	10 2016-2017	25	2017	2022	Final Approval
OSU - Graduate Certificate in Public Health (499)	May 30, 2014	2 F2016	11	1 2016-2017	3	2017	2022	Final Approval
OSU - Graduate Certificate in Entrepreneurship (492)	September 6, 2012	15 F2016	7	11 2016-2017	1	2017	2020	Review Schedule Extension
OSU - Graduate Certificate in Non-Profit Management (491)	September 6, 2012	10 F2016	12	6 2016-2017	8	2017	2022	Final Approval

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
OSU - Graduate Certificate in Business Sustainability (490)	September 6, 2012	10 F2016	5	6 2016-2017	0	2017	2020	Review Schedule Extension
OSU - Graduate Certificate in Marketing Analytics (494)	December 5, 2013	8 F2016	7	4 2016-2017	5	2017	2020	Review Schedule Extension
OSU-CHS - Master of Science in Health Care Administration (006)	September 6, 2012	50 F2016	277	25 2016-2017	124	2017	2022	Final Approval
OSU-CHS - Master of Athletic Training in Athletic Training (007)	June 25, 2015	6 F2016	16	3 2016-2017	6	2017	2022	Final Approval
CU - Master of Science in Organizational Leadership (635)	April 4, 2011	15 F2016	22	4 2016-2017	3	2017	2020	Review Schedule Extension
CU - Associate in Applied Science in Engineering (545)	May 30, 2014	25 F2016	70	5 2016-2017	12	2017	2022	Final Approval
CU - Bachelor of Arts in Social Studies Education (135)	April 26,2007	20 F2016	55	7 2016-2017	9	2017	2022	Final Approval
CU - Bachelor of Music Education in Music Education (681)	March 11, 2010	25 F2016	19	8 2016-2017	1	2017	2020	Review Schedule Extension
ECU - Graduate Certificate in Human Resources-Addictions Counseling (099)	September 5, 2013	14 F2016	8	2 2016-2017	4	2017	2019	Review Schedule Extension

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
LU - Bachelor of Science in Accountancy (070)	May 27, 2011	40 F2016	7	8 2016-2017	3	2017	2020	Review Schedule Extension
LU - Bachelor of Science in Public Health (071)	December 1, 2011	38 F2016	31	10 2016-2017	7	2017	2020	Review Schedule Extension
NSU - Certificate in Emergency Management Planning (152)	March 1, 2012	15 F2016	7	10 2016-2017	4	2017	2020	Review Schedule Extension
NSU - Master of Science in Occupational Therapy	May 27, 2011	25 F2016	67	7 2016-2017	10	2017	2022	Final Approval
NSU - Master of Business Administration in Professional Business Administration (157)	September 3, 2015	32 F2016	45	16 2016-2017	21	2017	2022	Final Approval
NWOSU - Bachelor of Arts in Music (066)	June 25, 2009	12 F2016	5	5 2016-2017	0	2017	2020	Review Schedule Extension
RSU - Bachelor of Science in Game Development (117)	March 23, 2006	20 F2016	41	9 2016-2017	5	2017	2018	Review Schedule Extension
SEOSU - Bachelor of Arts in Spanish (106)	February 13, 2004	15 F2016	11	9 2016-2017	4	2017	2020	Review Schedule Extension
SEOSU - Bachelor of Science in Early Intervention and Child Development (111)	June 27, 2013	15 F2016	65	15 2016-2017	16	2017	2022	Final Approval

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
SWOSU - Associate in Science in Tribal Administration (154)	December 4, 2008	25 F2016	0	8 2016-2017	0	2017	2018	Review Schedule Extension
SWOSU - Master of Science in Healthcare Informatics and Information Management (162)	June 26, 2014	25 F2016	13	10 2016-2017	7	2017	2020	Review Schedule Extension
SWOSU - Master of Science in Community Counseling (155)	May 22, 2009	30 F2016	21	10 2016-2017	7	2017	2020	Review Schedule Extension
SWOSU - Bachelor of Arts in Spanish (149)	June 29, 2006	20 F2016	8	5 2016-2017	2	2017	2018	Review Schedule Extension
SWOSU - Associate in Science in American Indian Studies (158)	September 9, 2010	25 F2016	1	10 2016-2017	0	2017	2018	Review Schedule Extension
SWOSU - Associate in Science in Cheyenne Arapaho Tribal College General Studies (159)	September 9, 2010	25 F2016	0	10 2016-2017	2	2017	2018	Review Schedule Extension
SWSOU - Master of Science in School Psychology (148)	March 31, 2005	15 F2016	9	12 2016-2017	4	2017	2018	Review Schedule Extension
UCO - Master of Arts in Crime and Intelligence Analysis (197)	March 10, 2011	31 F2016	21	8 2016-2017	5	2017	2020	Review Schedule Extension
UCO - Bachelor of Arts in Education in Dance Education (191)	May 25, 2007	12 F2016	18	5 2016-2017	2	2017	2020	Review Schedule Extension

		Headcount Enrollment		Graduates				
Program Name	**Date Approved**	**Criteria**	**Achieved**	**Criteria**	**Achieved**	**Last Review**	**Next Review**	**Action**
UCO - Associate in Applied Science in Contemporary Music-Performance (194)	February 12, 2009	150 F2016	113	25 2016-2017	26	2017	2022	Final Approval
UCO - Master of Science in Applied Mathematics and Computer Science (205)	April 13, 2013	10 F2016	24	5 2016-2017	10	2017	2022	Final Approval
MSC - Associate in Arts in Communication and Performance Studies (066)	June 25, 2015	25 F2016	5	5 2016-2017	2	2017	2021	Review Schedule Extension
NEOAMC - Certificate in Natural Resource Ecology Management (124)	April 19, 2012	2 F2016	0	2 2016-2017	2	2017	2019	Review Schedule Extension
OCCC - Certificate in Geographic Information Systems (151)	October 23, 2008	10 F2016	1	6 2016-2017	0	2017	2018	Review Schedule Extension
OCCC - Certificate in Game Design (152)	October 23, 2008	10 F2016	8	6 2016-2017	2	2017	2018	Review Schedule Extension

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #28-c:

Reconciliation.

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

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested degree program modification changes for the Master of Arts in Applied Linguistic Anthropology in Applied Linguistic Anthropology (360) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested degree program modification changes for the Master of Arts in Applied Linguistic Anthropology in Applied Linguistic Anthropology (360), which were approved at the September 7, 2017 State Regents' meeting. The modification erroneously indicated to remove ANTH 3013 and add ANTH/LING 5054 as an alternative course to ANTH 5613. The modification should have removed ANTH 5013 and added ANTH/LING 5053 as an alternative course to ANTH 5613. This action will correct this error and reconcile institutional practice with official degree program inventory.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #28-d:

Cooperative Agreements.

SUBJECT: Ratification of an institutional request to delete a cooperative agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify Northern Oklahoma College's requests to delete cooperative agreement programs, as described below.

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Based on changes directed by HLC and the technology center's change in its program admission criteria, Northern Oklahoma College submitted requests to delete CAPs with one or more technology centers, as specified in Attachment A.

The CAP deletion requests also include requests to delete the Associate in Applied Science in Radiography (079) and the Associate in Applied Science in Surgical Technology (080) (see Program Deletion agenda item).

CAP Deletion
Attachment A

Institution	Program Code	Program	Career Tech Center	Delete CAP
NOC	079	Associate in Applied Science in Radiography	Autry Technology Center	Yes
NOC	079	Associate in Applied Science in Radiography	Meridian Technology Center	Yes
NOC	080	Associate in Applied Science in Surgical Technology	Autry Technology Center	Yes

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #28-e (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the Master of Science in Educational Psychology and the Master of Science in Educational Technology through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the existing Master of Science in Educational Technology and the Master of Science in Educational Psychology via online delivery.

BACKGROUND:

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

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488) ;
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration (035);
- Master of Science in Chemical Engineering (042);

- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Arts in Liberal Studies (443);
- Bachelor of Science in Liberal Studies (442);
- Graduate Certificate in Integrative Design of Building Envelope (525); and
- Bachelor of University Studies in University Studies (025)

OSU's governing board approved offering via online delivery the existing Master of Science in Educational Technology (462) and the Master of Science in Educational Psychology (068) at their September 18, 2017 meeting. OSU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

OSU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Science in Educational Technology (462)

Demand. Individuals completing the Master of Science in Educational Technology (462) are well-versed in online learning, instructional design, information communication technology processes, technology integration and management, media design and development, and learning sciences. These skills are in high demand across a variety of sectors, including P-12 and higher education, business, health care, and other industries. According to OSU, career opportunities for Instructional Designer or Technologist have

continued to grow since 2004 and are projected to increase 4 percent in the upcoming years. Enrollment in the Master of Science in Educational Technology (462) program is strong and has averaged 14 graduates for the past seven years. Moving to an online format will allow the program to grow to attract students unable to attend classes on campus as well as meet industry needs.

Delivery method. The primary method for delivering online courses will be through BrightSpace/Desire2Learn Learning Management System (LMS). Major features of this LMS that will facilitate learning include: email, the ability to post content, online discussions, a drop box for submission of and feedback on assignments, group work, quizzes, and a gradebook. Supplemental methods for the delivery of online content will include web-based videoconferencing and a variety of Web 2.0 and social media tools. An initial face-to-face boot camp experience for new enrollees will be held on campus and also available online. The library, facilities, and equipment are adequate for this degree program.

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 June 30, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent September 27, 2017. 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.

Master of Science in Educational Psychology (068)

Demand. Many of the courses required for the Master of Science in Educational Psychology (068) have offered online sections for several years. Courses containing both online and face-to-face sections unequivocally have higher enrollment number for the online sections, which suggests an increased student demand for this mode of delivery. For example, in Fall 2016, EPSY courses had an online enrollment of 19 students and a face-to-face enrollment of 13 students. Additionally, 50 percent of the students in the program are based in the Tulsa area. Current resource constraints prohibit offering face-to-face sections of required courses on the Tulsa campus at a frequency necessary to allow timely matriculation of students who experience challenges traveling to Stillwater. A fully online program would better serve these students, as well as attract additional students from other areas of Oklahoma.

Delivery method. The primary method for delivering online courses will be through BrightSpace/Desire2Learn Learning Management System (LMS). Major features of this LMS that will facilitate learning include: email, the ability to post content, online discussions, a drop box for submission of and feedback on assignments, group work, quizzes, and a gradebook. Additionally, other web-based social media tools, such as Flipgrid, will be used. The library, facilities, and equipment are adequate for this degree program.

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 June 30, 2017. None of State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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AGENDA ITEM #28-e (2):

Electronic Delivery.

SUBJECT: Western Oklahoma State College. Approval to offer the Associate of Applied Science in Nursing through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Associate in Applied Science in Nursing via online delivery.

BACKGROUND:

Western Oklahoma State College (WOSC) is currently approved to offer the following degree programs via online delivery:

- Associate in Applied Science in Child Development (010);
- Associate in Applied Science in Early Childhood (066);
- Associate in Applied Science in Criminal Justice (025);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Arts in Liberal Arts (062);
- Associate in Science in Health, Physical Education, and Recreation (067);
- Certificate in Infants and Toddlers (072);
- Associate in Applied Science in Office Systems Technology (049);
- Associate in Arts in Behavioral Science (061); and
- Associate in Arts in Social Science (064)

WOSC's governing board approved offering the existing Associate in Applied Science in Nursing (040) program via online delivery at their August 15, 2017 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 Applied Science in Nursing (040)

Demand. The Associate in Applied Science in Nursing (040) prepares students to take the National Council Licensure Examination for Registered Nurses and intends to develop an online delivery option for Licensed Practical Nursing wishing to enter the program under advanced standing. According to WOSC, this population of students has difficulty enrolling in face-to-face courses due to work schedules. If approved, a student enrolled in the online track will be able to complete 56 percent of the required courses online.

According to the Oklahoma Employment Security Commission, career opportunities for Registered Nurses are expected to increase almost 14 percent through 2024. Additionally, representatives from Comanche County Memorial Hospital, Southwest Medical Center, Jackson County Memorial Hospital, Great Plains Regional Hospital, and Duncan Regional Hospital have all indicated support for WOSC offering the program online as well as stated their support for clinical space. Furthermore, during an April 2017 meeting, the advisory board for the program expressed strong support for online delivery of the program.

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. Additionally, a variety of instructional methods will be used to meet the program outcomes. These methods include, but are not limited to video lecture, voice over power points, audio-visual material, guided discussion forums, group conferencing utilizing ZOOM, video demonstration, and virtual simulation. The program will also utilize software such as EHR Tutor, which enables students to learn online charting to prepare for clinicals, and PassPoint to prepare for the national licensure exam.

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 4, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #28-f:

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:

Section 3.16.9 in the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy states the eligibility requirements for SARA as follows:

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

STAFF ANALYSIS:

Prior to December 7, 2017, State Regents' staff received SARA renewal applications from the institutions listed below:

- Oklahoma Panhandle State University,
- Murray State College, and
- University of Oklahoma.

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 #28-g:

GEAR UP.

SUBJECT: Ratification of the incentive support for implementation of the college liaison intervention strategy serving students at participating GEAR UP middle and high schools.

RECOMMENDATION:

It is recommended that the State Regents ratify incentive support for implementation of the college liaison intervention strategy serving students at participating GEAR UP middle and high schools.

BACKGROUND:

GEAR UP students will continue to receive support by college liaisons that are strategically placed in six Oklahoma community colleges with the highest enrollment of GEAR UP students. These liaisons assist students in meeting their social services needs by connecting them to existing college services, such as tutoring, mentoring, counseling, and student advising to ease the college transition. In addition, these liaisons assist the public schools in organizing college campus tours, and arranging for financial aid presentations and assisting students in meeting college entrance requirements. The college liaisons promote student attendance in summer college bridge programs and help with orientation courses.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides partnership support to six Oklahoma Institutions of Higher Education to implement and sustain a College Liaison/Coach position at the community college campus. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

The U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are the developments of special programs that place additional trained "liaison/coaches" in positions of direct student support**.** These liaison/coaches are knowledgeable about achieving postsecondary education goals and support the public school counselor but do not replace any school personnel The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

A quick review of schools demographic and academic performance data indicates the need for increased student/parent support in both preparation and access for post-secondary education.

School District	MS/HS Enrollment	College Going Rate	Remediation Rate	Free/Reduced Lunch Rate
Caney Valley	383	37%	41%	63%
Catoosa	1,148	41%	53%	60%
Checotah	846	48%	39%	80%
Henryetta	579	48%	52%	78%
McLoud	819	45%	35%	60%
Newkirk	468	34%	35%	69%
Okmulgee	693	48%	71%	84%
Roland	618	25%	51%	73%
Sapulpa	2,245	53%	48%	59%
Stilwell	863	38%	56%	71%
Ardmore	1,412	49%	40%	84%
Davis	559	53%	35%	51%
Kingston	568	41%	47%	93%
Little Axe	600	31%	41%	71%
Madill	891	54%	46%	72%
Marietta	486	48%	40%	72%
Tecumseh	1,152	36%	37%	69%
Duncan	1820	47%	38%	58%
Elk City	860	52%	39%	53%
Hobart	409	50%	38%	67%
Guymon	1,171	41%	47%	72%
Woodward	1,230	46%	38%	61%
Harrah	1,129	49%	37%	53%
Luther	484	50%	54%	67%

While the day-to-day functions of the college liaison varies as the liaison collaborates with high school and college campus staff. The college liaison primarily assists and supports the GEAR UP students with college preparation, career goals and options. As well as working with specified high schools and their students, the college liaison works with parents, high school counselors and administrators to inform them of specific college requirements, financial planning, scholarships, and student support services. They work with the community college faculty advisors to identify academic options, choose academic strategies, and help with student enrollment. The college liaison also acts as a resource for academic information, financial aid information and decision-making strategies once the student arrives on the campus. This position works with students from GEAR UP schools in the areas of identifying student support services that will aid in the transition to college. The college liaison assists the college in tracking and understanding the perspective of a GEAR UP student and works with specified college registrars to implement degree completion activities. The GEAR UP college liaison is expected to work with each

entity; GEAR UP schools, colleges, and students/parents in an effective, positive, and professional manner to convey to a diverse population the features and benefits of a higher education degree.

Six community colleges will continue to receive Oklahoma GEAR UP support in 2018. The following table lists the institutions that are receiving project funding and the amount of funding for 2018. The outcomes are consistent with GEAR UP's overall goal, to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the strategy is $305,000.00 in federal dollars, all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	Higher Education Site	**Community**	**Amount**
1	**Rose State College** McLoud Harrah Luther Tecumseh Little Axe	Midwest City	$55,000.
2	**Murray State College** Ardmore Davis Madill Marietta Kingston	Tishomingo	$50,000
3	**Tulsa Community College** Catoosa Okmulgee Sapulpa	Tulsa	$30,000
4.	**Northern Oklahoma College** Caney Valley Guymon Woodward Newkirk	Tonkawa	$55,000
5.	**Connors State College** Checotah Henryetta Roland Stillwell	Warner	$60,000
6.	**Western State College** Duncan Hobart Elk City	Altus	$55,000
		Total	**$305,000**

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AGENDA ITEM #28-h (1):

Agency Operations.

SUBJECT: Ratification of purchases in excess of $25,000 for FY2017.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between September 26, 2017 and November 8, 2017.

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

POLICY ISSUES:
The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of $25,000.

ANALYSIS:
For the time period between September 26, 2017 and November 8, 2017, there are 5 purchases in excess of $25,000 but not in excess of $100,000.

Core

1) University of Central Oklahoma in the amount of $50,000.00 for a startup grant for the University of Central Oklahoma to host the 2018 National Conference on Undergraduate Research. (Funded from 210-Core).

2) Renaissance Convention Center in the amount of $93,460.19 for Governor Fallin's STEM Summit. The cost for the STEM Summit is covered by registration fees and sponsorships. (Funded from 210-Core).

3) Quartz Mountain in the amount of $27,820.00 for the PK-12 Counselors and Indian Education Coordinators Summer Institute for PK-12 and Indian education coordinators from Oklahoma to collaborate with one another, share best practices and build professional networks. (Funded from 210-Core).

OneNet

4) Software House International in the amount of $66,000.00 for Darktrace Enterprise Immune System, which is a security application to provide cyber-monitoring of internet traffic. (Funded From 718-OneNet).

5) CDW Computer Centers Incorporated in the amount of $68,292.00 for storage enclosures and high capacity hard drives for the expansion of our archival tier of storage, adding a multi-site capability to deliver another target for high-density, low cost storage for our customers. This purchase provides the ability to replicate data between high density storage appliances, offering site resiliency. The cost for this project will be covered through OneNet customer user fees. (Funded from 718-OneNet)

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AGENDA ITEM #28-h (2):

Agency Operations.

SUBJECT: Acceptance of the FY2017 Annual Audit Reports.

RECOMMENDATION:

It is recommended that the State Regents accept the annual FY2017 Audit Reports.

BACKGROUND:

The State Regents' are required by statute to conduct an annual financial audit by an outside independent auditor. This is the first year of five years that Arledge & Associates, P.C. has served our agency as independent auditor.

POLICY ISSUES:

This item is consistent with State Regents' policy.

ANALYSIS:

The State Regents' independent auditor, Arledge & Associates, P.C., has completed the annual audit of operations and programs for the year ending June 30, 2017. The following reports are included with this item:

- Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports, Schedule of Expenditures of Federal Awards required under Uniform Guidance and a Schedule of Findings and Questioned Costs, if any.

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

The Compliance Reports required by Uniform Guidance relate only to programs funded by the federal government. These reports focus on internal control and compliance with the requirements of laws,

regulations, grants, and contracts applicable to the federal programs. There were no findings or questioned costs.

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

It is recommended that the State Regents accept the FY2017 Audit Reports.

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AGENDA ITEM #28-h (3):

Agency Operations.

SUBJECT: Ratification of OneNet Director of Technology and Chief Technology Officer.

RECOMMENDATION:

It is recommended that the State Regents ratify 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.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

It is recommended that the State Regents' ratify the following personnel action regarding State Regents Staff:

OneNet Director of Technology and Chief Technology Officer. It is recommended that the State Regents ratify the appointment of Robert Nordmark as OneNet Director of Technology and Chief Technology Officer effective December 7, 2017. This position is responsible for performing as the key decision-maker for the OneNet network in terms of technology oversight, engineering, design, and long-term research and development. The Director of Technology and Chief Technology Officer serves as the technical representative to Internet2 and associated advanced networking ventures; interfaces with applications researchers, network administrators and executives; and provides direction to all the engineering departments within OneNet to ensure that all technology is meeting the mission of OneNet to advance technology across Oklahoma. Mr. Nordmark has been employed with OneNet since 2012 and has assumed increasingly levels of responsibility, currently serving as the OneNet Director of Network Services. Mr. Nordmark has several professional certifications related to information technology as well as a Master of Science in Information Technology from Southeastern Oklahoma State University.

Mr. Nordmark assumes this new title effective December 7, 2017 and fills the vacancy created by the retirement of James Deaton. This position reports to Von Royal, Executive Director of OneNet. A copy of the job description and Mr. Nordmark's resume are attached.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

JOB DESCRIPTION
Director of Technology and Chief Technology Officer (CTO)
OneNet
FLSA: Exempt
Position #100255
Grade 16
Cost Center: 17400 ONENET
Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Perform as the key decision-maker for the OneNet network in terms of technology oversight, engineering, design, and long-term research and development. Serve as technical representative to Internet2 and associated advanced networking ventures. Interface with applications researchers, network administrators and executives. Provide direction to all the engineering departments within OneNet to ensure that all technology is meeting the mission of OneNet to advance technology across Oklahoma.

RESPONSIBILITIES AND DUTIES

- Establish OneNet's technical vision and lead all aspects of OneNet's technology strategy
- Ensure all technology aspects of OneNet's strategy align with OneNet's mission
- Select and conduct research and case studies on leading-edge technologies that are consistent with the vision of OneNet
- Maintain current knowledge of technology landscape, opportunities and threats
- Determine the balance between short-term and long-term programs
- Assess programmatic needs to assure a balance of financial resources for OneNet's technological developments
- Be responsible for technological benchmark studies
- Provide technology oversight for engineering departments within organization
- Promote internal enterprise technology transfer
- Serve as the enterprise's interface for any external technology transfer
- Track, analyze and monitor technology key performance metrics
- Build relationships with Oklahoma's research institutions and research organizations at the national level
- Act as a good steward of OneNet's resources and all technology investments
- Communicate technology strategy to OneNet staff and OSRHE leadership
- Identify grant opportunities for OneNet and its users and provide technical expertise in developing and writing grant materials

- Represent the enterprise at technical forums, committees and other appropriate activities
- Responsible for and heavily involved in staff assessment, feedback and improvement
- Involvement with researchers and engineers in Internet2 and other advanced networks
- Act as a technical conscience for OneNet
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's Degree in Computer Science and/or related field; Master's Degree preferred. Five (5) years of progressive project management and/or leadership responsibilities within the IS profession are preferred. A proven ability to coordinate with other IS staff and management to maintain timelines is essential. LAN/WAN infrastructure experience with of Microsoft, networking hardware and protocols, and POSIX-compliant operating systems is critical. Experience with data and voice communications plus a comprehensive understanding of computer hardware and software is required. Some travel required. Must provide a cellular telephone, cellular service and home Internet service for work-related activities.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

The employee performs work under the supervision of the Executive Director of OneNet.

Robert Nordmark

[redacted]

Education

M.S. Information Technology
Southeastern Oklahoma State University, 2015

B.S. Computer Science
Southeastern Oklahoma State University, 2011

Employment History

Oklahoma State Regents for Higher Education, OneNet
Director of Network Services
September 2012 – present

Senior Network Engineer
July – August 2012

Current responsibilities and duties:

- Direct the development and implementation of network strategy and approach.
- Recommend long-term approach to strategic suppliers and technologies with the aim of optimizing operations and delivering savings.
- Spearhead and implement innovative new service offerings such as managed internal broadband services and managed firewall services to generate additional revenue resources.
- Provide leadership and oversight over multiple technical staff, requiring mentoring, performance management and career development.
- Manage ongoing customer relationships and broadening of solution footprint, including customer-facing roles at leading accounts for the State of Oklahoma.
- Represent OneNet through presentation and appearances with legislators, community leaders, and other constituents.
- Fiscal supervision and oversight for product development, implementation, support, and internal network including revenue, utilization, margins and research and development budget.

Southeastern Oklahoma State University
Network Manager
2007 – 2012

- Aggregation of wireless bridge to aerospace campus with Radwin and Ubiquiti backhauls and Juniper LACP switching technology.
- Wireless evaluation and upgrades. Surveyed buildings with air magnet and install a better wireless infrastructure.
- Upgraded switch closets with new Cisco/Juniper switches, Cat 6E, and APC manageable power units.
- Installed content management systems for Southeastern web pages, moving static HTML to manageable web pages by faculty and staff.
- Installed Flash media server for streaming radio station, graduation and other campus events online (h.264 compatible for iPhone and other platforms.)
- Supervised installation of Matterhorn lecture capture software for recording and publishing lectures online.

Durant ISD

Computer Technician

2004 – 2007

- Performed tier 2 and 3 computer support for all schools within the Durant district.
- Installed various applications for teacher educational purposes.
- Performed troubleshooting for telecommunications and networking issues within the district.

Coalgate.net

Wireless / Network Engineer

2000 – 2004

- Installed a Mikrotik router and various Cisco switches for even distribution of network resources to all customers.
- Installed and maintained Freebsd mail application (SquirrelMail) for customer use.
- Climbed various tower heights to install broadband access points (5.8, 2.4ghz).
- Installed client bridges at various locations.

Certifications

Juniper Security Certification, JNCIS-SEC, 2015
Juniper Service Provider Certification, JNCIS-SP, 2015
Juniper Entry Certification, JNCIA 2013
CompTIA A+, 2004
Cisco CCNA, 2004

Technical Skill

Networking: Proficient and knowledgeable of routing protocols (OSPF, IGRP, EIGRP, RIP, BGP); Familiar with routing/switching configuration on various platforms (Cisco, Juniper, Alcatel-Lucent); Understanding of various networking security standards (Firewalls, ACL, encryption methods, DMZ.)

Wireless: Proficient and knowledgeable of various wireless protocols (802lla, b,g,n,ac);
Familiar with configuration and installation of various wireless equipment (Radwin, Tranzeo, Trango, Ubiquiti, Cisco, Dlink, Aruba.)

Systems: Proficient and skilled with various system related applications (Active Directory, VMWare Vsphere, Dell Equallogic, PFsense, IIS, LDAP, Radius, Apache, Exchange.)

Web Design: Familiar with various web markup languages (HTML, PHP, ASP.NET); Knowledgeable with installing various content management systems (Drupal, Plone, Wordpress, Joomla) and web applications.

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AGENDA ITEM #28-i (1):

Non-Academic Degrees.

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

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University's request to award an Honorary Degree.

STAFF ANALYSIS:

A request has been made from Oklahoma State University to award an Honorary Doctor of Science degree to Neal A. McCaleb.

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.

The OSU 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

Oklahoma State University

have admitted

Neal A. McCaleb

to the Honorary Degree of

Doctor of Science

in recognition of distinguished achievements
with 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 Oklahoma State University at Stillwater, Oklahoma on the
sixteenth day of December, two thousand seventeen

For the Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Dean of Division

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AGENDA ITEM #28-i (2):

Non-Academic Degrees.

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

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award a posthumous Bachelor of Arts in Letters degree to Mr. Daniel Holland. At the time of his death in June 2017, Mr. Holland had completed 139 hours of coursework towards his degree and had maintained an overall GPA of 3.78.

POLICY ISSUES:

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

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Daniel M. Holland

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

Bachelor of Arts in Letters

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.
Issued at the University of Oklahoma at Norman, Oklahoma on the
fifteenth day of December two thousand and seventeen.

For the State Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Academic Dean

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #28-j:

Resolutions.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-a:

Programs.

SUBJECT: Current status report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2017 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's 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 (2017-2018).

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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (1):

Annual Reports.

SUBJECT: 2016-17 Academic Scholars Program Year End Report.

RECOMMENDATION:

This item is an information item only.

BACKGROUND:

For 2016-17, the State Regents allocated $6,755,414, for the Academic Scholars Program, a reduction of $1,282,421 or 16 percent from 2015-16. Funding from the Academic Scholars Trust Fund was used to cover the 2016-17 deficit. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

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

The annual award amounts for all automatic qualifiers in the 2016-17 academic year were $5,500 for students attending a research university, $4,000 for students attending a regional university, and $3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were $2,800 for students attending a research university, $2,000 for students attending a regional university, and $1,800 for students attending a two-year college.

POLICY ISSUES:

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

ANALYSIS:

Following are some highlights from the report:

- A total of 2,430 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2016, an increase of 95 students from 2,335 students enrolled for Fall 2015.

- The 2016 freshman class totaled 729 students (490 "automatic qualifiers" and 239 Institutional Nominees) compared to 710 students (463 "automatic qualifiers" and 247 Institutional Nominees) in the 2015 freshmen class.
- In Fall 2016, 332 freshmen were designated National Merit Scholars by the National Merit Corporation, a decrease of 18 or 5 percent from 350 in fall 2015.
- In 2016-17, total program expenditures were $10,721,225 an increase of $398,150 compared to 2015-16. The total was offset by over $2.3 million in refunds to comply with the 20 percent non-resident participation limit. The net total expenditures were $8.4 million.
- Since 2001, an average of 14 percent of program participants have lost the scholarship after one year in the program. On average, about 76 percent of participants retain the scholarship through their fourth year of eligibility.
- For the 2,057 participants entering into the program between 2009-2011, 76 percent (1,566) received at least an associate degree from an Oklahoma institution within 6 years.
- About 81 percent of all the program's graduates remain in Oklahoma one year after graduation. The retention rate for Oklahoma residents in the program (86 percent) is significantly higher than for non-residents (64 percent).
- About 86 percent of the program participants attend three universities—University of Oklahoma (59 percent), Oklahoma State University (20 percent) and the University of Tulsa (8 percent). The remaining participants attend public regional universities (7 percent), public two-year colleges (3 percent) and other private universities (3 percent). The three largest participating institutions also account for 92 percent of the total program expenditures.
- Available data indicates that program participants generally come from higher income families. Almost 45 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 55 percent of participants that reported parental income on the 2016-17 federal application, 84 percent reported a family income of $50,000 or higher; 54 percent reported family income of $100,000 or more.
- Participation rates for ethnic minority students have remained small over the past five years; the rate for ethnic minority students in the program in 2016-17 was 0.5 percent for Black students, 3.5 percent for Hispanic students, and 2.3 percent for American Indian students.

The full Academic Scholars Program 2016-17 Year End Report is available upon request as a supplement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (2):

Annual Reports.

SUBJECT: 2016-17 Oklahoma Tuition Aid Grant Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The 2016-2017 end of year report reflects information regarding the disbursement of OTAG awards to 16,815 individual students totaling $15,067,176.

All funds expended for the 2016-2017 Oklahoma Tuition Aid Grant Program came from state appropriations.

Following are a few highlights for the 2016-2017 report year:

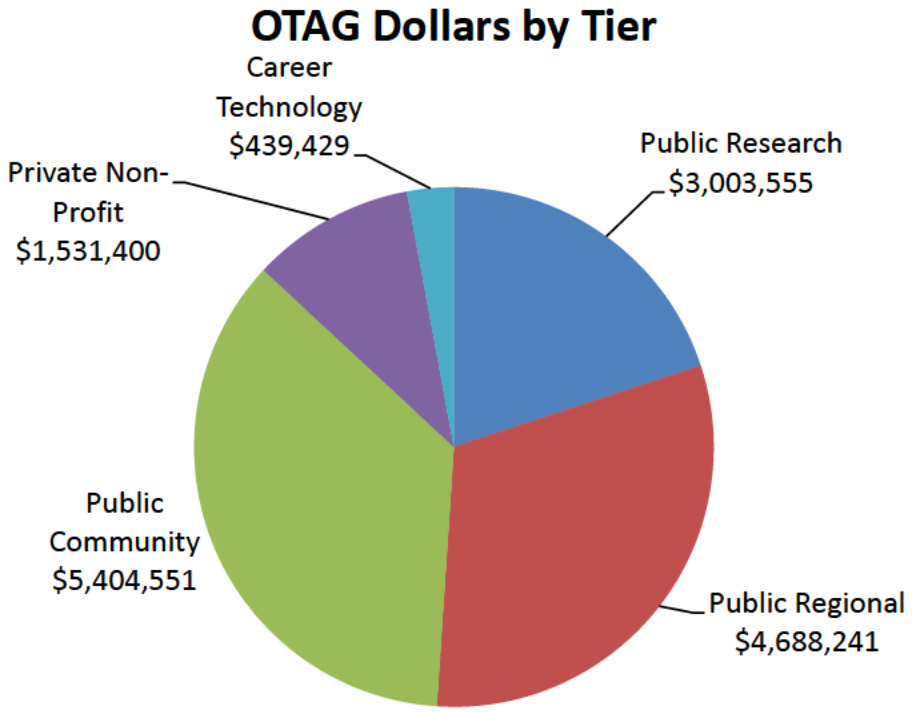
- Funds expended for the 2016-2017 Oklahoma Tuition Aid Grant Program came from the following sources:

$15,849,978	State Appropriated Funds
15,067,176	Funds Expended
$782,802	**Carryover to 2017-2018**

- Distribution of funds by type of institution:

Institution Type	Dollars Awarded	% of Total	Number of Awards	% of Total
Public Colleges and Universities	$13,096,347	86.92%	14,842	88.06%
Private Colleges and Universities	$1,531,400	10.16%	1,358	8.06%
Career-Technology Centers	$439,429	2.92%	655	3.89%
Total	$15,067,176	100.00%	16,855*	100.00%

*Number of Awards is a duplicated number due to 40 students attending more than one type of institution during the year.

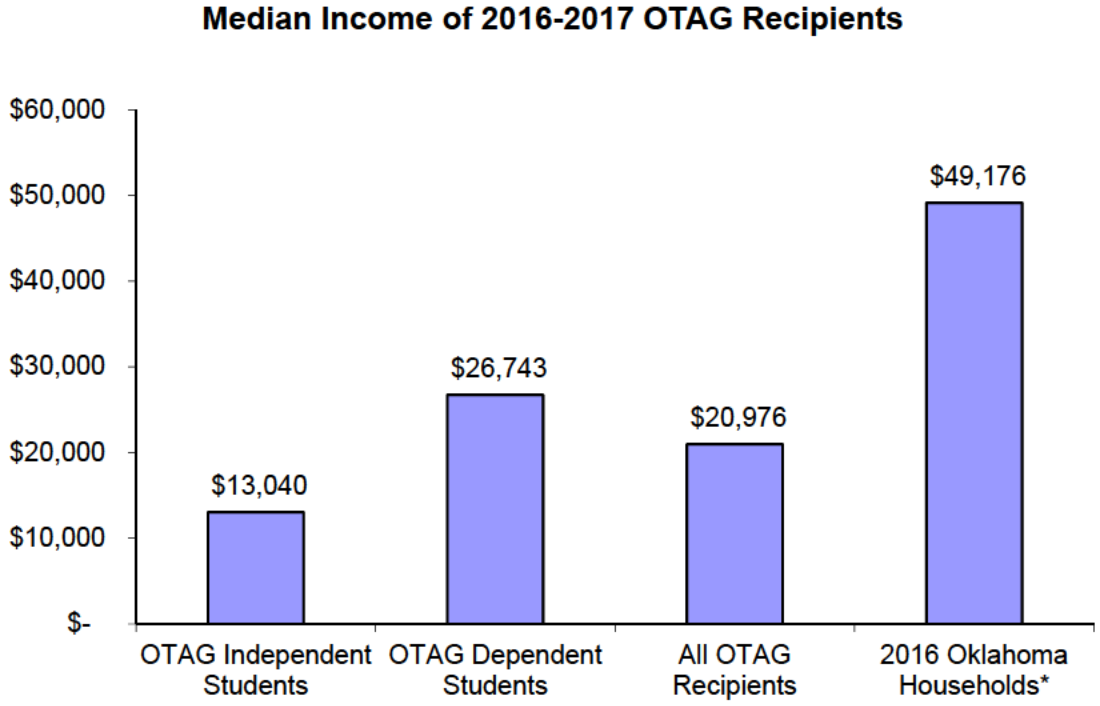


- The *average* household income of OTAG recipients was:

Independent Students	$17,342
Dependent Students	$26,071
All Students	$21,848

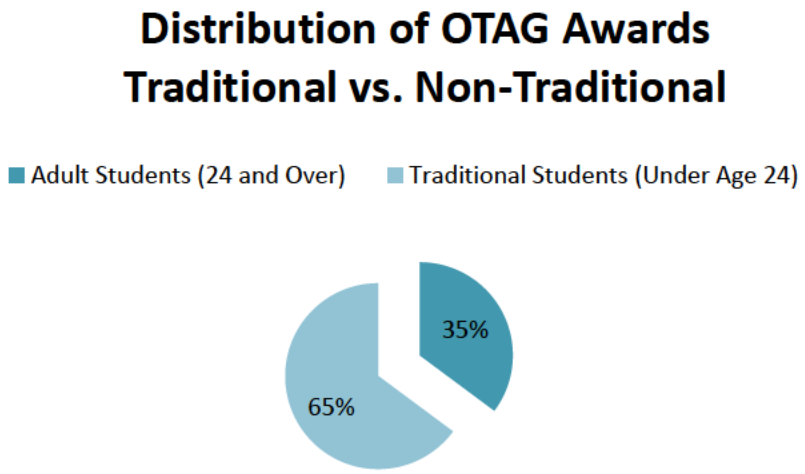
Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

The following chart shows the *median* household income of OTAG recipients in 2016-2017.



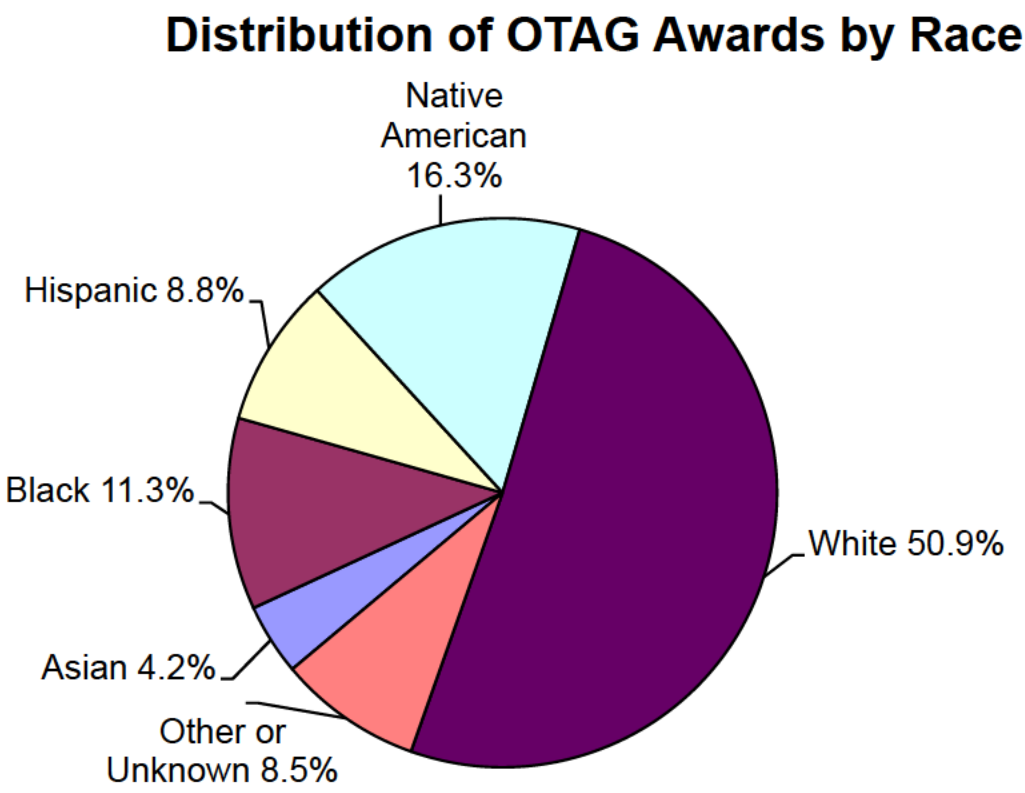
*Data for Oklahoma Households from U.S. Census Bureau, 2016 American Community Survey.

- Of students receiving an award, 65% were "traditional" students under age 24 and 35% were "non-traditional" students age 24 and older.

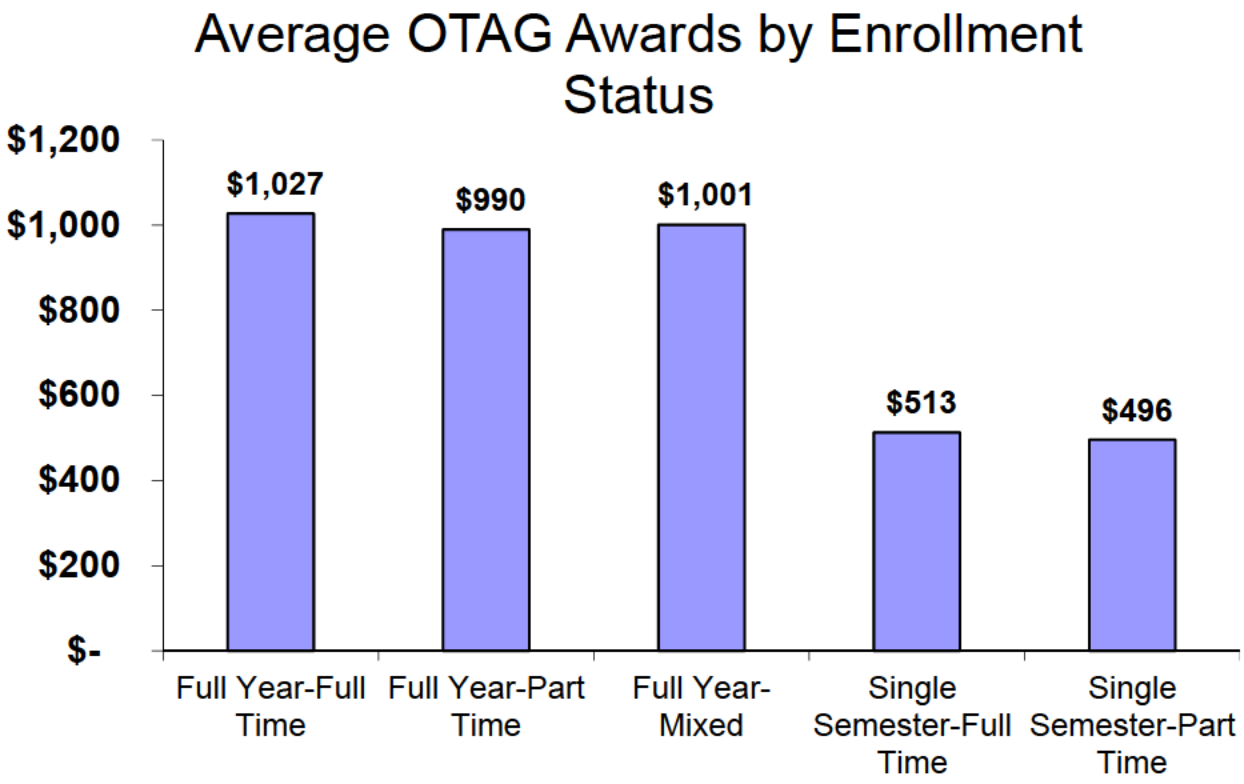


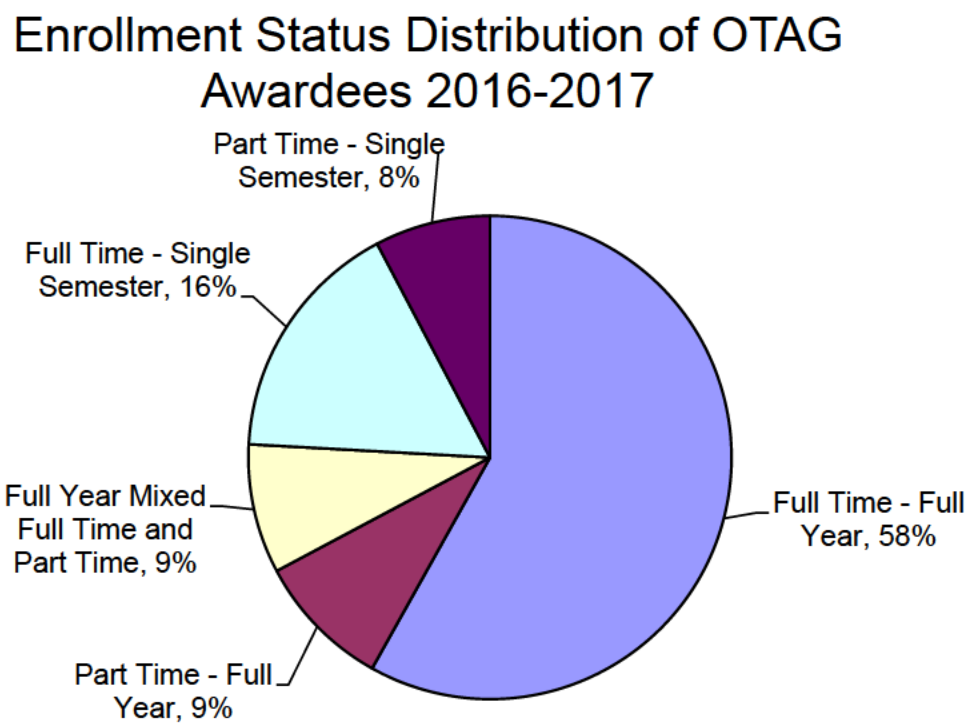
Of the 2016-2017 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

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



- Undocumented Immigrant Students
  2016-2017 was the twelfth year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. One thousand dollars were disbursed to two undocumented students in 2016-2017. This amount is included in the total disbursed. This compares with $1,486 disbursed to two undocumented students in 2015-2016. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.


Average OTAG Awards by Enrollment Status
$1,200
$1,000
$800
$600
$400
$200
$-
$1,027
$990
$1,001
$513
$496
Full Year-Full Time
Full Year-Part Time
Full Year-Mixed
Single Semester-Full Time
Single Semester-Part Time


Enrollment Status Distribution of OTAG Awardees 2016-2017
Part Time - Single Semester, 8%
Full Time - Single Semester, 16%
Full Year Mixed Full Time and Part Time, 9%
Part Time - Full Year, 9%
Full Time - Full Year, 58%

Oklahoma State Regents for Higher Education
Oklahoma Tuition Aid Grant Program
Two-Year Comparison of Awards
2015-2016 and 2016-2017

Institution	2015-2016 Final # of Awards	2015-2016 Final $ Paid	2016-2017 FINAL # of Awards	2016-2017 FINAL $ Paid
Research Universities				
Oklahoma State University	2,260	$ 2,084,415	1,809	$ 1,651,055
University of Oklahoma	1,763	$ 1,596,500	1,389	$ 1,303,500
University of Oklahoma Health Sciences Cente	93	$ 88,500	49	$ 49,000
Total Research Universities	**4,116**	**$ 3,769,415**	**3,247**	**$ 3,003,555**
Regional Universities				
Cameron University	735	$ 647,500	527	$ 466,500
East Central University	622	$ 543,546	505	$ 435,727
Langston University	334	$ 299,000	210	$ 184,500
Northeastern State University	1,404	$ 1,233,553	1,124	$ 971,977
Northwestern Oklahoma State University	180	$ 153,186	124	$ 104,580
Oklahoma Panhandle State University	55	$ 46,500	39	$ 35,000
Rogers State University	671	$ 578,000	526	$ 449,500
Southeastern Oklahoma State University	459	$ 388,500	304	$ 262,000
Southwestern Oklahoma State University	551	$ 487,199	458	$ 405,690
University of Central Oklahoma	1,837	$ 1,643,500	1,428	$ 1,271,000
University of Science & Arts of Oklahoma	161	$ 139,500	116	$ 101,767
Total Regional Universities	**7,009**	**$ 6,159,984**	**5,361**	**$ 4,688,241**
Community Colleges				
Carl Albert State College	375	$ 305,159	286	$ 239,513
Connors State College	391	$ 319,500	315	$ 256,000
Eastern Oklahoma State College	260	$ 206,500	190	$ 157,500
Murray State College	366	$ 310,000	278	$ 240,000
Northeastern Oklahoma A&M College	377	$ 318,000	279	$ 240,145
Northern Oklahoma College	504	$ 415,154	376	$ 319,446
Oklahoma City Community College	1,285	$ 1,038,736	1,183	$ 963,221
Oklahoma State University, Oklahoma City	652	$ 530,780	457	$ 387,476
OSU Institute of Technology, Okmulgee	434	$ 366,000	384	$ 316,500
Redlands Community College	144	$ 115,500	89	$ 71,500
Rose State College	610	$ 498,722	463	$ 389,164
Seminole State College	301	$ 252,000	254	$ 220,000
Tulsa Community College	2,074	$ 1,644,500	1,819	$ 1,504,000
Western Oklahoma State College	122	$ 100,498	118	$ 100,086
Total Community Colleges	**7,895**	**$ 6,421,049**	**6,491**	**$ 5,404,551**
Tribal Colleges				
College of Muscogee Nation	22	$ 17,500	12	$ 6,000
Comanche Nation College			1	$ 500
Total Tribal Colleges	**22**	**$ 17,500**	**13**	**$ 6,500**

	2015-2016 Final # of Awards	2015-2016 Final $ Paid	2016-2017 FINAL # of Awards	2016-2017 FINAL $ Paid
Independent Institutions				
Bacone College	93	$ 105,300	94	$ 107,250
Community Care College			81	$ 65,650
Family of Faith University	1	$ 1,300	2	$ 2,600
Randall University (Hillsdale Freewill Baptist Co	24	$ 29,250	19	$ 20,800
Mid-America Christian University	206	$ 211,900	134	$ 132,600
Oklahoma Baptist University	266	$ 310,700	265	$ 304,200
Oklahoma Christian University	64	$ 78,000	59	$ 70,850
Oklahoma City University	84	$ 97,500	53	$ 64,350
Oklahoma Wesleyan University	146	$ 173,550	102	$ 118,950
Oral Roberts University	120	$ 145,600	118	$ 149,500
St. Gregory's University	65	$ 78,000	74	$ 83,200
Southern Nazarene University	186	$ 202,800	124	$ 139,750
Southwestern Christian University	81	$ 87,100	76	$ 86,450
The University of Tulsa	153	$ 185,110	147	$ 178,750
Total Independent Institutions	**1,489**	**$ 1,706,110**	**1,348**	**$ 1,524,900**
Career Technology Centers				
Autry Technology Center	15	$ 11,021	19	$ 11,368
Caddo Kiowa Technology Center	29	$ 17,152	14	$ 8,710
Canadian Valley Technology Center	26	$ 17,955	22	$ 14,164
Central Oklahoma Technology Center	34	$ 23,501	29	$ 18,556
Chisholm Trail Technology Center	10	$ 5,805	6	$ 3,475
Eastern OK Technology Center	2	$ 984	4	$ 2,651
Francis Tuttle Technology Center	84	$ 50,372	54	$ 34,463
Gordon Cooper Technology Center	47	$ 35,685	36	$ 25,823
Great Plains Technology Center	22	$ 15,956	15	$ 11,566
Green Country Technology Center	17	$ 10,374	11	$ 8,117
High Plains Technology Center	8	$ 5,552	3	$ 1,051
Indian Capital Technology Center	76	$ 58,600	59	$ 45,000
Kiamichi Technology Center	105	$ 43,303	52	$ 29,628
Meridian Technology Center	20	$ 13,114	24	$ 14,568
Metro Technology Center	81	$ 57,468	51	$ 35,568
Mid-America Technology Center	8	$ 6,734	9	$ 6,167
Mid-Del Technology Center	10	$ 7,333	15	$ 12,350
Moore Norman Technology Center	38	$ 28,087	26	$ 17,017
Northeast Technology Center	42	$ 33,100	30	$ 21,500
Northwest Technology Center	1	$ 312	7	$ 5,000
Pioneer Technology Center	18	$ 12,849	7	$ 4,451
Pontotoc Technology Center	19	$ 13,727	16	$ 13,500
Red River Technology Center	9	$ 6,940	11	$ 7,719
Southern Oklahoma Technology Center	17	$ 9,770	19	$ 13,750
Southwest Technology Center	9	$ 6,500	7	$ 5,500
Tulsa Technology Center	133	$ 75,275	73	$ 45,688
Wes Watkins Technology Center	21	$ 15,082	16	$ 7,497
Western Oklahoma Technology Center	27	$ 18,967	22	$ 14,582
Total Career Technology Centers	**928**	**$ 601,518**	**657**	**$ 439,429**
Grand Total of All Institutions	**21,459**	**$ 18,675,576**	**17,117**	**$ 15,067,176**

Notes:

In 2016-2017 the award cutoff is FAFSA receipt dates through 3/01/2016 and 1700 EFC.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (3):

Annual Reports.

SUBJECT: 2016-17 Oklahoma Tuition Equalization Grant Program Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

POLICY ISSUES:

This report reflects 2016-2017 end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2016-2017 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of $2,774,901 was allocated to the institutions, and $2,781,000 was disbursed to 1,709 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

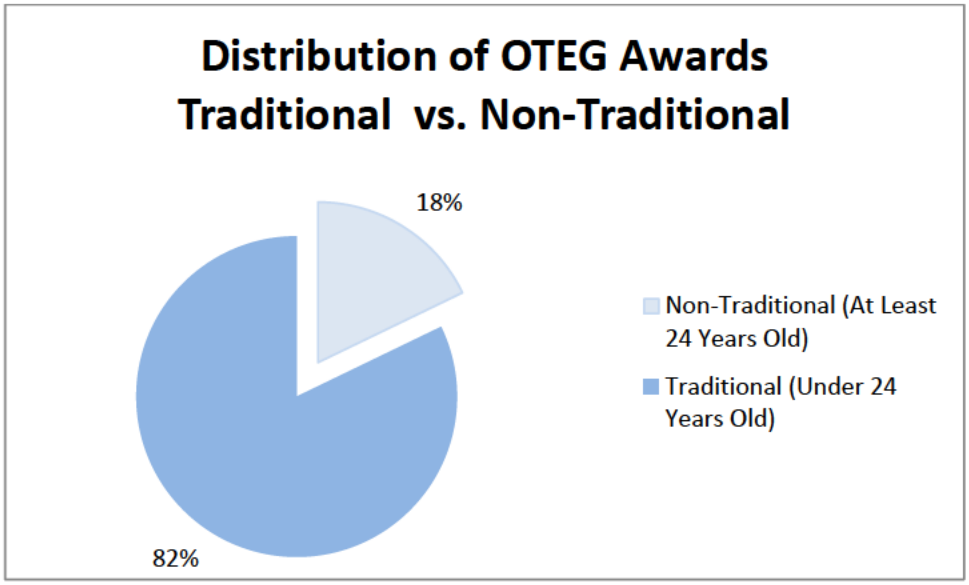
Following is a summary of the disposition of 2016-2017 OTEG funds:

FY14 State Appropriation	$2,774,901
Carryover and Interest Income	6,099
Total Funds Disbursed	$2,781,000
	$2,812,000
Funds Allocated to Institutions	
Funds Expended by Institutions	-$2,781,000
Unexpended funds	$31,000

Highlights for the 2016-2017 report year include:

- Independent students (generally adult students over age 24 and those under 24 that are defined by federal standards as financially independent) received 42 percent of the awards; dependent students (generally students under 24 that are defined by federal standards as financially dependent on parents) received 58 percent.

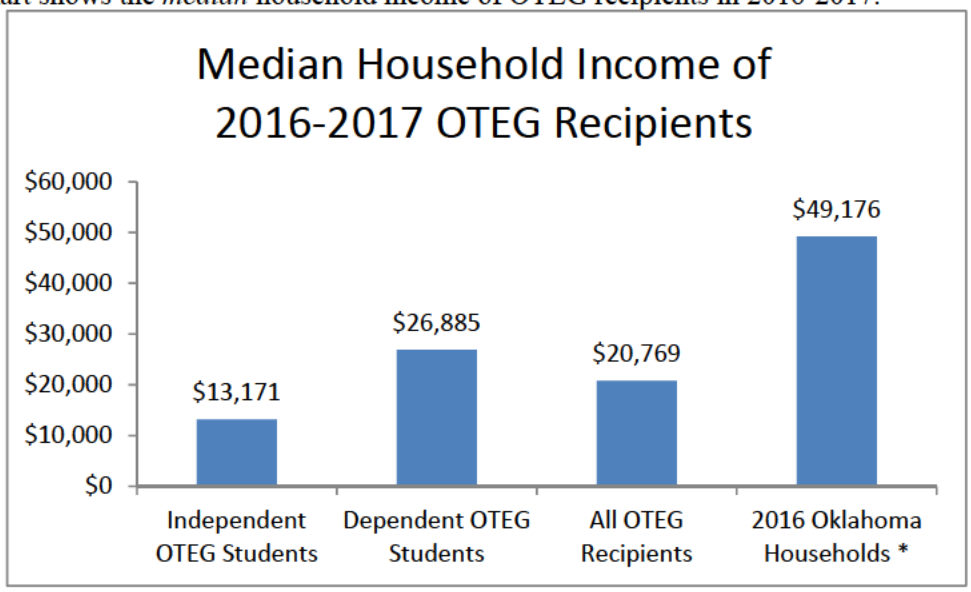
- Non-traditional students (age 24 and older) received 18 percent of the awards. Traditional Students (under age 24) received 82 percent of the awards. This is based strictly on age without reference to dependent/independent status.



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

Independent Students	15,864
Dependent Students	24,009
All Students	20,568

- This chart shows the *median* household income of OTEG recipients in 2016-2017.



*Data for Oklahoma Households from U.S. Census Bureau, 2016 American Community Survey.

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

Independent Students	17,668
Dependent Students	16,325
All Students	16,893

- Approximately 52 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 48 percent were upper classmen (juniors and seniors).
- Female students received 57 percent of the awards, and male students received 43 percent.
- The average cumulative GPA for all 2016-2017 recipients was 2.99.

- The State Regents' Unitized Data System contains records on the status of 13,278 individual students that have received the OTEG award since the program's inception in 2004-2005.* These students showed the following statuses.

Bachelors degree (or above) received by 2016-2017		4,349	34%
Enrolled 2016-2017	Associates degree received	241	2%
	No degree	1,465	11%
Not enrolled 2016-2017	Associates degree received	876	7%
	No degree	6,013	46%
		**12,944	100%

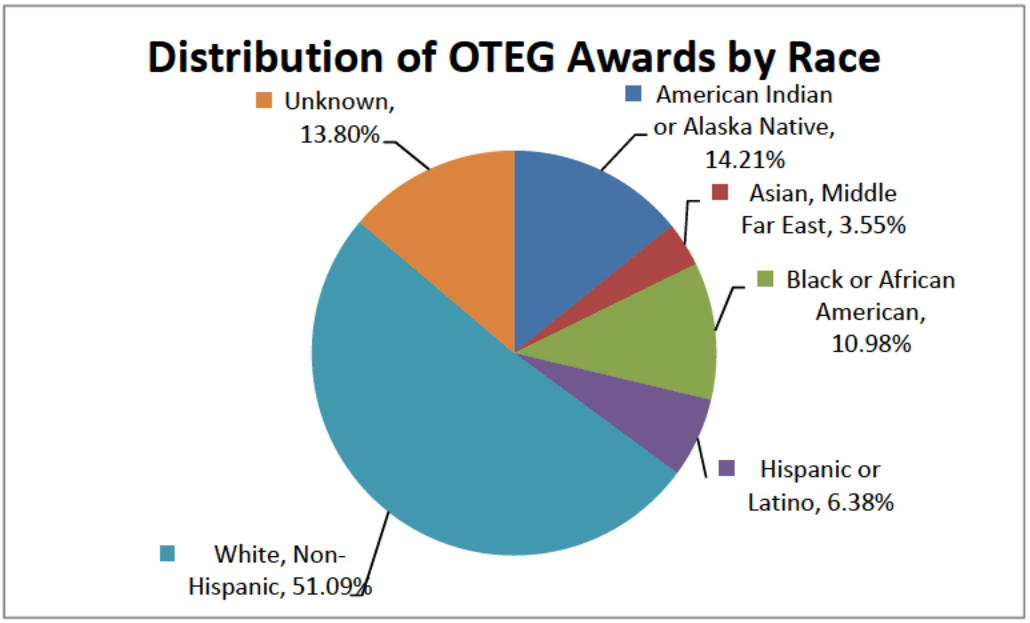
*As of the date of the creation of this report (November 3, 2017), degree submission records for the 2016-2017 academic year are incomplete for six schools (Southwestern Christian University, Mid-America Christian University, The University of Tulsa, Oklahoma Wesleyan University, Southern Nazarene University and Oral Roberts University).

**Neither enrollment records nor degree submission records are submitted by Family of Faith Christian University and Community Care College. Student recipients from these two institutions were excluded from this analysis.

Five hundred six total students did not appear in the State Regents' Unitized Data System.

- Fifty percent of the 2016-2017 recipients received the award during a previous academic year. Because initial recipients of the award are not required to be entering freshmen and recipients must meet eligibility criteria each year to receive the award, persistence rates are difficult to determine; however approximately 97 percent of the first time recipients prior to 2016-2017 have returned to an OSRHE reporting institution during a later academic year.

- The distribution of awards by race was:



2016-2017 End of Year Report

Institution	Initial Allocation to Institutions[1]	Reallocated Funds Received	Total Funds Disbursed	Number of Recipients	Total Disbursed Over/(Under) Initial Allocation[2]
Bacone College	$186,000	$0	186,000	121	$0
Family of Faith Christian University	$6,000	$0	5,000	3	($1,000)
Randall University	$64,000	$0	64,000	38	$0
Mid America Christian University	$142,000	$0	142,000	89	$0
Oklahoma Baptist University	$424,000	$0	424,000	246	$0
Oklahoma Christian University	$170,000	$0	170,000	99	$0
Oklahoma City University	$178,000	$0	178,000	99	$0
Oklahoma Wesleyan University	$130,000	$0	130,000	82	$0
Oral Roberts University	$298,000	$0	298,000	164	$0
St. Gregory's University	$104,000	$0	104,000	59	$0
Southern Nazarene University	$336,000	$0	314,000	181	($22,000)
Southwestern Christian University	$64,000	$0	64,000	37	$0
The University of Tulsa	$322,000	$0	322,000	180	$0
Community Care College	$388,000	$0	380,000	311	(8,000)
Totals	**$2,812,000**	$0	**$2,781,000**	**1709**	**($31,000)**

Notes:

[1]$2,774,901 was provided for the OTEG program in 2016-2017. $2,812,000 was allocated to institutions for awards to students.

[2]Three institutions did not award all of its allocated funds to eligible students. $31,000 remained unexpended at the end of the year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (4):

Annual Reports.

SUBJECT: 2016-17 Regional University Baccalaureate Scholarship Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

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

For 2016-17, the State Regents allocated $799,737 for the Regional University Baccalaureate Scholarship, a reduction of $151,819 or 16 percent from 2015-16. Program expenditures for 2016-17 were $951,750. Prior year carryover funds were used to cover the 2016-17 deficit.

POLICY ISSUES:

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

ANALYSIS:

Program Participation Levels

As shown in the table below, in 2016-17 a total of 323 recipients received awards with a total cost of $951,750. This compares to 338 total recipients and a cost of $987,750 in 2015-16.

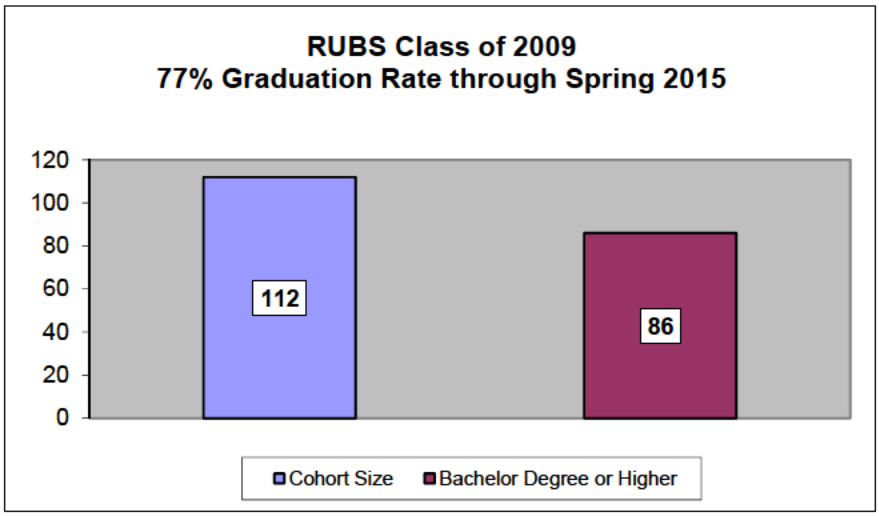
Over 82 percent of the program's participants attended one of six institutions— Southwestern Oklahoma State University (16 percent), East Central University (15 percent), University of Central Oklahoma (15 percent), Northeastern State University (14 percent), Rogers State University (11 percent) or University of Science & Arts of Oklahoma (11 percent).

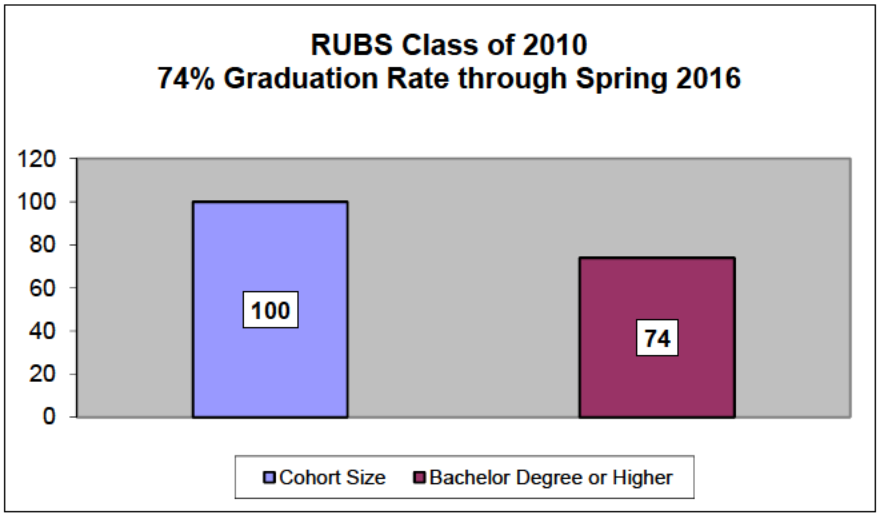
Oklahoma State Regents for Higher Education
Regional University Baccalaureate Scholarship
2016-17 Year End Report

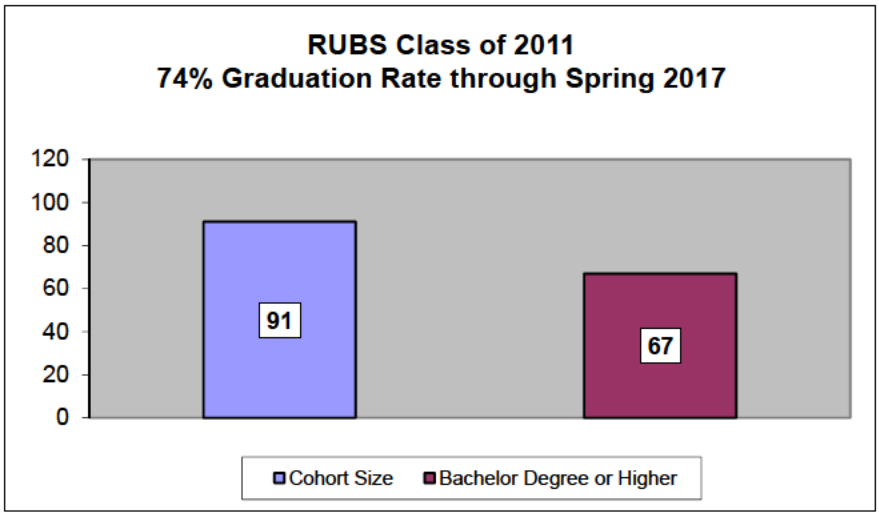
Regional University	Student Count	2016-17 Awards
Cameron University	20	$60,000
East Central University	49	$141,000
Langston University	0	$0
Northeastern State University	45	$129,750
Northwestern Oklahoma State University	13	$39,000
Oklahoma Panhandle State University	2	$6,000
Rogers State University	36	$105,750
Southeastern Oklahoma State University	22	$64,500
Southwestern Oklahoma State University	51	$153,000
University of Central Oklahoma	49	$146,250
University of Science and Arts of Oklahoma	36	$106,500
TOTAL	**323**	**$951,750**

Completion Rates

For the 303 participants entering into the program between 2009-2011, 75 percent (227) earned at least a baccalaureate degree within 6 years.







Funding and Expenditure History

The following table shows a history of appropriations and expenditures for the program in recent years. Deficits in FY2007 to FY2010 were funded from program carryover funds and internal agency transfers from other programs. The deficit in FY2016 and FY2017 was funded from previous year program carryover.

Regional University Baccalaureate Scholarship
History of Appropriations & Expenditures

	Appropriation	Expenditures	Difference
2005-06	$800,229	$780,000	$20,229
2006-07	$800,229	$828,000	($27,771)
2007-08	$800,229	$844,500	($44,271)
2008-09	$800,229	$900,000	($99,771)
2009-10	$800,229	$919,500	($119,271)
2010-11	$1,035,823	$947,250	$88,573
2011-12	$986,068	$938,250	$47,818
2012-13	$986,068	$977,250	$8,818
2013-14	$986,068	$920,250	$65,818
2014-15	$986,068	$918,750	$67,318
2015-16	$912,164	$987,750	($75,586)
2016-17	$799,737	$951,750	(152,013)

Total Regional University Baccalaureate Scholars, 2006-2016

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Cameron University	22	21	21	31	30	27	33	22	26	28	20
East Central University	33	38	38	41	40	39	43	40	47	51	49
Langston University	0	0	0	0	0	0	1	1	1	1	0
Northeastern State University	48	47	47	46	52	49	52	47	50	48	45
Northwestern Oklahoma State University	9	7	8	13	15	13	14	18	13	11	13
Oklahoma Panhandle State University	2	2	2	1	1	1	1	3	2	3	2
Rogers State University	15	15	21	18	20	21	32	35	34	38	36
Southeastern Oklahoma State University	20	17	20	16	21	22	23	20	19	22	22
Southwestern Oklahoma State University	55	58	58	52	47	49	51	50	50	55	51
University of Central Oklahoma	51	48	52	54	53	44	47	44	48	50	49
University of Science and Arts of Oklahoma	27	32	36	40	44	46	38	34	28	31	36
Total	**282**	**285**	**303**	**312**	**323**	**311**	**335**	**314**	**318**	**338**	**323**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (5):

Annual Reports.

SUBJECT: Review and Acceptance of the annual Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

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

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

The *FY18 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY18 of 5.0 percent at Research Universities, 4.1 percent at Regional Universities and 7.1 percent at the two-year Community Colleges.
- The average national published rate for FY18 tuition and mandatory fees is $9,970 for undergraduate resident students attending a four-year institution and $3,570 for those attending a two-year institution. Oklahoma's average rates are $7,030 and $4,210 respectively.

- Enrollments have shown slight decreases for the fall 2017 term with preliminary figures showing enrollment headcount of 179,082; a decrease of 1.6 percent from the fall 2016 semester. Meanwhile, preliminary enrollment at research universities increased by 0.2 percent from 57,986 to 58,111.

- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.

- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.

- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.

- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY18 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (6):

Annual Reports.

SUBJECT: Financial Operations Report, June 30, 2017.

RECOMMENDATION:

This item is for information only.

ANALYSIS:

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2016 through June 30, 2017. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements include year-to-date state appropriation reductions due to revenue failures in general revenue and oil gross production and are presented on a modified accrual basis.

There are currently 73 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2017, was $789,815,832. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2017, 89.6%, $707.6 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer’s Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total $707.6 million in investments, $577,174 is invested with the Common Fund, $479,096,441 is invested in Equities and Fixed Income, $84,112,511 is invested in Real Assets, $29,807,952 in Private Equities, and $113,977,473 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core administrative operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including the Oklahoma College Assistance Program, the Oklahoma Tuition Aid Grant Program, the Oklahoma Teacher Connection Program, the Oklahoma Higher Learning Access Program and the State's telecommunications network, OneNet. These programs contain personnel related expenses, while all other special program operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP’s authority to guaranty new loans was approximately $8.1 billion of which approximately $1.3

billion remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 7, 2017

AGENDA ITEM #29-b (7):

Annual Reports.

SUBJECT: Acceptance of the preparing for College Mass Mailing report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 1997, the Citizens' Commission on the Future of Oklahoma Higher Education recommended that the State Regents expand efforts to explain the services Oklahoma higher education offers to Oklahoma and Oklahomans and the benefits the state and its citizens receive from those services.

Additionally, in January 1999 the Oklahoma State Regents for Higher Education announced an aggressive plan to increase the proportion of Oklahomans holding a bachelor's degree from 20 to 28 percent by 2010 and the proportion of associate degree holders from 5 to 10 percent. Called Brain Gain, the plan was designed to move Oklahoma from the bottom to the top one-third of all states for its educational and economic performance. The State Regents are seeking to add more college degree holders to the state's population by focusing on three areas – increasing the proportion of Oklahomans who earn a college degree, keeping more Oklahoma graduates in the state and attracting college degree holders from outside the state.

Most recently, the State Regents identified degree and certificate completion as their top priority with the September 2011 launch of Complete College America (CCA). Oklahoma has been named the national model for CCA, with a plan focused on promoting college readiness, transforming remediation, strengthening pathways to certificates and degrees, expanding adult degree completion efforts, and rewarding performance and completion. Oklahoma's CCA goal is to increase the number of degrees and certificates earned each year in our state by 67 percent by 2023.

For the 25th consecutive year, the State Regents, in a joint effort with the Oklahoma College Assistance Program (OCAP), undertook a mass mailing of publications designed to help 8th-12th grade students better prepare for college. The materials include information that has been specifically requested by 8th-12th grade counselors.

POLICY ISSUES:

This initiative is consistent with recommendations made by the Citizens' Commission on the Future of Oklahoma Higher Education in October 1997 to better publicize higher education services and benefits, and supports the strategic goals set forth in the State Regents' CCA degree and certificate completion initiative.

ANALYSIS:

The 2017 mailing was outsourced to Mpower, a sheltered workshop located in Stillwater.
The following publications were distributed to head counselors at Oklahoma junior high and high schools in September 2017.

8th- Through 10th-Grade Students… Do You Have a Plan for College? Oklahoma's Official Guide to Preparing for College

High School Juniors and Seniors… Do You Have a Plan for College? Oklahoma's Official Guide to Preparing for College

Approximately 241,000 brochures about preparing for college were distributed to head counselors at Oklahoma public schools for distribution to each 8th-12th grade student in their schools. In addition, brochures were sent to counselors at private schools accredited by the State Department of Education or Oklahoma Private School Accreditation Commission-recognized accrediting associations. This is the 15th year that separate, grade-specific brochures were produced. Nearly 147,000 brochures focusing on early academic and financial planning for college were distributed to 8th-10th grades, and more than 94,000 brochures focusing on academic requirements and financial aid were sent to 11th-12th grades. The brochures were also sent upon request to statewide home school organizations, libraries, educational organizations such as TRiO, Job Corps locations, and tribal and faith-based organizations. Online versions of both brochures are also available on the State Regents' and OCAP websites.

The brochures are designed to inform students about the courses they must take in high school to be admitted to an Oklahoma state college or university. They also detail admission standards, placement scores and financial aid information. In addition, they encourage students to call the State Regents' toll-free Student Information hotline or visit the OKcollegestart.org website for more information. The brochures also feature a map of Oklahoma public colleges and universities with phone numbers and website addresses, as well as estimated college costs, salary expectation comparisons for various jobs, financial planning information and tips for selecting the institution that best fits their needs.

Counselors' Resource Book: Oklahoma's Colleges and Universities

Counselors were also provided a link to a digital version of the Counselors' Resource Book, which offers extensive information about planning and paying for college. Available exclusively on the State Regents' website, the publication is formatted so that counselors can print and three-hole punch the document for placement in a binder, so the information can be easily duplicated. Students, parents and others are also able to access the publication on the State Regents' website.

The resource book provides a profile of each college and university in Oklahoma and includes information about preparing for college, concurrent enrollment, course transfer, college costs and financial aid. In addition, it publicizes the State Regents' toll-free Student Information hotline and the OKcollegestart.org website. The resource book is produced in coordination with the Communicators Council. This is the 22st year the resource book has been produced.

The Professional Center (Pro Center)

Counselors were provided a flyer with information about The Professional Center, a companion website for Oklahoma educators to use in conjunction with OKcollegestart.org. The Pro Center provides all the tools counselors and teachers need to manage college and career planning programs through the OKcollegestart.org platform – administration, reporting, communicating and monitoring

student progress. Counselors can also use the Transcript Exchange to send and track student transcripts electronically from high school to high school and high school to campus.

Supplement

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Eighty-Fifth Meeting

October 19, 2017

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

Minutes of the Seven Hundred Eighty-Fifth Meeting
October 19, 2017

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Eighty-Fifth Meeting
of the
Oklahoma State Regents for Higher Education
October 19, 2017

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 a special meeting at 9:15 a.m. on Thursday, October 19, 2017, 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 October 13, 2016 and amended on October 12, 2017. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chairman Ron White called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen and John Massey. Regent Jeff Hickman joined the meeting at 9:21 a.m.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Lester made a motion, seconded by Regent Helm, to approve the minutes of the State Regents' regular meeting on September 7, 2017. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and White. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman White had no comments.

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 United States Congressman Tom Cole's remarks at the Committee-of-the-Whole meeting on Thursday, October 18, 2017.

6. STUDENTS.

a. Mr. Trico Blue, a student at Northeastern State University (NSU), spoke about his higher education experience. Mr. Blue stated that he graduated from Holbert High School and was a member of the President's Leadership Class at NSU. He is a senior Social Studies education major and he stated that higher education defined his calling, helped him become a well-rounded individual, and gave him the opportunity to develop friendships. Mr. Blue finished by thanking the State Regents and stated that he plans to attend graduate school for a degree in higher education leadership.

b. Ms. Kristie Jackson, a student at Western Oklahoma State College (WOSC), spoke about her higher education experience. Ms. Jackson stated that she is from Hobart, Oklahoma and was faced with many challenges such as, being a single mother, her parents passing away and being in a domestic violence situation. She enrolled at WOSC in 2014 through the Temporary Assistance for Needy Families program and stated that without this program she would not be where she is today. WOSC gave her the support she needed and she is now employed full time at Great Plains Youth and Family Services and she wants to help other students that are in similar situations. Ms. Jackson finished by stating that she is a stronger student and mentor because of WOSC and is forever grateful.

7. NEW PROGRAMS.

a. Regent Lester made a motion, seconded by Regent Massey, to approve the request from the University of Oklahoma to offer the Master of Science in Environmental Studies in Environmental Studies and the Graduate Certificate in Finance. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

b. Regent Lester made a motion, seconded by Regent Parker, to approve the request from

Oklahoma State University to offer the Bachelor of Science in American Studies. Voting for the motion were Regent Holloway, Lester, Hickman, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

c. Regent Lester made a motion, seconded by Regent Massey, to approve the request from the University of Central Oklahoma to offer the Master of Arts in Museum Studies. Voting for the motion were Regent Lester, Hickman, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

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

a. Oklahoma State University requested to delete the Certificate in Aerospace Security.

b. Seminole State College requested to delete the Associate in Arts in Language Arts.

Voting for the motion were Regent Hickman, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

9. OKLAHOMA'S PROMISE. Regent Massey made a motion, seconded by Regent Stricklin, to approve Oklahoma's Promise's official funding estimate for FY2019. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

10. MASTER LEASE. Regent Parker made a motion, seconded by Regent Helm, to approve the listing of equipment projects for submission to the Council of Bond Oversight for 2017D Equipment Program. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Massey. Voting against the motion were none.

11. ENDOWMENT. Regent Parker made a motion, seconded by Regent Helm, to approve the June 30, 2017 endowment market values, distribution schedules and reports. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Hickman, Massey and Stricklin. Voting against the motion were none.

12. CONTRACTS AND PURCHASES.

a. Regent Parker made a motion, seconded by Regent Helm, to approve the following purchases for amounts in excess of $100,000:

(1) Copper River in the amount of $125,000 for the Adva Dense Wave Division Multiplexing node to be installed in Tulsa, Oklahoma.

Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, Massey, Stricklin and White. Voting against the motion were none.

b. Regent Parker made a motion, seconded by Regent Massey, to approve the CareerTech Carl Perkins Contract for 2017-2018. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Massey, Stricklin, White and Helm. Voting against the motion were none.

13. INVESTMENTS. Regent Stricklin made a motion, seconded by Regent Massey, to approve three new investment managers:

a. EnCap Flatrock Midstream IV - $5 million;

b. Abacus Multifamily Fund IV - $5 million; and

c. Hammes Realty Advisors Fund III - $5 million.

Voting for the motion were Regent Holloway, Lester, Hickman, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

14. ADMINISTRATIVE RULES.

a. Posting of proposed suspension of Non-Renewal of Professional and Commercial Driver Licenses Administrative Rule.

b. Posting of proposed Oklahoma's Promise – Oklahoma Higher Learning Access Program Rule Revisions and Revised Program Verification Form.

c. Posting of proposed permanent rule revisions to the Academic Scholars program.

15. COMMENDATIONS. Regent Stricklin made a motion, seconded by Regent Parker, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Lester, Hickman, Massey, Stricklin, White, Helm, Parker and

Holloway. Voting against the motion were none.

16. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

17. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Stricklin, to approve the following consent docket items:

a. Programs.

(1) Program Modifications. Approval of institutional requests.

(2) Program Suspensions. Ratification of institutional requests.

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

c. Electronic Delivery. Approval of Oklahoma State University's request to offer the Bachelor of University Studies in University Studies through online delivery.

d. College Admission. Ratification of a request to approve a high school course for college admission.

e. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

f. Agency Operations. Ratification of purchases in excess of $25,000 for FY2017.

g. Non-Academic Degrees. Ratification of requests from the University of Oklahoma to award honorary degrees.

h. Resolution honoring a staff member upon his retirement.

Voting for the motion were Regent Hickman, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

18. **REPORTS.** Regent Parker made a motion, seconded by Regent Massey, to accept the following reports:

a. Programs. Current status report on program requests.

b. Annual Reports.

(1) Preliminary Enrollment Report. Acceptance of the Fall 2017 Preliminary Enrollment Report.

Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

19. 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.

20. NEW BUSINESS. No new business was brought before the Board.

21. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent White announced that the next regular meetings are scheduled to be held on Wednesday, December 6, 2017 at 10:30 a.m. and Thursday, December 7, 2017 at 9:00 a.m. at the State Regents Office in Oklahoma City.

22. ADJOURNMENT. With no additional items to address, the meeting was adjourned.

ATTEST:

Ron White, Chairman

Jody Parker, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, October 18, 2017

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:00 a.m. on Wednesday, October 18, 2017, 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 October 13, 2016 and amended on October 12, 2017. 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 and John Massey. Regent Mike Turpen joined the meeting at 10:37 a.m., Regent Jeff Hickman joined the meeting at 10:57 a.m. and Regent Jay Helm joined the meeting at 11:18 a.m. Regent White called the meeting to order and presided.

3. **MERCER HAMMOND.** Ms. Beth Johnson and Mr. Tim Westrich from Mercer-Hammond were present to facilitate a discussion regarding the Oklahoma State Regents for Higher Education's (OSRHE) current investments. Ms. Johnson and Mr. Westrich discussed the current market environment, investment returns and investment manager recommendations. Ms. Johnson stated that the OSRHE investment returns for June 2016 – June 2017 are up 12 percent; however the international equity is not doing as well. Ms. Johnson discussed three new investment recommendations for the State Regents approval.

4. **OKLAHOMA STATE UNIVERITY'S CENTER FOR HEALTH SCIENCES.** President Kayse Shrum, Oklahoma State University Center for Health Sciences (OSU-CHS), gave a brief presentation on rural health and telemedicine initiatives at OSU-CHS. President Shrum began by stating that Oklahoma is in the bottom tenth percentile of the United States due to low rankings in several key health areas: 1) 43rd in obesity; 2) 48th in cardiovascular deaths; 3) 36th in access to primary care physicians; and 4) 43rd in drug deaths. Oklahoma also has an aging population, a shortage of primary care physicians and for rural Oklahoma, poverty, and transportation issues, which also contribute to the healthcare challenges of the state. Additionally, all 77 counties in Oklahoma are federally designated as primary care health professional shortage areas.

   To meet the needs of rural Oklahoma, OSU-CHS created the mobile Telemedicine unit that travels to rural and underserved areas of the state offering cardiology, internal medicine, mental health and radiology services. Since FY15, the Telemedicine unit has impacted over 2,200 people. President Shrum stated that even though today's healthcare delivery system is a brick and mortar building, virtual healthcare is growing rapidly and can be accessed anytime, anywhere and in any way. It is a more efficient model of care with more access points for patients and improved health outcomes. President Shrum finished by stating that OneNet has been critical to OSU-CHS's ability to deliver this kind of care. OneNet has the technical expertise to build a virtual healthcare delivery system and share this knowledge around the state.

5. **FEDERAL LEGISLATIVE UPDATE.** United States Congressman Tom Cole gave a brief update on federal legislative activity. Congressman Cole began by stating that the House of Representatives has been very productive and has passed 370 bills so far this legislative session.

Additionally, there has been much bipartisan progress made with funding addressing issues for veterans and human trafficking as well as the TRIO, GEAR UP and EPSCoR programs.

Congressman Cole finished by thanking Chancellor Johnson and the State Regents for all they do and for the opportunity to provide an update.

6. **EXECUTIVE SESSION.** Regent Stricklin made a motion, seconded by Regent Parker, to enter 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, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.

   Following executive session discussions, Regents returned to open session.

7. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that the budget is currently meeting estimates and she is monitoring the gross production tax revenue as well as progress in the legislative special session.

8. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Todd Pauley gave a brief update on legislative activity. He stated that he is monitoring the progress of the legislative special session. Additionally, the State Regents will present Representative Leslie Osborn with a Distinguished Service Award at the October State Regents meeting on October 19, 2017. He finished by stating that he has been attending the Oklahoma State Chamber 2030 Regional Forums.

9. **TASK FORCE REPORTS.**

   a. **Online Education Task Force.** Vice Chancellor Debbie Blanke stated that the next meeting of the Online Education Task Force will be October 19, 2017 and they will discuss the quality of online courses and seeking external funding for the continued work of the Council for Online Learning Excellence.

   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 task force is currently working to create a speakers bureau in coordination with the Council on Student Affairs and is also working with institutions to become JED certified, meaning they have a comprehensive mental health assessment system for their students.

10. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the October 2017 update on institutional activities via e-mail.

11. **CALENDAR OF EVENTS.** Chancellor Glen D. Johnson discussed several upcoming events:

   - Monday, October 30, 2017 – Higher Education Hall of Fame – 6:30 p.m. at the Nigh University Center, University of Central Oklahoma

   - Thursday, November 2, 2017 – Governor Mary Fallin's STEM & Entrepreneurship Summit – 8:30 a.m. at the Cox Convention Center

- Wednesday, November 15, 2017 – Legislative Forum – 8:30 a.m. at Jim Thorpe Association
- Wednesday, December 6, 2017 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City
- Wednesday, December 6, 2017 – State Regents Task Force on the Future of Higher Education meeting – 1 p.m. in the PHF Conference Center Colloquium Room
- Wednesday, December 6, 2017 – State Regents Holiday Dinner – 6 p.m. – Oklahoma City Golf and Country Club
- Thursday, December 7, 2017 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City
- Wednesday, January 31, 2018 – State Regents Meeting - 10:30 a.m. at the State Regents Office in Oklahoma City
- Wednesday, January 31, 2018 – State Regents Dinner – 6 p.m. – TBD
- Thursday, February 1, 2018 – State Regents Meeting

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

ATTEST:

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Ron White, Chairman	Jody Parker, Secretary