OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 20, 2017

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 20, 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 April 20, 2017.

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

A G E N D A

Thursday, April 20, 2017 – 10 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman John Massey, Presiding

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

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

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

4. **Report of the Chairman.** 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.** A Student reports on higher education's impact. Page 3.

AWARDS

7. **Awards.**

   a. **Newman Civic Fellows.** Presentation of the 2017 Newman Civic Fellows. Page 5.

   b. **Council for Online Learning Excellence.** Presentation of the Oklahoma Online Excellence Awards. Page 7.

ACADEMIC

8. **New Programs.**

   a. University of Oklahoma. Approval to offer the Doctor of Philosophy in Information Studies, the Graduate Certificate in Data Systems and Digital Design, and the Graduate Certificate in Archival Studies. Page 11.

   b. Rogers State University. Approval to offer the Certificate in Paramedic Studies. Page 23.

FISCAL

EXECUTIVE

18.   **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 135.

19.   **Executive Session.** Page 137.

        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

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

        a.   Programs.

                (1)   Program Modifications. Approval of institutional requests. Page 139.

                (2)   Program Suspensions. Ratification of institutional requests. Page 149.

        b.   Reconciliation. Approval of an institutional request for degree program inventory reconciliation. Page 151.

        c.   State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 153.

        d.   Policy Exception. Ratification of a policy exception request from the University of Oklahoma to award an honorary degree in absentia. Page 155.

        e.   Agency Operations.

                (1)   Ratification of purchases in excess of $25,000. Page 157.

                (2)   Personnel. Ratification of associate vice chancellor and comptroller. Page159.

        f.   Non-Academic Degrees.

                (1)   Ratification of a request from Oklahoma State University to award two posthumous degrees. Page 165.

(2)   Ratification of a request from Northeastern State University to award a posthumous degree. Page 169.

(3)   Ratification of a request from Oklahoma Panhandle State University to award a posthumous degree. Page 171.

REPORTS

21.   **Reports.** Acceptance of reports listed.

   a.   Programs. Current status report on program requests. Page 173. (Supplement)

   b.   Annual Report. College Student Developmental Education/Remediation Report. Page 175.

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

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

   b.   Budget and Audit Committee.

   c.   Strategic Planning and Personnel Committee and Technology Committee.

   d.   Investment Committee.

23.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Thursday, May 25, 2017 at 10:30 a.m. and Friday, May 26, 2017 at 9 a.m. at the State Regents Office in Oklahoma City.

24.   **Adjournment.**

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents.

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 March 10, 2017 through April 6, 2017:

- Met with Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues.
- Met with East Central University (ECU) President Katricia Pierson in Oklahoma City to discuss higher education issues.
- Met with Senator Gary Stanislawski in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Youth Expo legislative reception at the State Fair Arena in Oklahoma City.
- Attended State Higher Education Executive Officers Association (SHEEO) Executive Committee meeting in Baltimore, Maryland to discuss higher education issues.
- Attended and participated in Oklahoma Educational Television Authority (OETA) VIP Festival night in Oklahoma City.
- Met with Representative Harold Wright in Oklahoma City to discuss higher education issues.
- Met with Governor Fallin's Chief of Staff Chris Benge at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Speaker Charles McCall at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with representatives from the College Board 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.
- Met with Secretary of Science and Technology and University of Oklahoma Vice President for Research Kelvin Droegemeier in Oklahoma City to discuss higher education issues.
- Participated in Southern Regional Education Board (SREB) Executive Committee conference call to discuss higher education issues.
- Attended Jasmine Moran Children's Museum Board of Trustees meeting in Oklahoma City.
- Participated in conference call with Senate President Pro Tempore Mike Schulz to discuss higher education issues.

- Attended and provided remarks at House Appropriations and Budget Education Subcommittee budget hearing at the State Capitol in Oklahoma City.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Met with John Reid, Oklahoma Business Roundtable, in Oklahoma City 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 conference call with Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King to discuss OETA issues.
- Attended the University of Oklahoma (OU) Jeannine Rainbolt College of Education's Celebration of Education awards ceremony and dinner in Norman.
- Met with Secretary of Education and Workforce Development Natalie Shirley, Secretary of Commerce and Tourism Deby Snodgrass, and CareerTech Director Marcie Mack in Oklahoma City to discuss K-12, higher education, and CareerTech issues.
- Met with Senator Dan Newberry in Oklahoma City to discuss higher education issues.
- Attended and chaired Campus Safety and Security Task Force meeting in Oklahoma City.
- Participated in conference call with Oklahoma Tax Commission Commissioner Steve Burrage to discuss higher education issues.
- Met with Senator David Holt in Oklahoma City to discuss higher education issues.
- Attended annual Phi Beta Kappa spring banquet at the Oklahoma City Golf and Country Club in Oklahoma City.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 20, 2017

AGENDA ITEM #6:

Students.

Oral Presentation.

AGENDA ITEM #7-a:

>   **Awards.**

SUBJECT: Presentation of the 2017 Newman Civic Fellows.

RECOMMENDATION:

>   **It is recommended that the State Regents approve the individuals listed below as 2017 Newman Civic Fellows.**

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are 32 state Campus Compact offices that provide services to nearly 1,100 colleges and universities committed to helping students develop the knowledge and skills of civic participation through involvement in public service through various methodologies including service-learning, community service, and other methodologies. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OkCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OkCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. All 25 State System institutions, four branch institutions, seven private/independent institutions, and one tribal institution are members.

The Newman Civic Fellows program was established by National Campus Compact in honor of Campus Compact co-founder Frank Newman, a man who dedicated his life to creating opportunities for student civic learning and engagement. It is designed to recognize inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Newman Civic Fellows are nominated by their institutional president. Ten students from Oklahoma are a part of the group of students from almost 1,100 colleges and universities who comprise the 2017 Newman Civic Fellows. These students were nominated as the best-of-the-best, students who represent the next generation of public problem solvers and civic leaders. They serve as national examples of the role that higher education can—and does play in building a better world.

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The Newman Civic Fellows program is supported by the KPMG Foundation and the Newman's Own Foundation. The fellowship is a one-year experience for students in which fellows have access to in-person and virtual learning opportunities, networking events, and mentoring. Added to this support is a monetary scholarship for Oklahoma Newman Civic Fellows as funds are available. For 2017, Oklahoma Campus Compact will award a scholarship of $500.00 to each Newman Civic Fellow. Campus Compact, the Oklahoma State Regents for Higher Education and OkCC are pleased with the quality of our Newman Civic Fellows' work at their institutions and for their communities, and commend them with certificates. Through service-learning courses and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2017 Oklahoma Newman Civic Fellows are listed below:

- Katherine Davis, Northern Oklahoma College
- Jack Nickelson, Northwestern Oklahoma State University
- Cody Milner, Oklahoma Christian University
- Shelbi Gambrell, Oklahoma State University
- Jessica Villar, Oklahoma State University - Oklahoma City
- Rhyder Jolliff, Rogers State University
- Ashton Shepler, Rose State College
- Devin Smoot, Southwestern Oklahoma State University
- Rebecka Snyder, Tulsa Community College
- Jaylon Thomas, University of Central Oklahoma

AGENDA ITEM #7-b:

Council for Online Learning Excellence.

SUBJECT: Presentation of the Oklahoma Online Excellence Awards.

RECOMMENDATION:

Recognition of awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma.

BACKGROUND:

In 2012, the State Regents created the Online Education Task Force, which was tasked with reviewing the delivery of online education throughout the State System to determine the extent to which the delivery of online education was accessible, efficient and effective. After a period of information gathering and analysis, the Online Education Task Force formed the Council for Online Learning Excellence (COLE) in 2016. COLE is comprised of faculty, staff, and administrators representing each tier of Oklahoma's public and private colleges and universities, as well as other entities connected to online learning technologies. The mission of COLE is to improve online and hybrid learning experiences in Oklahoma through a framework that grows knowledge networks and advances collaborative initiatives that enhance student, faculty and institutional success in the state of Oklahoma. COLE works to accomplish this mission through its four guiding principles: capacity through collaboration, mission empowerment, teaching and learning focus, and thought leadership.

As part of the effort to improve online learning in Oklahoma, COLE's members recognize the excellent work of faculty, staff, and administrators at Oklahoma's colleges and universities. These inaugural 2017 Oklahoma Online Excellence Awards honor an individual and an institution, team or group that have done excellent work in online or hybrid learning. Nominations were submitted by peers and judged by a committee of COLE members. Nominees were scored using a standard rubric based on the metrics of leadership, innovation, collaboration, and results.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the **Individual Faculty Member/Staff Member Oklahoma Online Excellence Award** is **Dr. Maria Christian, Assistant Professor of Higher Education Leadership, Northeastern State University (NSU).**

Dr. Christian has been recognized by her colleagues at NSU for her efforts to enhance and strengthen the university's Master of Science in Higher Education Leadership (052) program as well as for her involvement with university-wide online course offerings. Her endeavors to advance online education at

NSU include co-authoring a proposal to develop NSU's Master of Science in Higher Education Leadership (052) program into a fully-online program. In addition, she shares her online teaching experience through her collaboration on various initiatives with the university's Center for Teaching and Learning. Those interactions include participating on the Center's Advisory Board, testing new software, and researching effective online course design. Dr. Christian welcomes opportunities to share her expertise and experience in online learning and teaching with others in and outside the university and has been invited to address online course accessibility at the 2017 Quality Matters Connect Conference.

Dr. Christian's dedication to online education has been recognized by her selection as a Faculty Fellow for NSU's Center for Teaching and Learning. In this role, she oversees the university's advanced online educator course that focuses on course design, curriculum alignment, and assessment; and also models effective online teaching techniques for colleagues to integrate into their own online teaching practices. Her expertise in online education has been further recognized by an invitation to serve as a Reviewer for Online Courses at NSU.

In all of these efforts and in her teaching, Dr. Christian has enjoyed positive results that are recognized by students, peers, and university administration. Dr. Christian's colleagues praise her dedication and excellence in teaching, scholarship, and service and look forward to the many future contributions and innovations she will certainly bring to advance online education at Northeastern State University.

The recipient of the **Institution, Team or Program Oklahoma Online Excellence Award** is the **Learning Design Team, Center for eLearning and Connected Environments (CeCE), University of Central Oklahoma (UCO).**

The Learning Design Team is led by CeCE Assistant Director **Tracy Fairless** who oversees the team's initiatives to ensure excellence in the design and delivery of online courses at UCO. Other team members include Instructional Designers **Katie Carnes, Liz Crowell, Brett King, and Kelly Ross**; Instructional Designers and Online Course Facilitation Certification Specialists **Sarah Harrell and Kyle Motsinger;** Accessibility Specialist **Stephanie Rogers; and** video team members **Kelsi Thompson, Spike Alkire, and Joaquín López**.

The Learning Design Team models excellence in all facets of online learning. UCO's fully-online course offerings increased 69.57 percent from Spring 2013 to Spring 2016 and, similarly, during this period online faculty numbers increased by 42.36 percent. In support of this growth, the Learning Design Team has developed effective, sustainable practices for maintaining high-quality, engaging online design, teaching, and learning experiences. The Learning Design Team's Online Course Quality Principles Rubric communicates rigorous standards for online courses from inception to completion. Many of the Learning Design Team's collaborative endeavors, for which it is widely appreciated at UCO and across Oklahoma, entail efforts to share Learning Environment Modeling and effective practices for supporting excellence in online education. The Learning Design Team routinely partners with other UCO divisions to host or present at UCO faculty development workshops and conferences. These opportunities are welcomed as a vehicle to connect with faculty and staff, model and share effective practices, and form alliances with advocates in academic and administrative divisions who help advance and share its vision for online education. Several Learning Design Team members also assist with state-wide and national workshops offered by UCO's Institute for Learning Environment Design and are active in the state-wide Council for Online Learning Excellence. The effectiveness of the Learning Design Team is reflected in high approval ratings reported through surveys and testimonials of stakeholders, as well as by continued growth and high learner completion rates in online learning that the Learning Design Team's initiatives support. Learning Design Team members also maintain active local and global conference and consultation agendas, further attesting to the value they contribute to the field. The Learning Design

Team's sustainable, scalable, and dynamic initiatives and innovations to support the many facets of high-quality online education provide an effective model for others across the industry.

AGENDA ITEM #8-a:

       New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Doctor of Philosophy in Information Studies, the Graduate Certificate in Data Systems and Digital Design, and the Graduate Certificate in Archival Studies.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Doctor of Philosophy in Information Studies, with an option in Information Studies, the Graduate Certificate in Data Systems and Digital Design, and the Graduate Certificate in Archival Studies, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Doctor of Philosophy in Information Studies.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
    - Majors enrolled: a minimum of 10 students in Fall 2021; and
    - Graduates: a minimum of 2 students in 2021-2022.

- **Graduate Certificate in Data Systems and Digital Design.** The graduate certificate is embedded within the Master of Science in Architecture (397) and will be included in the regular 5-year program review.

- **Graduate Certificate in Archival Studies.** The graduate certificate is in embedded within the Master of Library Information Studies in Library Information Studies (151) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our second year of using the Common Application for undergraduates and in the second year of using the College-Net software for processing applications for graduate students.
- We will continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2)increase the

coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office. In addition, Dr. Glenn Hansen, IT data scientist, is assisting individual schools and colleges with retention analyses of their majors.

- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.

- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in OZONE.

APRA Implementation

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

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

89	Degree and/or certificate programs deleted
104	Degree and/or certificate programs added

Program Review

OU offers 293 degree and/or certificate programs as follows:

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

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

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

Program Development Process
OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Doctor of Philosophy in Information Studies at their May 12, 2016 meeting, and the Graduate Certificate in Data Systems and Digital Design, and the Graduate Certificate in Archival Studies at their January 25, 2017 meeting. OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Doctor of Philosophy in Information Studies

Program purpose. The proposed program will prepare students to engage in creative research as part of a career in university teaching, policymaking or consulting for corporate, non-profit, or governmental entities.

Program rationale and background. OU currently offers a Master of Library Information Studies (MLIS) in Library Information Studies (151), which maintains an average enrollment of 168 students and graduates an average of 57 students. In August, 2011, OU's School of Library and Information Studies (SLIS) conducted a focus group to gain information about the state's market demand for developing a doctorate program in Information Studies. Fourteen individuals participated in the focus group, which was comprised of information professionals. All participants indicated interest in pursuing a doctorate degree, with one who had already begun coursework at the University of North Texas due to lack of program availability in Oklahoma. Furthermore, over the past year, at least four recent graduates of the MLIS program indicated serious interest in pursuing a doctorate degree in Information Studies.

Employment opportunities. The top careers and job opportunities for the next decade will be information intensive and require the ability to acquire and apply information and knowledge. Although most participants in the focus group indicated that the main reason for pursuing a doctorate degree was to pursue academic careers at the university level, individuals earning a degree in Information Studies can find careers in a variety of settings requiring skills in researching, cataloguing, and archiving. A recent search of the Library and Information Science Information and Discussion Listserv yielded 27 academic positions in the United States. Indeed.com recently posted over 5,000 jobs nationwide that require individuals with a library information science background. OU is confident that students completing the proposed program will be successful in their career search.

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	10	Fall 2021
Minimum Graduates from the program	2	2021-2022

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Duplication and impact on existing programs. There are no Doctor of Philosophy (Ph.D.) in Information Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on March 31, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Information Studies program will consist of 90 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Degree Program Core	35
Guided Electives	12
General Electives	27-41
Dissertation	2-16
Total	**90**

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Drs. Mirah Dow and Gregory Leazer, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Dow holds a Doctor of Philosophy in Library and Information Management and is currently a Professor in the School of Library and Information management at Emporia State University in Emporia, Kansas. Dr. Leazer earned a Doctor of Library Studies from Columbia University and currently serves as Associate Professor in the Department of Library and Information Science at the University of California Los Angeles in Los Angeles, California. Both reviewers have extensive experience in the academic area of information management as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand, productivity standards and funding implications. The evaluators used the State Regents' Academic Program Approval policy and background information on the State Regents' Academic Planning/Resource Allocation initiative to frame the review.

The team declared strong support to establish the program at OU. The reviewers agree that developing a Doctor of Philosophy in Information Studies will enhance and is central to OU's mission to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty who has the knowledge, experience and skills to initiate the program and build it over time.

While recommending State Regents' approval, the team offered some suggestions for improvement of the proposed program over time:
- We support the establishment of a Ph.D. program in Information Studies in the School of Library and Information Studies (SLIS) at the University of Oklahoma. The proposed program meets program approval criteria. The faculty and program quality are sound, and

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fulfill the mission of the University of Oklahoma. In particular, we believe the proposed program responds to existing and emerging technological, scientific and cultural needs.

- While this report contains several recommendations to the SLIS, we believe that the faculty has no doubt weighed and considered many of the issues we identify. However, while the information provided is complete, it is, like the review process itself, fairly brief. We believe we could have accomplished a more complete and precise series of recommendations if the review process allowed for a day on site, in conversation with administrators, faculty and students at the SLIS.

- Further articulate how the program will prepare graduates for careers in higher education as professors and other kinds of academic leadership, such as university librarian or head of Special Collection units.

- State learning objectives and program goals for the Ph.D. curriculum, its major components (i.e. theoretical foundations, methodology and elective cognate areas), and core courses that will make assessment and effective teaching possible and visibly aligned to program goals. Develop descriptions of the new courses that are aligned with learning objectives and program goals. In sample schedule of coursework (p. 7), indicate credit hours (minimum) in years three and four (e.g. total credit hour requirement for dissertation proposal writing, and total credit hour requirement for dissertation research and writing). Reconsider number of total credit hours/semester and estimated time to complete degree program (p. 7). Ph.D. courses should require more time than master's level courses require for excellent student learning.

- Clarify the relationship between the MLIS and the Ph.D. curricula. Is the MLIS required for admission to the Ph.D. program? As a way to make the implementation of the Ph.D. program easier, SLIS could overlap advanced MLIS courses with some of the foundational Ph.D. courses. Will MLIS students be allowed into Ph.D. courses? Will any master's level courses (perhaps earned while enrolled in the MLIS degree program, or other master's degree programs) be accepted toward 90 credit requirements?

- Give further consideration to the costs of the Ph.D. program, especially as relating to student fellowship support, recruitment, and support for student research travel.

- State the OU policy requirement for applicant GRE scores. This will enable prospective students to decide if they can satisfy the GRE requirement for the Information Studies Ph.D. program.

- Indicate the accessibility of physical facilities and available technology adaptations for individuals with disabilities.

- Clarify the statement on p. 6 regarding the research apprenticeship: "Doctoral students are required to participate in research apprenticeship activities by enrolling in US 6920 Directed Research for the first two years of their coursework (3 credit hours per semester), and working either on an advisor's research project as a Graduate Assistant (GA)." There appears to be a missing "or" clause. We recommend that students be allowed to work on their own research projects as well, under the supervision of their faculty advisor or other qualified member of the faculty.

- Clarify the statement about student demand (p. 16). "This program will enroll a minimum of 10 students in fall 2017 (or 2021 as stated); and will graduate a minimum of 2 students in 2021-22." What is the hope of the SLIS faculty, vs. expectation or the minimal acceptable number of graduates?

- Insert who will be responsible for assessment of proposed program administration (advisory committee) and faculty. Also, determine the frequency of evaluations. Identify a schedule for assessment and responsible positions to receive summaries of assessments.

OU responded satisfactorily to these recommendations.

The curriculum for the program meets State Regents' and national curricular standards for information studies programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. To summarize, the evaluators indicated the proposed degree program was of high quality and they strongly supported its implementation.

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

Support services. The library, classroom, and lab space are adequate for this degree program.

Financing. The proposed 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 Doctor of Philosophy in Information Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$501,739	$516,791	$532,295	$548,264	$564,712
Narrative/Explanation: Existing state sources will fund the faculty expenses. These amounts reflect faculty and staff salary allocations, management and operations funds, course fees, and shared tuition revenue from summer teaching.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$14,071	$28,149	$42,213	$56,284	$70,355
Narrative/Explanation: Tuition amounts were calculated based on enrollment of 2, 4, 6, 8, and 10 students.					
TOTAL	**$515,810**	**$544,940**	**$574,508**	**$604,548**	**$635,067**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$66,378	$68,370	$70,421	$72,533	$74,709
Narrative/Explanation: These funds represent 50 percent of the cost for staff salaries and fringe benefits.					
Faculty	$435,361	$448,421	$461,874	$475,730	$490,002
Narrative/Explanation: These funds represent 40 percent of the cost for faculty salaries and fringe benefits.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0

Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$501,739**	**$516,791**	**$532,295**	**$548,263**	**$564,711**

Graduate Certificate in Data Systems and Digital Design

Program purpose. The proposed program will allow design professionals to gain expertise in a specific area of architecture.

Program rationale and employment opportunities. Students interested in the proposed graduate certificate will likely be employed and are seeking to add to their credentials. Surveys of graduating students and on-going discussions with current students and alumni have indicated a strong desire for pathways to and recognition of expertise within the broad field of architecture. Overall, career opportunities in architecture are expected to increase as much as 11 percent through 2024. However, the proposed graduate certificate will allow students to define their own area of expertise and develop specialized areas of research within the discipline; thereby increasing their opportunities in the workforce.

Student demand. The proposed graduate certificate program is expected to fulfill student demand within the Master of Science in Architecture (397) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Data Systems and Digital Design programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 20, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	3
Electives	9
Total	**12**

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

Financing and program resource requirements. The proposed graduate certificate program is an embedded certificate within the Master of Science in Architecture (397) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Archival Studies

Program purpose. The proposed program will provide a formal indication of training which is imperative for securing an archivist position.

Program rationale and employment opportunities. The Bureau of Labor Statistics predicts that jobs for archivists, curators, and museum workers will grow at a rate of 7 percent from 2014 to 2024. In Oklahoma, the Oklahoma Employment Security Commission estimates career growth in these occupations at 12 to 15 percent. OU anticipates that the majority of the students interested in the proposed graduate certificate will be students pursuing the Master of Library and Information Studies in Library Information Studies (151) program who want to earn an additional credential to help with their job search. However, the proposed graduate certificate may also be a useful for graduate students in the Master of Arts in History of Science, Technology and Medicine (120) or the Master of Arts in History (118) programs. OU is confident that students completing the proposed program will find employment within the industry.

Student demand. The proposed graduate certificate program is expected to fulfill student demand within the Master of Library and Information Studies in Library Information Studies (151) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Archival Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 20, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	6
Electives	6
Total	**12**

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

Financing and program resource requirements. The proposed graduate certificate program is an embedded certificate within the Master of Library and Information Studies (151) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.
Attachments

UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILSOPHY IN INFORMATION STUDIES

Degree Requirements		Credit Hours
Degree Program Core		**35**
*LIS 6033	Intellectual Traditions in Information Studies	3
*LIS 6713	Research Methods and Design in Information Studies	3
*LIS 6970	Special Topics in the Theory of Information Studies	3
*LIS 6920	Directed Research (taken 4 times)	12
*LIS 6962	Doctoral Research Colloquium (taken 4 times)	8
	Select 2 courses from the following (6 credit hours)	
ANTH 5213	Ethnographic Methods	3
COMM 5053	Introduction to Qualitative Research Methods	3
COMM 5313	Qualitative Research Methods	3
COMM 5323	Advanced Qualitative Research	3
PSC 3123	Social Statistics	3
PSY 5003	Psychological Statistics I	3
PSY 5013	Psychological Statistics II	3
PSY 5043	Quantitative Methods in Evaluation Research	3
PSY 6013	Factor Analysis and Structural Equation Models	3
PSY 6023	Statistical Models of Tests	3
PSY 6063	Seminar in Quantitative Psychology	3
SOC 5283	Fundamentals of Sociological Statistics	3
SOC 5293	Advanced Methods of Social Research	3
Guided Electives		**12**
	Students must complete 4 elective courses. Two courses must be selected from graduate courses offered in SLIS. Two more must be selected from graduate courses offered outside SLIS. The courses below are examples of guided electives.	
*LIS 6503	Information Behavior	3
*LIS 6543	Social and Community Informatics	3
*LIS 6553	Critical Information Studies	3
General Electives		**27-41**
	Some students may not need 16 credit hours to complete their dissertation. In this case the student can take additional general electives so that the number of credit hours completed total 90.	
Dissertation		**2-16**
*LIS 6980	Research for Doctoral Dissertation	2-16

Total	20	90

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DATA SYSTEMS AND DIGITAL DESIGN

Graduate Certificate Requirements		Credit Hours
Required Courses		**3**
ARCH 5773 or ARCH 5863	Computational Design and Fabrication Methods VIII Building Performance Analytics	3
Electives		**9**
	Select 9 credit hours from an approved list maintained by the division.	
Total		**12**

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN ARCHIVAL STUDIES

Graduate Certificate Requirements		Credit Hours
Required Courses		**6**
LIS 5343	Archival Concepts and Traditions	3
LIS 5563	Archival Appraisal	3
Electives		**6**
	Select 6 credit hours from the courses listed below:	
LIS 5463	Archival Representation and Use	3
LIS 5473	Documents and Records Management	3
LIS 5653	Preservation of Information Materials	3
LIS 5970	Digital Curation	3
Total		**12**

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #8-b:

> **New Programs.**

SUBJECT: Rogers State University. Approval to offer Certificate in Paramedic Studies.

RECOMMENDATION:

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

> - **Certificate in Paramedic Studies.** The certificate is embedded within the Associate in Applied Science in Emergency Medical Service (094) and will be included in the regular 5-year program due in 2017.

BACKGROUND:

Academic Plan

Rogers State University's (RSU) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

GOAL #1: INSPIRE STUDENT LEARNING AND DEVELOPMENT

Objective1: Promote Student Success

Initiative 1: Increase persistence and graduation rates

Strategic Actions and Activities	Relationship to High Priority Programs
1.1.1.1. Improve RSU's advisement system	Complete College Oklahoma (CCO) Goal #2 Transform Remediation: high-impact strategy #1
1.1.1.3. Increase pursuit of federal (e.g. Trio) and other grant opportunities	Equal Opportunity Centers relevant to RSU's regional area and other grant-funded initiatives benefit the community as well as provide a pipeline to higher education
1.1.1.4. Mine data to inform institutional decision making	Evidence-based decision making is critical to strategic and affordable programs
1.1.1.5. Advance use of technology in at-risk and support services	CCO Goal #2 Transform Remediation: high-impact strategy #2

Initiative 2: Expand opportunities for undergraduate research/scholarship

Strategic Actions and Activities	Relationship to High Priority Programs
1.1.2.1. Establish internships, research partnerships, and similar opportunities	CCO Goal #1 Focus on Readiness: high-impact strategy #1 and #2
1.1.2.2. Dedicate funds for student research/scholarship	Funding is critical for student scholarship in all programs, including primary RSU degree programs and student success

Objective 2: Enhance Transformational Learning Experiences Across the University

Initiative 1: Integrate quality principles across the curriculum

Strategic Actions and Activities	Relationship to High Priority Programs
1.2.1.2. Implement the Quality Matters plan in online and blended courses	Online and blended course quality is essential as new programs and courses are developed and delivered
1.2.1.3. Expand the role of the CTL in quality implementation	The Center for Teaching and Learning facilitates distance education at RSU and is instrumental in the implementation of Quality Matters

Initiative 2: Strengthen internship and civic engagement programs

Strategic Actions and Activities	Relationship to High Priority Programs
1.2.2.1 Establish more internship opportunities	High-impact programs, such as Business Administration and Communications, are enhanced by student internship opportunities

Initiative 3: Emphasize diversity, inclusion, and global awareness

Strategic Actions and Activities	Relationship to High Priority Programs
1.2.3.1. Provide appropriate co-curricular learning and involvement opportunities	Focus on inclusion and global awareness are central to all RSU programs and activities
1.2.3.2. Increase support and success initiatives for identity-based student populations	A diverse student body enhances RSU programs and is essential to its high-impact programs

GOAL #2: ENHANCE INSTITUTIONAL EXCELLENCE, INNOVATION AND TRADITIONS

Objective 1: Enhance Organizational Culture and Strengthen Internal Communication Systems

Initiative 1: Promote a culture that celebrates innovation, values human resources, and embraces positive change

Strategic Actions and Activities	Relationship to High Priority Programs
2.1.1.1. Reduce/eliminate furlough days through increased revenue and cost containment	Prolonged furlough requirements may ultimately affect program delivery
2.1.1.3. Develop an employee recognition program	Employee recognition can enhance student services and deliver of new and existing programs
2.1.1.5. Establish an RSU-Bartlesville Student Center and Library	New student study area and library resources can enrich student success
2.1.1.7. Establish a Faculty/Staff Social Planning Committee (i.e., Cultural Innovation Committee)	Employee enthusiasm can enhance student services and delivery of new and existing programs

Initiative 2: Strengthen internal communication systems

Strategic Actions and Activities	Relationship to High Priority Programs
2.1.2.1. Improve RSU's website (external) and the MyRSU portal (internal)	Improved technological innovations positively affects program delivery
2.1.2.3. Implement an internal communication plan	Both external and internal communication can enhance the delivery all RSU programs

Initiative 3: Engage part-time faculty in University culture

Strategic Actions and Activities	Relationship to High Priority Programs
2.1.3.1. Provide unbroken access to RSU email communication between semesters	Adjunct faculty may be assigned to teach coursework in high impact programs
2.1.3.2. Invite adjunct faculty to department and university meetings and events	Enhanced communication is essential to continued growth
2.1.3.4. Post current full-time and adjunct faculty biographical information on department websites and/or building monitors	Both external and internal communication can enrich the delivery of all RSU programs

GOAL #4: ENHANCE ENROLLMENT GROWTH AND DEVELOPMENT

Objective #1: Strengthen Operational and Student Service Systems

Initiative 1: Maximize the implementation and use of the new administrative services and associated technology systems.

Strategic Actions and Activities	Relationship to High Priority Programs
4.1.1.1. Identify campus specialists and enhance training in technology tools	Jenzabar EX ERP System is an integral tool in University business and the delivery of programs

Initiative 2: Reimagine and reinvigorate RSU's Service Mission

Strategic Actions and Activities	Relationship to High Priority Programs
4.1.2.1. Create and implement a university customer service code	Continuous quality improvement is relevant to all existing and new programs

Objective #2: Increase Institutional Enrollment

Initiative 1: Develop a comprehensive Strategic Enrollment Plan

Strategic Actions and Activities	Relationship to High Priority Programs
4.2.1.1. Identify RSU enrollment goals and OSRHE enrollment mandates	Growth in RSU's programs supported by strategic goals and actions
4.2.1.2. Conduct internal/external SWOT analysis on enrollment	Growth in RSU's programs supported by strategic goals and actions
4.2.1.3. Establish enrollment metrics and key performance indicators	Evidence-based decision making is critical to strategic and affordable programs
4.2.1.4. Establish data analytics structure	Evidence-based decision making is critical to strategic and affordable programs

Initiative 2: Accelerate academic program development

Strategic Actions and Activities	Relationship to High Priority Programs
4.2.2.1. Advance development of online programs and courses in demand subjects and emerging disciplines	CCO Goal #3 Build Bridges to Certificates & Degrees: high-impact strategy #1 and 2; CCO goal #4 Reach Higher for Adult Completion: high-impact strategy #1; and CCO Other Local Institutional Priority Areas: high-impact strategy #1

b. Other Academic Priorities/Programs. (*New academic program*)

An environmental scan in 2015-2016 disclosed that demand for baccalaureate degrees in Nursing is quickly outpacing/replacing demand for traditional Associate of Applied Science degrees in Nursing. To

meet this demand, RSU has developed curriculum for a traditional baccalaureate Nursing degree program. The curriculum proposal has been approved through the OU Board of Regents and has been submitted for approval through the OSRHE.

Upon review of productivity data in the Department of History and Political Science, RSU faculty developed curriculum for a Bachelor of Arts in History degree program. The BA in History will not duplicate other programs at RSU, with the course work designed to provide a general exposure to a History curriculum. The curriculum proposal has been approved through the OU Board of Regents and has been submitted for approval through the OSRHE.

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

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

Program Review
RSU offers 34 degree and/or certificate programs as follows:

0	Certificates
10	Associate of Arts or Sciences Degrees
3	Associate of Applied Science Degrees
20	Baccalaureate Degrees
1	Master's Degree
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 RSU'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
RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved delivery of the Certificate in Paramedic Studies at their October 25, 2016 meeting. RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Paramedic Studies

Program purpose. The proposed certificate in embedded within the Associate in Applied Science in Emergency Medical Service (EMS) (094) and will prepare students to become licensed as a Paramedic.

Program rationale and employment opportunities. Career opportunities for Paramedics continue to grow. Statewide, the Oklahoma Employment Security Commission estimates careers for Emergency Medical Technicians and Paramedics to increase 21 percent through 2024. The proposed program is not an open-enrollment program. It is designed to address agency specific needs and enter into inter-agency agreements to provide the education needed to become licensed Paramedics through the National Registry Examination. RSU reports that many agencies in northeastern Oklahoma send Emergency Medical Technician (EMT) certified personnel to institutions out-of-state to obtain their certification. The proposed program will afford certified EMTs from regional agencies in northeastern Oklahoma to complete their higher level training at an in-state institution.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Emergency Medical Service (094) program.

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

Institution	Existing Program
Redlands Community College	Certificate in EMT Paramedic (077)
Oklahoma City Community College	Certificate in Emergency Medical Paramedic (069)
Tulsa Community College	Certificate in Healthcare Specialist/Paramedic (362)

A system wide letter of intent was communicated via email on January 18, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions, workforce needs, and intended purpose of the program, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 45 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	45
Total	**45**

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Emergency Medical Service (094) 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

ROGERS STATE UNIVERSITY
CERTIFICATE IN PARAMEDIC STUDIES

Certificate Requirements		Credit Hours
Required Courses		**45**
EMS 1103	Introduction to EMS and Patient Assessment	3
EMS 1113	Pharmacology for Pre-Hospital Providers	3
EMS 1124	Advanced Skills in Emergency Medical Services	4
EMS 1203	Field Operations	3
EMS 1213	ECG Interpretation	3
EMS 1225	Trauma Assessment and Management	5
EMS 2104	Medical Emergencies	4
EMS 2115	Special Patient Populations	5
EMS 2125	Cardiac/Respiratory Emergencies	5
EMS 2202	OB/GYN Emergencies	2
EMS 2213	Physician Internship	3
EMS 2245	EMS Internship	5
Total		**45**

AGENDA ITEM #8-c:

> **New Programs.**

SUBJECT: Redlands Community College. Approval to offer the Associate in Applied Science in Sustainable Agroecosystem Technology, the Certificate in Sustainable Food Systems Technology, the Associate in Applied Science in Equine Science Assisted Therapy, and the Certificate in Equine Therapeutic Instructor Training.

RECOMMENDATION:

> **It is recommended that the State Regents approve Redland Community College's requests to offer the Associate in Applied Science in Sustainable Agroecosystem Technology, the Certificate in Sustainable Food Systems Technology, the Associate in Applied Science in Equine Science Assisted Therapy, and the Certificate in Equine Therapeutic Instructor Training, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Associate in Applied Science in Sustainable Agroecosystem Technology.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 25 students in Fall 2021; and
>   Graduates: a minimum of 12 students in 2021-2022.

> - **Certificate in Sustainable Food Systems Technology.** This certificate is embedded within the proposed Associate in Applied Science in Sustainable Agroecosystem Technology and will be included in the regular 5-year program review if approved.

> - **Associate in Applied Science in Equine Science Assisted Therapy.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 25 students in Fall 2021; and
>   Graduates: a minimum of 12 students in 2021-2022.

> - **Certificate in Equine Therapeutic Instructor Training.** This certificate is embedded within the proposed Associate in Applied Science in Equine Science Assisted Therapy and will be included in the regular 5-year program review if approved.

BACKGROUND:

Academic Plan

Redland Community College's (RCC) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

- Continue offering DMAT 0113 and 0123 classes on the OU campus, and expand the offerings to include developmental reading, writing, and freshman orientation.
- Plan expansion of sustainable agriculture and science courses, options, and degrees to meet expectations of NASNTI STEM grant
- Continue to maintain NCLEX pass rate above the National NCLEX pass rate. The NCLEX pass rate was 100% for 2015.
- Maintain national accreditation from the Commission on Accreditation of Educational Programs for the Emergency Medical Service Professions (CoA EMSP); accreditation in good standing as of July 2016.

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

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

56	Degree and/or certificate programs deleted
19	Degree and/or certificate programs added

Program Review
RCC offers 30 degree and/or certificate programs as follows:

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

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

Program Development Process
RCC's faculty developed the proposals, which were reviewed and approved by institutional officials. RCC's governing board approved delivery of the Associate in Applied Science in Sustainable Agroecosystem Technology, the Certificate in Sustainable Food Systems Technology, the Associate in Applied Science in Equine Science Assisted Therapy, and the Certificate in Equine Therapeutic Instructor Training at their November 10, 2016 meeting. RCC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Sustainable Agroecosystem Technology

Program purpose. The proposed program is designed to prepare students for entry-level careers in farming, gardening, or agricultural businesses using sustainable agricultural-based practices.

Program rationale and background. RCC has historically been active in agriculture programs, offering an Associate in Science in Agriculture (027) and an Associate in Applied Science in Sustainable Agriculture (085), with aquaponics being a featured technology on campus. Interest and demand in sustainable agriculture and aquaponics is such that specialized job boards have been launched. Additionally, over 120 specialty groups on social media are dedicated to various aspects of sustainability, agroecology, aquaponics, and urban farming. RCC believes the proposed program will address the growing interest in the discipline.

Employment opportunities. Careers in agriculture and related fields are one of the largest industries in the country and provide jobs for many Americans. These careers supply the U.S. with a multitude of food products and alternative energies essential for sustaining the country. The proposed program will broaden the scope of career opportunities for graduates as sustainable farming practices will be essential in the coming decades as the desire to meet society's current needs without compromising the ability of future generations to meet their needs. The United States Department of Agriculture (USDA) and Purdue University estimate that in the next five years, 15 percent of job openings will be related to sustainable food and biomaterials production. RCC is confident that graduates of the proposed program will be successful in finding jobs in the industry.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2021
Minimum Graduates from the program	12	2021-2022

Duplication and impact on existing programs. There are no Associate in Applied Science in Sustainable Agroecosystem Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email December 8, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Sustainable Agroecosystem Technology program will consist of 60 total credit hours as shown in the following table. Nine new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	18
Technical Specialty	26
Technical Support Courses	16
Total	**60**

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

Support services. The library, classroom, and lab space are adequate for this degree program.

Financing. Funds to start the program will be provided by monies available through the Title III Native American-Serving Nontribal Institutions (NASNTI) Science, Technology, Engineering, and Mathematics (STEM) Part A grant. The proposed program will then be offered on a self-supporting basis and the 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 Associate in Applied Science in Sustainable Agroecosystem Technology are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$398,000	$398,000	$398,000	$20,000	$20,000
Narrative/Explanation: For the first three years of the program, all funding will be provided from a Title II NASNTI-STEM Part A grant. It is projected that costs associated with the program, particularly equipment needs, can be funded in whole or in part through external revenue streams available through collaborative agreements with other ongoing grant programs, such as those with the USDA.					
Total Resources Available from Other Non-State Sources	$0	$10,000	10,000	$10,000	$10,000
Narrative/Explanation: It is anticipated that GrowHouse and related facilities will be a profit center to assist in defraying program costs through the sale of plant products and fish. In addition, program staff will be conducting weekend fee-based workshops for community members in topic areas related to agroecology and sustainability.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$120,000	$120,000
Narrative/Explanation: As part of the grant proposal, RCC agreed to absorb faculty members' salary associated with the program into the institutional budget. The amounts shown in years 4 and 5 reflect monies already allocated from RCC's normal allocations to support the program.					
Student Tuition	$8,850	$17,700	$26,550	$35,400	$44,250
Narrative/Explanation: Tuition calculation is based on current tuition and does not consider the potential for tuition increases. RCC assumes students will complete 12 credit hours of technical specialty courses per academic year. RCC anticipates enrollment of 5, 10, 15, 20, and 25 students in years 1 through 5.					
TOTAL	**$406,850**	**$425,700**	**$434,550**	**$185,400**	**$194,250**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$107,636	$111,151	$126,917	$0	$0

Narrative/Explanation: During years 1 through 3, the Title III NASNTI-STEM Part A grant provides for a Director and Administrative Assistant. These positions will not exceed the life of the grant. Calculations for the positions include both salary and benefits based on current formulae and do not take into account percentage changes which occur on an annual or semi-annual basis.

Faculty	$109,954	$113,559	$117,303	$117,303	$117,303

Narrative/Explanation: During years 1 through 3, the Title III NASNTI-STEM Part A grant provides for a Curriculum Development Specialist and an Academic Coach, both of whom will also serve as faculty. At the end of the grant cycle, these positions will be absorbed into the overall RCC budget. Calculations for the positions include both salary and benefits based on current formulae and do not take into account percentage changes which occur on an annual or semi-annual basis.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$35,200	$35,200	$35,200	$35,200	$35,200

Narrative/Explanation: Peer tutors are provided by the grant specifically for assistance in STEM related subject areas. Calculations include both salary and part-time benefits based on current formulae and do not take into account percentage changes which occur on an annual or semi-annual basis.

Equipment and Instructional Materials	$110,910	$104,590	$85,080	$5,000	$5,000

Narrative/Explanation: These funds include renovation costs, equipment installation, non-consumable equipment acquisition, and information technology acquisitions during years 1 through 3. Additionally, years 1 through 3 include $5,000 per year in consumable products. During years 4 and 5, expenditures will be for consumables including, but not limited to, plants, fish, fish food, and maintenance on existing fixtures in the GrowHouse.

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

Narrative/Explanation: Contractual services during the first 3 years of the program include payment for an external evaluator, consultants regarding curriculum design, and electrical and plumbing resources beyond what is normally available through college personnel within the Physical Plant.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$2,500	$2,500	$2,500	$150	$150

Narrative/Explanation: Printing needs during the first 3 years will include signage for renovated facilities, policies and procedures manuals, and technical reporting as mandated by the grantor. During years 4 and 5, printing requirements will be limited to classroom-level printing not already associated with general academic functioning and specialty program advertising.

Telecommunications	$0	$0	$0	$0	$0
Travel	$13,500	$10,000	$10,000	$2,000	$2,000

Narrative/Explanation: Travel expenditures during the first 3 years of the program are covered by the Title III NASNTI-STEM Part A grant and are reflective of both required meetings in accordance with grant initiatives, as well as seminars/training/professional development for team members in technical specialty areas.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$400,700**	**$398,000**	**$398,000**	**$159,653**	**$159,653**

Certificate in Sustainable Food Systems Technology

Program purpose. The proposed certificate program is designed to prepare students for entry-level careers in farming, gardening, or agricultural businesses using sustainable agricultural-based practices.

Program rationale and employment opportunities. Interest and demand in sustainable agriculture and aquaponics is such that specialized job boards have been launched. Additionally, over 120 specialty groups on social media are dedicated to various aspects of sustainability, agroecology, aquaponics, and urban farming. RCC believes the proposed program will address the growing interest in the discipline. The proposed program will broaden the scope of career opportunities for graduates as sustainable farming practices will be essential in the coming decades as the desire to meet society's current needs without compromising the ability of future generations to meet their needs. The United States Department of Agriculture (USDA) and Purdue University estimate that in the next five years 15 percent of job openings will be related to sustainable food and biomaterials production.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Sustainable Agroecosystem Technology program if approved.

Duplication and impact on existing programs. There are no Certificate in Sustainable Food Systems Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email December 8, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 19 total credit hours as shown in the following table. Seven new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	19
Total	**19**

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 Sustainable Agroecosystem Technology program if approved. 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.

Associate in Applied Science in Equine Science Assisted Therapy

Program purpose. The proposed program will prepare students for a career in the field of equine science and assisted therapy.

Program rationale and background.   RCC has historically offered programs in equine science; however, the content did not have a sufficiently unique contribution and; therefore, were deleted with the intent of providing students with a more marketable and unique skill-set and leverages existing facilities and infrastructure. Taking the existing infrastructure, RCC entered into a contract with Savannah Station Therapeutic Riding Program to provide technical expertise, horses with a suitable demeanor, and

specialized equipment to implement the proposed program. Students completing the proposed program will have the ability to become internationally certified through the Professional Association of Therapeutic Horsemanship (PATH) International. Currently, there are 14 PATH International organizations in Oklahoma, each with a tailored catalogue of activities and disability-specific offerings. PATH International aspires to have more formally educated therapy professionals who have a blend of the academic background necessary to function in a professional environment and the equine specific training needed to safely and successfully manage both clients and therapy animals.

Employment opportunities. Students will be able to be employed with all aspects of support of equine facilities and barn management. PATH International currently lists 15 job openings nationwide for a variety of positions. Additionally, students can continue their education in related programs such as social work, occupational therapy, physical therapy, speech therapy, and recreational therapy, as well as business management, marketing, and public relations, which will allow them to introduce and incorporate the skills gained from the proposed program.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2021
Minimum Graduates from the program	12	2021-2022

Duplication and impact on existing programs. There are no Associate in Applied Science in Equine Science Assisted Therapy programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 8, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Equine Science Assisted Therapy program will consist of 60 total credit hours as shown in the following table. Six new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
General Education	19
Technical-Occupational Specialty	27
Technical Support Courses	14
Total	**60**

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

Support services. The library, classroom, and lab space are adequate for this degree program.

Financing. The proposed 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 Associate in Applied Science in Equine Science Assisted Therapy are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$35,000	$35,000	$35,000	$35,000	$35,000
Narrative/Explanation: The amounts above represent the value of the horses, feed, specialized equipment, tack, and gear provided by Savannah Station. Additionally, program staff will be conducting weekend fee-based workshops for community members. It is anticipated that the RCC equine facilities will continue to bring in outside fee-based vendors for a variety of events.					
Existing State Resources	$30,000	$30,000	$30,000	$30,000	$30,000
Narrative/Explanation: The amounts above are current funds available for the maintenance/infrastructure of RCC's equine facilities.					
State Resources Available through Internal Allocation and Reallocation	$16,870	$16,870	$16,870	$16,870	$16,870
Narrative/Explanation: These amounts include the current budget for full-time faculty and the instructional duties of the Coordinator of Chapel and Arena Operations and Marketing.					
Student Tuition	$9,000	$18,000	$27,000	$36,000	$45,000
Narrative/Explanation: Tuition calculation is based on current tuition and does not consider the potential for tuition increases. RCC assumes students will complete 12 credit hours of technical specialty courses per academic year. RCC anticipates enrollment of 5, 10, 15, 20, and 25 students in years 1 through 5.					
TOTAL	**$90,870**	**$99,870**	**$108,870**	**$117,870**	**$126,870**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$9,800	$9,800	$9,800	$9,800	$9,800
Narrative/Explanation: Savanna Station will be supplying the administrative needs of the program through their Board of Directors. RCC's Dean of Academic and Institutional Development will be assisting with the faculty and instructional support.					
Faculty	15,570	$15,570	$15,570	$15,570	$15,570
Narrative/Explanation: The amounts above will fund faculty required for the instruction of specialized courses. Full-time faculty duties will be reallocated and an adjunct faculty will be needed to teach a maximum of 9 credit hours each semester and 3 credit hours in summer.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$10,000	$10,000	$10,000	$10,000	$10,000
Narrative/Explanation: Existing equipment and instructional materials are already part of the institutional infrastructure. These amounts indicate RCC's part of normal instructional budget needs to support the academic program.					
Library	$500	$500	$500	$500	$500
Narrative/Explanation: Students will have access to RCC's Learning Resource Center. The amounts above reflect the budget needed to maintain academic resources.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$400	$400	$400	$400	$400

Narrative/Explanation: RCC will pay annual dues to maintain membership in PATH International.					
Commodities	$0	$0	$0	$0	$0
Printing	$150	$150	$150	$150	$150
Narrative/Explanation: Printing needs will vary as the curriculum will be through Blackboard with the responsibility on the student for printing needed supplemental material. Marketing and advertising for the program will be minimal as most will be through general marketing and academic promotions, RCC's website, and social media.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$36,420**	**$36,420**	**$36,420**	**$36,420**	**$36,420**

Certificate in Equine Therapeutic Instructor Training

Program purpose. The purpose of the proposed certificate program is to provide students with the knowledge and skills needed to become internationally certified through the Professional Association of Therapeutic Horsemanship (PATH) International.

Program rationale and employment opportunities. RCC entered into a contract with Savannah Station Therapeutic Riding Program to provide technical expertise, horses with a suitable demeanor, and specialized equipment to implement the proposed program. Currently, there are 14 PATH International organizations in Oklahoma, each with a tailored catalogue of activities and disability-specific offerings. PATH International aspires to have more formally educated therapy professionals who have a blend of the academic background necessary to function in a professional environment and the equine specific training needed to safely and successfully manage both clients and therapy animals. PATH International hosts conferences, publications, and a network system for employment. Students will be able to find employment with one of the PATH organizations in Oklahoma or with other PATH organizations nationwide. Additionally, students can continue their education in related programs such as social work, occupational therapy, physical therapy, speech therapy, and recreational therapy, as well as business management, marketing, and public relations, which will allow them to introduce and incorporate the skills gained from the proposed program.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Sustainable Agroecosystem Technology program if approved.

Duplication and impact on existing programs. There are no Certificate in Equine Therapeutic Instructor Training programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 8, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 19 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Required Courses	19
Total	**19**

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 Equine Science Assisted Therapy program if approved. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

REDLANDS COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN SUSTAINABLE AGROECOSYSTEM TECHNOLOGY

Degree Requirements		Credit Hours
General Education		**18**
ENGL 1113	Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	American History to 1865 American History Since 1865	3
POLS 1113	American Government	3
	Select from BISC, BOT, CHEM, HUM, MUS, ART, PSY, SOC, GEG, PHSC, GEOL, ASTR	6
Technical-Occupational Specialty		**26**
*AGSU 1012	Introduction to Agroecology and Sustainable Practices	2
*AGSU 1024	Aquaponics	4
*AGSU 1034	Alternative Sustainable Enterprises	4
*AGSU 2043	Greenhouse Management	3
*AGSU 2222	Applied Sustainability Capstone	2
*AGSU 2042 or *AGSU 2012 or *AGSU 2022 or *AGSU 2032	Select 2 of the following: Container Gardening Edible Landscape Vermiculture Technology Apiculture	4
AGEC 1373	Introduction to Agriculture Economics	3
AGRN 1124	Introduction to Soil Science	4
Technical Support Courses		**16**
BUS 1103	Introduction to Business	3
AGRI 2103 or BUS 2093	Communication in Agriculture Business Communications	3
AGRI 2113	Computers in Agriculture (computer literacy requirement may be fulfilled through other options listed in catalog)	3
MATH 1303 or MATH 1513	General Quantitative Reasoning College Algebra	3
BISC 1114	Biology with Lab	4
Total		**60**

REDLANDS COMMUNITY COLLEGE
CERTIFICATE IN SUSTAINABLE FOOD SYSTEMS TECHNOLOGY

Program Requirements		Credit Hours
Required Courses		**19**
ENGL 1113	Composition I	3
BISC 1114	Biology with Lab	4
*AGSU 1012	Introduction to Agroecology and Sustainable Practices	2
*AGSU 1024	Aquaponics	4
*AGSU 1034	Alternative Sustainable Enterprises	4
*AGSU 2042 or *AGSU 2012 or *AGSU 2022 or *AGSU 2032	Container Gardening Edible Landscape Vermiculture Technology Apiculture	2
Total		**19**

REDLANDS COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN EQUINE SCIENCE ASSISTED THERAPY

Degree Requirements		Credit Hours
General Education		**19**
ENGL 1113	Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	American History to 1865 American History Since 1865	3
POLS 1113	American Government	3
MATH 1513 or MATH 1303	College Algebra General Quantitative Reasoning	3
BISC 1114	Biology with Lab	4
Technical-Occupational Specialty		**27**
*EQSC 1013	Introduction to Equine Assisted Activities and Therapy	3
*EQSC 1143	Equine Selection and Evaluation	3
EQSC 2223	Equine Nutrition and Health	3
*EQSC 1133	Equine Handling and Care	3
*EQSC 1153	Equine Equipment and Facility Management	3
EQSC 1213	Horsemanship	3
*EQSC 2213	Principles of Therapeutic Riding Instruction	3
*EQSC 2304	PATH Internship	4
HPER 2312	First Aid	2
Technical Support Courses		**14**
PSY 1113	Elements of Psychology	3
SOC 2183	Sociology of the Family	3
AGRI 1101	Agriculture Orientation	1
ANSI 1124	Introduction to Animal Science	4
AGRI 2113	Computers in Ag	3
Total		**60**

REDLANDS COMMUNITY COLLEGE
CERTIFICATE IN EQUINE THERAPEUTIC INSTRUCTOR TRAINING

Program Requirements		Credit Hours
Required Courses		**19**
ENGL 1113	Composition I	3
*EQSC 1013	Introduction to Equine Assisted Activities and Therapy	3
*EQSC 1143	Equine Selection and Evaluation	3
EQSC 1213	Horsemanship	3
*EQSC 2213	Principles of Therapeutic Riding Instruction	3
*EQSC 2304	PATH Internship	4
Total		**19**

AGENDA ITEM #8-d:

     New Programs.

SUBJECT: Rose State College. Approval to offer the Certificate in Native American Studies.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's request to offer the Certificate in Native American Studies, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Native American Studies.** The certificate is embedded within the Associate in Arts in History (125) and will be included in the regular 5-year program due in 2017.

BACKGROUND:

Academic Plan

Rose State College's (RSC) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

- The four Strategic Goals of the College include: improving retention and student success; cultural and generational diversity of the student body; development and use of fiscal resources; and, the quality and diversity of programs and personnel.

- Improving teaching and learning, Objective 1.5 of the Strategic Plan, will be addressed in developmental classes using the co-curricular approach in English and mathematics. The Developmental Education Success Committee was added as a sub-committee of the Academic Affairs Committee, the policy-recommending committee of the Academic Affairs unit. This step ensures reporting to the various constituencies of the campus monthly.

- Curriculum for co-curricular classes was developed and approved in 2016 and will be implemented in the Fall 2017 semester in English. The math class curriculum was re-organized in 2015 and 2016 to eliminate one developmental level. Beginning in the fall 2016 semester, the math faculty will evaluate the co-curricular approach for math. As indicated in the 2016 Strategic Plan, faculty review and revise curriculum through adopted curricular processes in an effort to provide up-to-date, effective academic programs.

- As a result of demand expressed by the Oklahoma Department of Emergency Management, Rose State College developed the Emergency Management Associate in Science degree program to be

implemented as of the Fall 2017 semester. A full-time faculty member was employed to oversee and teach in the program.

- Collaboration among academic divisions, Objective 1.8 on the Strategic Plan, is illustrated by the Business and Information Technology Division and the Humanities Division developing a single course that is cross-listed and will apply to the Mass Communications degree program as well as the Multimedia Associate in Applied Science degree program. In addition, the Business and Information Technology Division and the Engineering are collaborating on curriculum using fabrication technology for students pursuing STEM related degree programs.

- To emphasize cultural and global diversity, Goal 2, Objective 2.1.1.1, the Humanities Division has placed emphasis on globalizing their curriculum for the past few years and will continue. Faculty have developed and implemented study abroad tours that are linked to academic classes. Participants desiring credit take the class that prepares them with knowledge about different aspects of the culture they are about to visit on the tour. In addition, academic instruction will continue to be supported free by English As a Second Language tutoring for students and community members as they have for the past two years. Other areas of campus schedule cultural events throughout the year, and international students are being recruited, particularly in the Engineering and Science Division for STEM programs, by enhancing communication with four-year institutions that host international students and with potential students directly.

- Engineering and Sciences also hosts the Oklahoma Engineering Foundation Fair. In 2016, 700 students attended. Engineering and Sciences also hosts the Science Fair annually in the spring for elementary and mid-high students. The College hosted 120 at the Spring 2016 Science Fair. In addition, the Engineering and Science Division set a goal to increase STEM majors and graduates which was done. A total of 1,040 became STEM majors in FY 2016. The Engineering and Science Division did this by connecting students specifically to their areas by creating a STEM Club; designing study space in the Math/Science Building for students; hosting the spring RSC Science Fair for 120 mid-high students; hosting STEM Professional Development for K-12 teachers; acquiring career information and guidance from the Aerospace Advisory Board meeting with representatives from TAFB and its contractors; holding an Energy Advisory Board with representatives from Oklahoma Geological Foundation and Oklahoma Energy Resources Board and representatives from major oil and gas companies; and, acquiring an earthquake accelerometer to stimulate interest.

- The Business and Information Technology Division hosted the GenCyber Camps in June 2016. GenCyber Camps are designed for elementary and mid-high students to learn about Cybersecurity. It is anticipated that the grant will be awarded again for June 2017.

- Objective 2.3, to improve accessibility and affordability for students, faculty in the Humanities Division have developed materials for all English classes except English Composition II which will be developed during the Fall 2016 semester. Students pay no more than five dollars for the "textbooks".

- Goal 3 addresses developing and using fiscal resources responsibly. All disciplines and departments across campus have decreased their budgets to a point of impacting classes. Travel in-state has continued being funded; however, funding out-of-state travel is only approved if funded externally. Divisions are responding to the need to develop external funding as indicated by the Business and Information Technology Division securing over $250,000 during FY 2016. Their goal is to increase that amount to $500,000 by FY 18.

- Personnel funding is addressed under Academic Efficiencies. However, faculty who have separated from the College have not necessarily been replaced. The Business and Information Technology Division was able to replace four in FY 16; however, need another in Business Administration and Management. The Humanities Division needs two additional English faculty members. The Social Sciences Division needs at least a Psychology full-time faculty position.

- To improve upon the quality and diversity of programs and personnel, Goal 4 of the Strategic Plan, the College has maintained the level of education of full-time faculty on a master's or master's plus 18 hours in the area. In some technical programs, equivalency is used.

- Objective 4.2, transfer agreements ensure smooth transition from Rose State College to Oklahoma baccalaureate degree-granting institutions. Three hundred twenty-five students transferred to four-year institutions after the spring 2016 semester.

Even though state allocations have decreased significantly, Rose State College has and will maintain program accreditations in the Health Sciences area which provide external validation of quality and allows students to sit for industry credential exams. Additionally, student pass rates are used by faculty to verify student success. The Business and Information Technology Division is considering obtaining ACBSP accreditation by the Spring 2018.

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

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

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

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

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

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

Program Development Process
RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Native American Studies at the April 22, 2016 meeting. RSC requests authorization to offer the certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Native American Studies

Program purpose. The proposed certificate in embedded within the Associate in Arts in History (125) and will help prepare students to better serve the Native American population.

Program rationale and employment opportunities. The proposed certificate is not designed for specific careers. Rather, it is intended for students who may be interested in working in various tribal, private, public, or non-profit sectors that serve the Native American population and to make students more culturally away of the unique region in which we live. Potential employment options include various health care professions, education, law enforcement, social services, cultural and historical preservation, tribal economic development, tribal administration, public and tribal policy, and many others. RSC is confident the proposed certificate will benefit students as an added credential and improve their job search.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Arts in History (125) program.

Duplication and impact on existing programs. There are no Certificate in Native American Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 3, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	18
Total	**18**

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Arts in History (125) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.
Attachment

ROSE STATE COLLEGE
CERTIFICATE IN NATIVE AMERICAN STUDIES

Certificate Requirements		Credit Hours
Required Courses		**18**
HIST 2503	American Indian History	3
NAS 1113	Introduction to Native American Studies	3
NAS 2223	Native American Philosophy	3
ENGL 2233	Native American Literature	3
HIST 2303	History of Oklahoma	3
NAS 2803	American Indian Law, Policy, Sovereignty	3
Total		**18**

AGENDA ITEM #9:

Program Deletions.

SUBJECT: Approval of institutional request for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Seminole College (SSC) requests authorization to delete the programs listed below:
- Associate in Science in Mathematics (211)
- Associate in Science in Physical Sciences (213)

POLICY ISSUES:

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

ANALYSIS:

SSC requests authorization to delete Associate in Science in Mathematics (211). This program was approved prior to 1990. Reasons for requesting the deletion include:
- SSC reports a long-standing record of low productivity.
- There are currently three students enrolled in the program with an expected graduation date of Spring 2018.
- No courses will be deleted as they will be used for general education and in other programs that require math.
- Funds will be used to continue offering math courses in other programs.

SSC requests authorization to delete Associate in Science in Physical Sciences (213). This program was approved prior to 1990. Reasons for requesting the deletion include:
- SSC reports a long-standing record of low productivity.
- There are currently five students enrolled in the program with an expected graduation date of Spring 2018.
- No courses will be deleted as they will be used for general education in other programs that require science courses.
- Funds will be used to continue offering science courses in other programs.

AGENDA ITEM #10-a:

> **Policy.**

SUBJECT: Approval of the revisions to the In-State/Out-of-State Status of Enrolled Students policy.

RECOMMENDATION:

> **It is recommended the State Regents approve the revisions to the In-State/Out- of-State Status of Enrolled Students policy.**

BACKGROUND:

Revisions to the In-State/Out-of-State Status of Enrolled Students policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions aligned with Senate Bill 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the Residence Status of Enrolled Students policy including format, definitions, and separating policy from procedures into the Academic Affairs Procedures Handbook to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required due to enacted legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.
- April 22, 2010 - Revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status. The revisions also included a title change from Residence Status of Enrolled Students to In-State/Out-of-State Status of Enrolled Students.
- June 24, 2010 – Revisions pertained to an amendment adding language to policy section 3.17.7 Military Personnel to allow institutions better flexibility and provide clarity to better serve members of the armed forces.
- May 25, 2012 – Revisions clarified and linked Chapter 3 Academic Affairs In-State/Out-of-State Status of Enrolled Students policy with the Chapter 4 Budget and Fiscal Affairs Student Tuition and Fees policy pertaining to the Oklahoma National Guard tuition waiver.
- December 6, 2012 – Revisions aligned with House Bill 2689 that included provisions for dependent children of members of the military reserve.

- September 4, 2014 – Revisions aligned with Senate Bill 1829 that included resident tuition provisions for students who participate in the Reserve Officer Training Corps.
- May 29, 2015 – Revisions aligned with the Veterans Access, Choice, and Accountability Act of 2014, which was codified as Section 3679 of Title 38 of United States Code, and Senate Bill 138. These legislative directives required that certain military personnel and their dependent children and spouses, who meet certain conditions, be classified as in-state.

On December 16, 2016 President Barack Obama signed public law 114-315, which modifies section 3679(c) of Title 38 of United States Code. These changes go into effect on July 1, 2017.

Under the existing version of 3679(c), an individual who 1) files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state, 2) resides in state while enrolled in the institution 3) is receiving assistance under section 3311(b)(9) of Title 38, and 4) enrolls within a five year period of the service member's death in the line of duty after service member served at least 90 days is eligible for in-state status. By virtue of the amendments, an individual is no longer required to enroll within five years of the service member's death, and there is no longer a requirement that the deceased service member's death in the line of duty followed a period of active duty service of 90 days or more.

Additionally, a new category of eligible individuals was added within section 3679(c). The new category consists of individuals using transferred veteran assistance under section 3319 while the transferor is on active duty in the uniformed services.

POLICY ISSUES:

The In-State/Out-of-State Status of Enrolled Students policy sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes.

The State Regents' policy revision process allows for changes to be posted for one month and changes approved at a subsequent State Regents' meeting. However, due to the amendments to section 3679(c) taking effect on July 1, 2017, the need for ample time to communicate and implement necessary procedural changes with State System institutions, and it being immediately necessary for the preservation of services that are in the best interest of student veterans, an emergency is hereby declared to exist, by reason whereof these policy revisions, without the customary one month posting, shall be effective and be in full force from and after State Regents' approval.

ANALYSIS:

These revisions align with the amendments to section 3679(c) of Title 38 of United States Code. The recommended changes will provide increased guidance to State System institutions. A summary of the proposed substantive changes is provided below.

Policy Section	Summary of Proposed Revisions
3.17.7.A	This section title was amended to organize active duty service members and their spouses and dependent children under one area.
3.17.7.A.3	Language in this section was deleted and moved into section 3.17.7. C because it did not fall within the active duty category. Additionally, new language was added to align the amendments to section 3679(c). By virtue of the new language, a spouse or child of an active duty service member, for whom Oklahoma is not the home of record, is eligible for in-state status when 1) he/she files with the institution within the State System at which he/she intends to register a letter of intent to establish residence in the state 2) is entitled to educational or training assistance under section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and 3) resides in state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.
3.17.7.B.2	Under the existing policy, individuals receiving benefits under sections 3311(b)(9) and 3319 are required to meet the same criteria to be eligible for in-state status. The reference to section 3311(b)(9) was deleted because individuals who are receiving assistance under 3311(b)(9) are no longer subject to enrolling within a five year window after the active duty service member died in the line of duty. Additionally, there is no longer a requirement that the service member's death in the line of duty followed a period of active duty service of 90 days or more. Individuals who are receiving benefits under 3311 (b)(9) are addressed in a new subsection, 3.17.7.B.3.
3.17.7.B.3	A new policy subsection was added to align with the amendments to section 3679(c). As such, a person who is entitled to educational assistance under section 3311(b)(9) by virtue of a relationship to a person who died in the line of duty while serving in the active duty uniformed services is eligible for in-state status when he/she 1) files with the institution within the State System at which he/she intends to register a letter of intent to establish residence in the state and 2) resides in the state while enrolled in the institution.

The proposed revisions to the In-state/Out-of-State Status of Enrolled Students policy were submitted to the United State Department of Veteran Affairs (VA) for review on March 15, 2017. On March 21, 2017, the VA confirmed that the proposed revisions will make Oklahoma compliant with the amendments to section 3679(c). It is recommended that the State Regents approve the revisions to policy as outlined above.

Attachment

3.17   IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

3.17.1   Purpose

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to in-state/out-of-state postsecondary students. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students. Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities.   Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent in-state students.

Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas where population, tax dollars, property ownership, etc., cross state borders frequently. Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

3.17.2   Definitions

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

"Dependent Person" is one who is under the care, custody, and support of a parent or legal guardian.

"Domicile" is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intent to remain. When these two occur, there is domicile.

"Documented foreign national" is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

"Full-Time Professional Practitioner or Worker" is a U.S. Citizen or

Lawful Permanent Resident who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

"Full-Time Student" is an undergraduate student enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester or as required by the institution.

"Home of Record" is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

"Independent person" is one who is responsible for his or her own care, custody, and support.

"In-state" status is a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student and has established domicile in Oklahoma or meets requirements associated with in-state status including sections 3.17.4, 3.17.7 and 3.17.9. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

"Lawful permanent resident" is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a "green card").

"Out-of-state" status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

"Out-of-state tuition waiver" is the portion of tuition that is waived in excess of that paid by students classified as in-state. This is referred to as "Nonresident Tuition Waiver" in State Regents' *Fiscal* policy.

"Undocumented student" is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.17.6

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Service.

"U.S. Citizen" is a person born in the United States, a U.S. Territory or former U.S. Territory or who has been granted citizenship by the U.S. Government.

3.17.3 Principles

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for

administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking "In-State" on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

A.   Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.

B.   Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.

C.   An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

D.   An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.

E.   Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.17.7 and 3.17.8.

F.   Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the

out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as provided in sections 3.17.7 or 3.17.8.

G.   Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

H.   Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' *Tuition and Fees* policy 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.

I.   When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

3.17.4 Dependent and Independent Persons

A.   The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.

B.   In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures manual.

C.   A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.

D.   If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.17.5 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.17.6 Undocumented Students

Pursuant to Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

> 3.17.6.1 Graduated from a public or private Oklahoma high school;

> 3.17.6.2 Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

> 3.17.6.3 Satisfies admission standards for the institution.

Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:

>> 3.17.6.3.1 Provides the institution with a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or

>> 3.17.6.3.2 Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:

3.17.6.3.2.1   One (1) year after the date on which the student enrolls for study at the institution, or

3.17.6.3.2.2   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of

deportation, one (1) year after the date the USCIS provides such a formal process, and

3.17.6.3.3 If the student files an affidavit pursuant to subsection B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:

3.17.6.3.3.1 One (1) year after the date on which the student enrolls for study at the institution, or

3.17.6.3.3.2 If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.

3.17.6.3.4 Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets the following:

3.17.6.3.4.1 Graduated from a public or private Oklahoma high school;

3.17.6.3.4.2 Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

3.17.6.3.4.3 Satisfies admission standards for the institution.

3.17.6.3.5 This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver

at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out-of-state tuition wavier and/or access to state scholarships at that institution during the 2006- 2007 school year or any prior year.

3.17.7   Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C, Section 3679(c) and 70, O.S., Section 3247.

A.   Active Uniformed Services ~~and Discharged or Released from Active Uniformed Service from whom Oklahoma is the Home of Record~~

The following shall be eligible for in-state status:

1.   Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in- state as long as they remain continuously enrolled.

2.   Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.

3.   ~~Person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uninformed service, less than five (5) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record~~. A person who files with the institution within the State System at which he/she intends to register a letter of intent to establish residence in the state and who

        a.   is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and

        b.   resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.

4.   Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

~~Pursuant to Title 70, O.S., Section 3247 (as amended), the following section expands and is compliant with the eligibility criteria prescribed in the Veterans' Access, Choice, and Accountability Act of 2014.~~

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

1. Is a person who:

   a. was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned, and

   b. is pursuing a course of education with educational assistance under Chapters 30 or 33 of Title 38 of the United States Code while living in Oklahoma; ~~or~~

2. Is a person who:

   a. is entitled to assistance under Section ~~3311(b)(9) or~~ 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services, and

   b. enrolls in the course(s) concerned within five (5) years of the date the related person was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services~~.~~; or

3. <u>Is a person who:</u>
   a. <u>is entitled to assistance under Section 3311(b)(9) of Title 38 of the United States Code by virtue of a relationship to a person who died in the line of duty while serving in the active duty uniformed services.</u>

C. <u>Discharged or Released from Active Uniformed Service (Oklahoma Home of Record) Person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record.</u>

~~C~~<u>D</u>. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.

E.   Reserve Officer Training Corps (ROTC)

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status.

~~E~~F.   To be eligible for in-state status as provided in 3.17.7.A, 3.17.7.B, 3.17.7.C, ~~and~~ 3.17.7.D, and 3.17.7.E to maintain eligibility, the student shall:

1.   Have secured admission to and enrolls full-time or part-time in a program of study; and

2.   Satisfy admission and retention standards.

~~F~~G.   A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:

1.   As described in 3.17.7.A or 3.17.7.~~C~~D, is discharged or released from active duty service;

2.   As described in ~~paragraph 3 of 3.17.7.A or~~ 3.17.7.B.1 ~~and~~, 3.17.7.B.2, or 3.17.7.C exceeds the five-year period after being discharged or released from active duty uniformed service;

3.   As described in 3.17.7.B.1 has exhausted education assistance provided under Chapter 30 or 33 of Title 38 of the United States Code; or

4.   As described in 3.17.7.A.3 or 3.17.7.B.2 has exhausted education assistance provided under Section ~~3311(b)(9) or~~ 3319 of Title 38 of the United States Code.

5.   As described in 3.17.7.B.3 has exhausted education assistance provided under Section 3311(b)(9) of Title 38 of the United State Code.

3.17.8   Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status as described in section 3.17.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015; April ____, 2017

AGENDA ITEM #10-b:

        Policy.

SUBJECT: Posting of the revisions to the Institutional Admission and Retention policy and the proposed Concurrent Enrollment policy.

RECOMMENDATION:

    It is recommended that the State Regents post the revisions to the Institutional Admission and Retention policy and the proposed Concurrent Enrollment policy.

BACKGROUND:

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that "exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor." This change provided a mechanism for qualified individuals, who are not regular faculty, to teach off-campus concurrent enrollment courses with approval from the Chancellor.

POLICY ISSUES:

The State Regents' Institutional Admission and Retention policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. 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 it into a new proposed stand-alone Concurrent Enrollment policy.

POLICY ANALYSIS

The proposed Concurrent Enrollment policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. Overall, the proposed 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.

The proposed Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing 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.

The proposed Concurrent Enrollment policy was developed by the Council on Instruction (COI) Admission, Retention Transfer committee. The proposed changes to the existing concurrent enrollment criteria were established based on analyzing data from the Tulsa Community College EXCELerate Pilot concurrent enrollment program, reviewing other effective state concurrent enrollment policies, and consulting with the National Alliance for Concurrent Enrollment Partnerships (NACEP).

The proposed revisions to the Institutional Admission and Retention policy and the proposed Concurrent Enrollment policy were approved by COI on February 16, 2017 and by the Council of Presidents on April 5, 2017.

A summary of the proposed substantive changes to the criteria are detailed below:

Issue	Existing Concurrent Enrollment Criteria	Proposed Concurrent Enrollment Criteria
Admission for Juniors	Separate admission requirements for juniors and seniors.	Policy Section 3.10.3.A Admission requirements for juniors are aligned with the senior admission requirements.
Acceptable Admission Exams	Only the national ACT or SAT exams are acceptable.	Policy Section 3.10.3.A.1 The following are acceptable admission exams: 1) national ACT or an acceptable national preparatory ACT instrument that is listed in the Academic Affairs Procedures Handbook; 2) one residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or 3) a national SAT or an acceptable national preparatory SAT instrument that is listed in the Academic Affairs Procedures Handbook
Home School Admission	Home school admission is contingent upon age.	Policy Section 3.10.3.A.2 Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school.

Home School Acceptable Admission Exams	Only the national ACT or SAT exams are acceptable.	Policy section 3.10.3.A.2 The following are acceptable admission exams: 1) national ACT or an acceptable national preparatory ACT instrument that is listed in the Academic Affairs Procedures Handbook; 2) one residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or 3) a national SAT or an acceptable national preparatory SAT instrument that is listed in the Academic Affairs Procedures Handbook.
High School Permission	Require a signed statement from the principal and a letter of recommendation from the counselor.	Policy section 3.10.3.A.3 All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year.
Course Placement	Attaining the requisite ACT score is the only acceptable means to demonstrate college readiness.	Policy Section 3.10.3.B.1 A concurrent student will be able to demonstrate college readiness by the following: 1) attaining the requisite subject score on an acceptable ACT exam; 2) attaining the requisite subject score on an acceptable SAT exam; or 3) satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.
Workload	Does not explicitly exclude non-academic courses from the work load calculation.	Policy Section 3.10.3.B.2 Non-academic high school units are excluded from the workload calculation.
Collegiate Experience	An institution wishing to use an adjunct instructor to teach an off-campus course must seek a policy exception.	Policy Section 3.10.5 An institution will no longer be required to seek a policy exception to have an adjunct instructor teach an off-campus concurrent course; however, if an institution wishes to teach an off-campus concurrent course, it will be subject to the requirements in the Off-Campus Concurrent Enrollment section of the policy (3.10.6).

Off-Campus Concurrent Enrollment	Not applicable – new policy language	Policy Section 3.10.6 This section requires an institution to meet certain standards to teach an off-campus campus concurrent enrollment course. These standards, which were primarily based on criteria established by NACEP, include: 1) specifying that the expectations in off-campus concurrent courses should be the same as in on-campus courses; 2) adhering to HLC's faculty qualification requirements; 3) providing an orientation and professional development for faculty; 4) evaluating faculty; and 5) creating an MOU between the higher education institution and the off-campus location.
Reporting	Not applicable – new policy language	Policy Section 3.10.7 To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit 1) a copy of each signed off-campus concurrent enrollment MOU; and 2) a list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

It is recommended that the State Regents post the revisions to the Institutional Admission and Retention policy and the proposed Concurrent Enrollment policy**.**

3.9 INSTITUTIONAL ADMISSION AND RETENTION

    3.9.1 Purpose

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

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

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

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

    3.9.2 Definitions

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

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

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

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

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

"Baccalaureate Degree" (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120

credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

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

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

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

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

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

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

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

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

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

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

"GPA" see Retention/Graduation Grade Point Average.

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

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

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

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

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

3.9.3   Admission of First-Time Freshmen: Curricular Requirements

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

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

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

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

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

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

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

1   additional unit: Lab science (as described above)

1   additional unit: Mathematics (as described above)

4   Recommended Units

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

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

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

B.   Curricular Deficiencies

    1.   Baccalaureate Programs

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

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

    2.   Associate in Arts and Associate in Science Programs

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

    3.   Associate in Applied Science Programs

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

    Students may remove curricular deficiencies as detailed in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. The institution's president or the

president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

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

C.   Applied Courses

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

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

3.9.4   Admission of First-Time Freshmen: Performance Requirements

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

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

A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University

of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

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

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

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

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

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

University of Oklahoma (OU)

Oklahoma State University (OSU)

Any individual who:

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

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

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

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

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		

Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

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

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

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

Cameron University (CU)

East Central University (ECU)

Langston University (LU)

Northeastern State University (NSU)

Northwestern Oklahoma State University (NWOSU)

Oklahoma Panhandle State University (OPSU)

Rogers State University (RSU)

Southeastern Oklahoma State University (SEOSU)

Southwestern Oklahoma State University (SWOSU)

University of Central Oklahoma (UCO)

University of Science and Arts of Oklahoma (USAO)

Any individual who:

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

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

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

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

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

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

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

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

Carl Albert State College (CASC)

Connors State College (CSC)

Eastern Oklahoma State College (EOSC)

Murray State College (MSC)

Northeastern Oklahoma A&M College (NEOAMC)

Northern Oklahoma College (NOC)

Oklahoma City Community College (OCCC)

Redlands Community College (RCC)

Rose State College (RSC)

Seminole State College (SSC)

Tulsa Community College (TCC)

Western Oklahoma State College (WOSC)

OSU Oklahoma City (OSU-OKC)

OSU Institute of Technology (OSUIT)

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

   Any individual who:

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

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

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

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

   Any individual who:

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

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

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

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

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

A. First-Time Undergraduate and Graduate Students

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

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

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

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

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

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

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

B. Undergraduate Transfer Students

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

3.9.6 Special Admission

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

A. Special Non-Degree Seeking Student

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

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

B.   Alternative Admission

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

1.   have a reasonable chance for academic success;

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

3.   are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

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

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

C.   Adult Admission

1.   Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus

level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

2. Any student who:

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

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

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

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

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

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

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

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

E. Opportunity Admission Category

Students who have not graduated from high school whose composite

standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F.   Correspondence Study Enrollment

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

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

1.   Student Admission Requirements

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

a.   Be a first-time-entering student.

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

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

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

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

The final admission decision will be made by the appropriate

institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

Program Requirements

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

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

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

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

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

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

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

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

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

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

e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer

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as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.

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

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

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

I.   Concurrent Enrollment of High School Students

The admission and retention standards for concurrent enrollment students are detailed within the State Regents' *Concurrent Enrollment* policy.

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

1.   Workload

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

2.   Curricular Requirements

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

3.   Continuing Enrollment

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

4.   Permission

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

5.   Collegiate Experience

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

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

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

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

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

6. Admission Requirements for Concurrent Enrollment of High School Seniors

A twelfth grade student enrolled in an accredited high school may, if the student meets the requirements set forth in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the minimum standards below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

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

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

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in addition to the ACT or SAT score.

7. Admission Requirements for Concurrent Enrollment of High School Juniors

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

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

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

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

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

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

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

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3.9.7   Admission by Transfer

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

3.9.8   Retention Standards

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

A.   GPA Requirements

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

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

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

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

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

B.   Suspension of Seniors

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

C.   Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D.   Readmission of Suspended Students

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

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another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

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

3.9.9 Principles

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

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

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

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

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

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

F. Residents of Oklahoma should be given preference.

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

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

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

J. Institutions should provide appropriate academic support services for

students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

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

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

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

3.9.10   Non-Academic Criteria for Admission

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

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

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

3.   Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

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

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

1.   Be advised of the ground of the denial.

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

3.   Be afforded an opportunity to be heard.

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

3.9.11   Professional Program Admission Standards

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

OU College of Law

OU College of Medicine

OSU College of Osteopathic Medicine

OU Doctor of Pharmacy

OU School of Dentistry

NSU College of Optometry

OSU College of Veterinary Medicine

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

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

3.10   CONCURRENT ENROLLMENT

3.10.1   Purpose

Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. 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.

3.10.2   Definitions

"Concurrent Enrollment" refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

"Developmental Education" refers to courses or academic services that do not carry college credit and are designed to raise students' competency in the subject area to the collegiate level.

"Dual Credit" is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

"Entry Level Assessment and Course Placement" is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

"Non-Academic High School Units" are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

3.10.3   Eligibility Requirements

A.   Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the composite score without the writing component and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

1.   Students from Accredited High Schools

Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:

a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the Academic Affairs Procedures Handbook;
b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the Academic Affairs Procedures Handbook.

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

2. Home Schooled Students and Students from Unaccredited High Schools

Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:
a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the Academic Affairs Procedures Handbook;
b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the Academic Affairs Procedures Handbook.

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

3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

B. Course Placement and Enrollment

1. Curricular Requirements

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course. A concurrent student shall demonstrate college readiness by:

a. Attaining the requisite subject score on an acceptable ACT exam;

b. Attaining the requisite subject score on an acceptable SAT exam; or

c. Satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.

2. Workload

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

should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' Grading policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be noted on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.

3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcripted as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.

B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

3.10.6 Off-Campus Concurrent Enrollment

A. Institutional Requirements.

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

1. Course Offerings and Student Expectations

    a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.

    b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.

    c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.

2. Faculty Qualifications

    a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.

    b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

3. Orientation and Professional Development

    a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.

    b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

4. Evaluation

    a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.

    b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.

5. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

B. Geographic Service Area

A State System institution offering concurrent enrollment should primarily aim to provide such opportunities within its designated geographic service area. If an institution wishes to offer a concurrent enrollment course at an off-campus location outside of its geographic service area or at an off-campus location that is closer to another State System institution ("home rule"), the institution shall adhere to any applicable requirements that are specified in the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy.

3.10.7 Reporting

A. State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:

1. Number of all concurrent enrollment credit hours attempted and completed;

2. Average grade point average of all concurrent enrollment students;

3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and

4. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.

B. To ensure a commitment to meeting the requirements in the off-

campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:

1. A copy of each signed off-campus concurrent enrollment MOU; and

2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

AGENDA ITEM #10-c:

       Policy.

SUBJECT: Posting of revisions to the Undergraduate Transfer and Articulation policy.

RECOMMENDATION:

       It is recommended that the State Regents post revisions to the Undergraduate Transfer and Articulation policy, as described below.

BACKGROUND:

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

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

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education (ODCTE).

In January 2015, the policy was significantly revised after the Higher Learning Commission (HLC) determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with current HLC standards for accreditation and assumed practice. The revised policy, which was retitled the Contractual Arrangements between Higher Education Institutions and Other Entities policy, details the process through which higher education institutions may enter into contractual arrangements with a non-degree granting entity to award co-enrollment credit.

In March 2015, HLC advised the institutions and the State Regents that course transfer was allowable if appropriate policies were in place to guide the process from an unaccredited, non-degree granting institution, such as a technology center. This was new information not previously provided by HLC and not in State Regents current policy, so in addition to the efforts to provide processes for contractual arrangements and prior learning assessments for technology center work, staff and institutions began work on a transfer policy. Once the State Regents policy is revised, then each institution must adopt similar revisions to transfer policies to allow for this option. This was the impetus for the following

request for revisions to the policy.

ANALYSIS:

After the Contractual Arrangements between Higher Education Institutions and Other Entities policy was approved, a meeting with HLC representatives, who joined via conference call, as well as State Regents' staff, State System institutional representatives, and ODCTE representatives, was held in March 2015 to discuss accreditation issues and policy implementation.

During the accreditation portion of the meeting, HLC representatives stated that course work from non-degree granting entities could be applied as transfer credit if an institutional policy was established to 1) detail the criteria required for such course work to be acceptable and 2) specify how such course work would apply to degree requirements. For State System institutions to establish such a policy, State Regents policy requires revising.

As a result, the Council on Instruction (COI) Admission Retention Transfer committee, with collaboration by representatives from the Council of Presidents, established a new proposed policy section within the Undergraduate Transfer and Articulation policy. The new proposed policy section provides a framework for State System institutions to accept Oklahoma technology center course work through a Statewide Articulation Agreement.

Overall, the statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements or technical degree major electives at participating State System of Higher Education institutions and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. The purpose of the Statewide Articulation Agreement is to expand, not outsource through contractual arrangement (see Contractual Arrangements Between Higher Education Institutions and Other Entities policy) or prior learning assessment (see Credit for Prior Learning policy), student access to Oklahoma's educational opportunities.

The proposed revisions were approved by COI on March 9, 2017. The Council of Presidents posted the policy changes on March 1, 2017 and approved the policy on April 5, 2017. A copy of the proposed revisions is attached. The proposed revisions are summarized below.

Policy Section	Summary of Proposed Revisions
3.10.1 Purpose	Added technical course work through Statewide Articulation Agreement with an Oklahoma technology center to expand the scope of acceptable transfer course work within the policy. Also added "improve degree completion" to align with the State System's goal of increasing the number of degrees awarded.

Policy Section	Summary of Proposed Revisions
3.10.2 Definitions	Added definitions for associate in applied science degree, college technical certificate, national accrediting agency, Oklahoma technology center, State Accrediting Agency, State System institution, Statewide Articulation Agreement, Statewide Technical Course Articulation Matrix, and technology baccalaureate degree. Also, the definition of "transcript" was revised to facilitate acceptance of transfer work.
3.10.3 Admission of Transfer Students from Degree-granting Institutions	Added language to delineate the criteria for accepting transfer course work from degree-granting institutions accredited by a national association and degree granting institutions not accredited by a regional or national association.
3.10.5 Transfer of Course Work from Oklahoma Technology Centers Through the Statewide Articulation Agreement	Established new proposed policy section that will allow State System institutions to accept Oklahoma technology center transfer course work through a Statewide Articulation Agreement. The proposed section details the: 1. principles for the Statewide Articulation Agreement, including allowing technical work to apply for technical degree major requirements or technical degree major electives, but not as general elective credit; 2. requirements for Oklahoma technology center course work to transfer as collegiate-level credit; 3. process by which State System institutions will seek approval to have technology center courses included on the Statewide Articulation Agreement; 4. reporting elements for the Statewide Technical Course Articulation Matrix and the consumer protection mechanisms associated with marketing courses listed therein; and 5. State Regents commitment to develop workshops for higher education institution and career technology center representatives to improve policy implementation, enhance cooperation, inspire innovation, and encourage the use of technology.

It is recommended that the State Regents post the revisions to the Undergraduate Transfer and Articulation policy.

3.10   UNDERGRADUATE TRANSFER AND ARTICULATION

3.10.1   Purpose

This policy is designed to facilitate the transfer of students between and among community colleges and universities within the State System, and transfer of technical coursework for students through the Statewide Articulation Agreement with Oklahoma technology centers to ensure maximum transfer of credit hours and course work for students, and improve degree completion.

3.10.2   Definitions

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

"Accreditation" is the process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

"Academic Notice" is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of l.7 to less than 2.0.

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

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

"Associate in Applied Science Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) in technical-occupational areas of specialization.

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

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

"College Technical Certificate" is typically a credential requiring college work in technical-occupational areas of specialization.

"Cumulative Grade Point Average (CGPA)" is the average of a student's earned grades calculated by point values assigned to letter grades that

includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

"General Education" is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

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

"GPA" see Retention/Graduation Point Average.

"Lower-Division Course Work" are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

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

"Oklahoma Technology Center" is a secondary and postsecondary, state accredited non-degree granting entity operating under the governance of the Oklahoma Department of Career and Technical Education (ODCTE).

"Prior Learning" is learning attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions.

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

"Retention/Graduation Grade Point Average (GPA)" (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is

the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading* policy) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

"State Accrediting Agency" is a general term for an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority concerning the quality of public postsecondary vocational education in a state under Code of Federal Regulations 34 CFR §603. The Secretary has specified for the ODCTE the scope of state recognition for the approval of public postsecondary vocational education offered at technology centers in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents for Higher Education, including the approval of public postsecondary vocational education offered via distance education.

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

"Statewide Articulation Agreement" is a statewide agreement established in advance and approved by the State Regents, which includes participating State System of higher education institutions' articulated technical courses meeting major degree requirements accepted in transfer from Oklahoma technology centers for a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree.

"Statewide Technical Course Articulation Matrix" refers to the inventory of technical courses approved by specific academic year for transfer and applicable to technical degree major requirements within college technical certificates, associate in applied science, and technology baccalaureate degree programs within the Statewide Articulation Agreement. The matrix of approved technical courses is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook.*

"Technology Baccalaureate Degree" is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours) in a technical-occupational area of specialization. The State Regents recognize this degree as a Bachelor of (Specialty), typically specified as a Bachelor of Technology, Bachelor of Applied Technology, Bachelor of Applied Science, or Bachelor of Applied Arts and Science.

"Transcript" for the purpose of this policy is defined as the official document issued by an state system institution or an Oklahoma technology center with student information that is a complete and accurate reflection of a student's academic career. Includes information such as GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA. At minimum, an official transcript must include essential elements as referenced by the American

Association of Collegiate Registrars and Admission Officers *Academic Record and Transcript Guide*. <u>Detailed information is available in the State Regents' *Academic Affairs Procedures Handbook* and online.</u>

"Transfer Student" is any undergraduate student with greater than six attempted credit hours, developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

"Upper-Division Course Work" are courses generally taken in the junior and senior year; numbered at the 3000 and 4000 level.

3.10.3 Admission of Transfer Students <u>from Degree-granting Institutions</u>

A.   Admission by Transfer within the <u>State</u> System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

1.   Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy.

2.   Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.

3.   Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy and must also complete the curricular requirements before transferring.

4.   A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

B.	Admission by Transfer from Non-State System, Degree-granting Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents' *Institutional Admission and Retention* policy; and also meet the following:

1.	Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.

   a.	Each ~~nonresident~~ undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.

   b.	Each ~~nonresident~~ undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.

2.	Transcripts of record from degree-granting institutions accredited by a national association are subject to review and may transfer on a course-by-course basis.

   a.	Each applicant must meet the conditions of 1.a and 1.b above.

~~2~~3.	Transcripts of record from ~~degree granting~~ institutions not accredited by a regional or national association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.

   b.	Each ~~nonresident~~ undergraduate applicant must meet the conditions of ~~I~~1.a and 1.b above.

   c.	Each ~~nonresident~~ undergraduate applicant who meets ~~I~~1.a and 1.b above will also be required to validate the transferred credit by ~~making satisfactory progress~~ successful completion (an average of "C" or better) ~~for at least one semester~~ of 12 or more semester credit hours at the awarding institution.

C.	Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.10.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Student with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D.   Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention* policy. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

E.   Higher Standards

The University of Oklahoma (OU) and Oklahoma State University (OSU) are authorized by the State Regents to assume higher standards for admission by transfer. Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

3.10.4 Transfer of Course Work Within the State System from Degree-granting Institutions

The following guidelines for transfer of students among institutions have been adopted for the State System.

A.   A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents' *Undergraduate Degree Requirements* policy may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

B. It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.

C. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.

D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.

E. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.

F. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the

institution awarding the degree. However, courses classified as upper- division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.

G. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional program.

H. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility   of success of these students in its upper division.

I. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.

J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.

K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' *Credit for Prior Learning* policy.

3.10.5 Transfer of Course Work from Oklahoma Technology Centers Through the Statewide Articulation Agreement

The purpose of the Statewide Articulation Agreement is to expand, not

outsource through contractual arrangement (see *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy) or prior learning assessment (see *Credit for Prior Learning* policy), student access to Oklahoma's educational opportunities. The Statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements at participating State System of Higher Education institutions, and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. The Statewide Articulation Agreement strengthens the education and training programs that lead to employment in occupational and technical fields in Oklahoma.

A.   Principles. The Statewide Articulation Agreement will:

1.   Adhere to academic educational standards and policies as specified by the State Regents for Higher Education and the ODCTE.

2.   Inform students about the participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix. These courses may be applicable for technical degree major requirements or technical degree major electives, but not as general elective credit.

3.   Facilitate articulation with an uninterrupted sequence of learning experiences for technology center students.

4.   Provide students who are enrolled in technology center courses and programs included on the Statewide Technical Course Articulation Matrix the opportunity to continue their educational careers in higher education.

5.   Ensure the efficient use of public resources and expand access to educational services.

B.   Requirements for College Course Transfer Credit

1.   Students who successfully complete Oklahoma technology center courses and/or programs listed on the Statewide Technical Course Articulation Matrix may earn college transfer credit in only those technical courses approved under conditions listed below. Students must:

a.   Provide an official transcript from the technology center that includes all essential elements to document the completed technical course(s). Essential elements of a transcript are detailed in the State Regents' *Academic Affairs Procedures Handbook.*

b.   Achieve a minimum passing grade, as determined by the

accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript.

c. Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

C. Procedures

1. A State System institution seeking approval for technical courses from an Oklahoma technology center to be included in the Statewide Articulation Agreement shall have the president submit the proposal to the Chancellor for State Regents' consideration. After receipt of the proposed courses for articulation, State Regents' staff will manage the content faculty review and evaluation process for the proposed technical courses to be inventoried in the Statewide Technical Course Articulation Matrix. After review, staff will submit the faculty-recommended technical courses to the State Regents for approval. Detailed information on the technical course review process is available in the State Regents' *Academic Affairs Procedures Handbook* and online.

2. An institutional request for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix shall contain the following information.

   a. Names of the participating technology center and the participating higher education institution.

   b. Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.

   c. Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit. Forms are available in the State Regents' *Academic Affairs Procedures Handbook* and online.

3. State System institutions may require external validation of technology center coursework for college credit through third party entities, such as the American Council on Education or programmatic accreditors recognized by the USDE.

D.   Reporting and Publications

      1.   Statewide Technical Course Articulation Matrix for each academic year will include course title, course description, and student learning outcomes of the State System institution's course, and the equivalent technology center course title(s) and clock hours for each approved articulated technical course. This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.

      2.   The State System institutions participating in the Statewide Articulation Agreement will provide faculty with expertise in the content area to validate the collegiate content and rigor of any technology center course listed on the Statewide Technical Course Articulation Matrix

      3.   All publications and advertisements regardless of medium will note which college is awarding the transfer credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements (see *Accreditation and State Authorization* policy) that prohibit State System institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, web sites, catalogs, and/or other medium/publications. Failure to comply with this requirement may result in the nullification of the course(s) listed on the Statewide Articulation Agreement and the Statewide Technical Course Articulation Matrix.

E.   Workshops and Standing Committee

      1.   In collaboration with the State Director of Career and Technology Education, the Chancellor shall develop workshops to improve policy implementation, enhance cooperation, inspire innovation, and encourage the use of technology. The workshops shall include systemwide representation from technology centers and higher education institutions to facilitate communication of current policy and additional needs. In addition, the standing committee of the Council on Instruction for transfer credit policy will address policy issues as needed.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 20, 2017

AGENDA ITEM #11:

State Authorization Reciprocity Agreement.

SUBJECT: Approval to continue participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents approve continued participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA offers an opportunity to expand educational offerings to postsecondary students in the state – and to promote affordability by reducing the compliance burden and associated costs on home state institutions that seek to expand their distance education offerings. SARA participation is voluntary for states and institutions and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

SARA is administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, the Southern Regional Education Board and the Western Interstate Commission for Higher Education) and the Southern Regional Education Board (SREB) is the compact to which Oklahoma belongs.

On May 29, 2015, the State Regents approved Oklahoma's participation in SARA. Additionally, on June 29, 2015, the SREB 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.

POLICY ISSUES:

This action is consistent with the Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Since SREB approved Oklahoma's participation in SARA in 2015, institutional participation has been very high among both Oklahoma public and private institutions. Today, 35 Oklahoma institutions are participating, which includes 24 of the 25 State System institutions.

SARA requires states to renew membership biennially. Given that Oklahoma has been participating in SARA for 22 months, the initial membership cycle will soon expire; thus Oklahoma will need to submit a state renewal application within the next month to continue participation.

State Regents' approval will allow the Chancellor, on behalf of the state system and private institutions in Oklahoma, to submit a state renewal application to SREB.

Provided that this request is approved, it is anticipated that the SREB SARA steering committee will review Oklahoma's SARA renewal application at their June 6, 2017 meeting in Atlanta, Georgia.

AGENDA ITEM #12:

> **E&G Budgets.**

SUBJECT: Approval of allocations from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $467,242.22 to Oklahoma State University Center for Health Sciences (OSU CHS) and $467,242.22 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 $934,484.44. This amount is sufficient for a transfer of $467,242.22 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 $71,695,320.14.

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

5-Year History of Allocations	Amount to Each Entity
FY2013 Total	$6,650,214.97
FY2014 Total	$5,844,381.21
FY2015 Total	$5,573,768.87
FY2016 Total	$5,704,842.55
FY2017 Y-T-D Total	$4,105,089.44

AGENDA ITEM #13-a:

> **Tuition and Fees.**

SUBJECT: Posting of legislative tuition and mandatory fee limits and request for changes to academic services fees for Northwestern Oklahoma State University Doctors in Nursing Practice for Fiscal Year 2018.

RECOMMENDATION:

> **It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for the new Northwestern Oklahoma State University Doctors in Nursing Practice program for Fiscal Year 2018; and 2) Northwestern Oklahoma State University Doctors in Nursing Practice request for changes to academic services fees for Fiscal Year 2018.**

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists "Not to Exceed" amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2018, as provided by law, for the Northwestern Oklahoma State University Doctors in Nursing Practice program. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2018 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and under the maximum rates.

2) Academic Services Fees

The supplemental shows Northwestern Oklahoma State University Doctors in Nursing Practice request for changes to academic services fees for Fiscal Year 2018. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2018 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office on May 26, 2017 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for Northwestern Oklahoma State University Doctors in Nursing Practice. The aforementioned requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 29, 2017. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY18 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

The Northwestern Oklahoma State University Doctors in Nursing Practice program requested one new academic service fee, an Online Orientation fee. The fee will help with on-line software for the students to complete the program. The proposed amount of the fee is $300 per student and it is estimated that fifteen students will pay the fee in FY18. The leadership of the Student Government Association at NWOSU is contacted each spring to discuss the impact of academic service fees as well as tuition and mandatory fee increases. Input was also given by the Division of Nursing.

This information is being posted for State Regents' review and public comment.

Oklahoma State Regents for Higher Education

1) FY18 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY18 Peer Limit for Resident Tuition and Mandatory Fees	FY18 Peer Limit for Nonresident Tuition and Mandatory Fees
Northwestern Oklahoma State University		
Nursing -- Doctor of Nursing Practice	**$11,162.93**	**$14,920.61**
70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions. **At their meeting in June 2017, State Regents will consider FY18 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.**		

2) Academic Service Fee Request

Northwestern Oklahoma State University					
Description	**Course Number**	**Assessed**	**Current**	**Proposed**	**Statutory Limit**
Other Special Fees					
Doctor of Nursing Practice Online Orientation Fee	UNIV 6010	Per Course	$0.00	$300.00	direct cost of service

PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES
Effective Academic Year 2017-2018

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, May 25, 2017 at 10:30 a.m.

The following will be presented for comment:

> ➢ Tuition and mandatory fee limits for NWOSU Doctor of Nursing Practice;

> ➢ Academic Service Fee proposal for NWOSU Doctor of Nursing Practice.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, May 19, 2017 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.

AGENDA ITEM #14:

> **Revenue Bonds.**

SUBJECT: Review of Statement of Essential Facts.

RECOMMENDATION:

> **It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Obligation Revenue Refunding Bonds, Series 2017A in an amount of approximately $48,320,000 (tax-exempt) is substantially accurate.**

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Supp. 2005, Sections 3305(n) and 3980.1 *et seq.*, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. This series represents the ninth series to be issued under the "General Obligation" legislation for Oklahoma State University.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2017A bonds will be used (1) to advance refund a portion of the 2009A Student Housing and related facilities bonds on the Stillwater Campus, and (2) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each January 1 and July 1 each of the years 2017 through 2039, with interest payments commencing on July 1, 2017, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general obligation bond issuances: 2009A, 2010A, 2010B, 2010C, 2013A, 2013B, 2013C and 2016A. These bonds are the ninth issued under the University's General Bond Obligation authorization.

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

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

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

The refunding is estimated to save the University approximately $3.1 million, or 6.16% in interest costs without lengthening the original term of the bonds.

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

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

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #15:

Contracts and Purchases.

SUBJECT: Approval of FY 2017 Purchases in excess of $100,000.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY-2017 purchases for amounts that are in excess of $100,000.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet
1) Dobson Technologies Transport and Telecom Solutions in the amount of $139,069.08 to relocate the Oklahoma Community Anchor Network (OCAN) fiber located on 34th street in Woodward. The cost for this project will be recovered through customer user fees. (Funded from 718-OneNet).

GEAR UP
2) Aurora Learning Community Association in the amount of $174,079.00 to provide a longitudinal data system to all 24 GEAR UP school sites. The data system provides tools for mapping, planning and assessing curriculum as outlined in the federal grant requirements. (Funded from 730-GEAR UP).

Change Order's to Previously Ratified Purchase Orders
3) At their meeting on September 1, 2017, the State Regents previously ratified a purchase from Oklahoma Western Telephone Company in the amount of $88,896.00 for gigabit Ethernet, fast Ethernet and T1 circuits to provide services to OneNet customers. An additional amount of

$22,500 is now needed to provide an upgrade to the Nashoba Elementary School from T1 to fast Ethernet for the remainder of FY17. The new total of this purchase order will be $111,396.00. The cost for this project will be recovered through customer user fees. (Funded from 718-OneNet).

AGENDA ITEM #16:

        Investments.

SUBJECT: Approval of investment manager.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Noble Hospitality Fund IV – Value-Add. $7 million. This firm is one of the few select-service and extended stay lodging platforms with a national reach. The Noble team is highly experienced across cycles, which is reflected in its sourcing and implementation advantages. Over nearly 25 years the company has built valuable partnerships with the leading hotel brands and deep personal relationships with a broad network of owner-operators throughout the United States which has led to investment opportunities not readily available to the open market and will provide meaningful advantages to exit strategies. The Value Add strategy will continue to source opportunities that can be repositioned to physically optimize the asset/brand and maximize its financial potential. The Value Add strategy will consider all markets in the Top 100 MSA's, as well as select locations that exhibit other meaningful demand generators.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 20, 2017

AGENDA ITEM #17:

Task Force Announcement.

SUBJECT: Announcement of Membership for the State Regents' Task Force on the Future of Higher Education.

RECOMMENDATION:

It is recommended that the State Regents accept the confirmed membership list for the Task Force on the Future of Higher Education.

BACKGROUND:

Given the changing landscape of higher education, at their meeting on Thursday, March 23, 2017, the State Regents approved the formation of a citizens' Task Force on the Future of Higher Education to undertake an extensive planning initiative that will position the Oklahoma state system of higher education to better meet current and future challenges. The efforts of the Task Force will emphasize the state system's focus on modernization, efficiencies, and innovation.

The Task Force on the Future of Higher Education will conduct a systematic and thorough review of the current status of higher education in Oklahoma; examine existing initiatives and best practices; and report findings and recommendations on strategies that best support improving quality, access, affordability, and efficiency in the Oklahoma state system of higher education.

POLICY ISSUES:

The Task Force will be comprised of the State Regents, private citizens, college and university representatives, and the designees of Governor Mary Fallin, Speaker of the Oklahoma House of Representatives Charles McCall, and Senate President Pro Tempore Mike Schulz. Citizen members of the Task Force will be well-respected Oklahomans who come from a variety of professional and educational backgrounds and represent different geographic regions within the state.

Dr. William E. "Brit" Kirwan, Chancellor Emeritus of the University System of Maryland, will serve as lead advisor to the task force. Dr. Kirwan is a senior fellow at the Association of Governing Boards of Universities and Colleges and serves as chair of the National Research Council Board of Higher Education and Workforce and co-chair of the Knight Commission on Intercollegiate Athletics. He previously served as president of The Ohio State University and the University of Maryland, and is a board member of the Maryland Chamber of Commerce, Economic Alliance of Greater Baltimore, and Maryland Business Roundtable for Education, among other organizations. An international speaker and respected author on several key higher education issues, including access, affordability, innovation, economic development and academic transformation, Dr. Kirwan holds baccalaureate, master's and doctoral degrees in mathematics.

ANALYSIS:

The following individuals will serve on the State Regents' Task Force on the Future of Higher Education:

State Regents (ex-officio, non-voting members)
- State Regent John Massey
- State Regent Ron White
- State Regent Jimmy Harrel
- State Regent Jay Helm
- State Regent Ann Holloway
- State Regent Andy Lester
- State Regent Jody Parker
- State Regent Toney Stricklin
- State Regent Mike Turpen
- Chancellor Glen D. Johnson

Citizens
- Dr. Ann Ackerman, Oklahoma City
- Phil B. Albert, Claremore
- Governor Bill Anoatubby, Ada
- Calvin J. Anthony, Stillwater
- Chief Bill John Baker, Tahlequah
- Chief Gary Batton, Durant
- Bruce T. Benbrook, Woodward
- Bill W. Burgess, Lawton
- John Carey, Durant
- Lake Carpenter, Leedey
- Michael A. Cawley, Ardmore
- Sam Combs, Tulsa
- Leonard Court, Oklahoma City
- Rick Davis, Guthrie
- Lee R. Denney, Cushing
- Jeffrey T. Dunn, Tulsa
- John Ford, Bartlesville
- Robert Gardner, Tulsa
- Steve Jordan, Ardmore
- Karen Keith, Tulsa
- Edward F. Keller, Tulsa
- Dan Little, Madill
- Bert H. Mackie, Enid
- Dr. Thomas K. McKeon, Tulsa
- Catherine O'Connor, Oklahoma City
- Fred Morgan, Oklahoma City
- Dr. Terry Mosley, Lone Wolf
- Dennis Neill, Tulsa
- Michael S. Neal, Tulsa
- Tyler Norvell, Oklahoma City
- Dr. Marion Paden, Oklahoma City

- Gary Parker, Muskogee
- Ken Parker, Norman
- Carl R. Renfro, Ponca City
- Dee Replogle, Oklahoma City
- Robert J. Ross, Oklahoma City
- Richard Ruhl, Kingfisher
- Claudia San Pedro, Oklahoma City
- Dr. Dennis Shockley, Oklahoma City
- Steven W. Taylor, McAlester
- Sean Trauschke, Oklahoma City
- Avilla Williams, Edmond
- Roy H. Williams, Oklahoma City

Colleges/Universities
- President Don Betz, University of Central Oklahoma
- President Randy Beutler, Southwestern Oklahoma State University
- President David L. Boren, University of Oklahoma
- President Sean Burrage, Southeastern Oklahoma State University
- President Cheryl Evans, Northern Oklahoma College
- President Tim Faltyn, Oklahoma Panhandle State University
- President Leigh B. Goodson, Tulsa Community College
- President V. Burns Hargis, Oklahoma State University
- President John M. McArthur, Cameron University
- Dr. Jason Sanders, University of Oklahoma Health Sciences Center
- Dr. Kayse Shrum, Oklahoma State University Center for Health Sciences
- President Jerry L. Steward, Oklahoma City Community College

Designees
- Designee for Governor Mary Fallin
- Designee for Speaker Charles McCall
- Designee for Senate President Pro Tempore Mike Schulz

AGENDA ITEM #18:

  Commendations.

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

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Lisa Nelson,** assistant director for Student Preparation, held two counselor retreats during at Tatanka Ranch near Stroud. Counselors from the following schools were in attendance: Ada Junior High and High School, North Rock Creek, Booker T. Washington High School, McLoud High School, Parmelee Elementary/OKC, Owen Elementary/Tulsa, Idabel Middle School, Henryetta High School, Putnam City West High School, Southmoore High School, Prague Public Schools, and Great Plains Technology Center. And at Roman Nose Lodge near Watonga, March 5 and 6, counselors from the following schools were in attendance: Noble High School, Brink Jr High/Moore, Perkins-Tryon High School, Miami High School, Rogers Middle School/OKC, Chelsea High School, Hennessey Elementary and High School, Southmoore High School, Moore Public Schools, MacArthur Elementary School/Tulsa, Bartlesville High School, Jenks Middle School, Tonkawa Public Schools, Depew High School, and East Central University/Upward Bound.

- **Chancellor Glen D. Johnson** provided remarks and presented awards at the 2017 Research Day at the Capitol awards ceremony in Oklahoma City; provided remarks at the Oklahoma Association of Community Colleges (OACC) scholarship award program at the State Capitol in Oklahoma City; served as a guest speaker for taping of *The Verdict;* provided remarks at Senate Leadership Dinner in Oklahoma City and provided remarks at Oklahoma Association of College and University Business Officers spring conference at the Skirvin in Oklahoma City.

AGENDA ITEM #19:

      Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board, 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.

AGENDA ITEM #20-a (1):

> **Programs.**

SUBJECT: 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)
> > 2 degree program requirement changes
>
> University of Oklahoma (OU)
> > 12 degree program requirement changes
>
> Oklahoma Panhandle State University (OPSU)
> > 3 degree program requirement changes
> > 1 degree program option deletion
>
> Southeastern Oklahoma State University (SEOSU)
> > 4 degree program requirement changes
> > 11 degree program option additions
> > 1 degree program option deletion
> > 1 degree program name change
> > 1 degree designation change
>
> University of Central Oklahoma (UCO)
> > 2 degree program requirement changes
> > 2 degree program option additions
>
> Oklahoma State University - Oklahoma City (OSU-OKC)
> > 1 degree program requirement change
>
> Oklahoma State University Institute of Technology (OSUIT)
> > 6 degree program requirement changes
> > 1 degree program name change
> > 2 degree program option additions
>
> Tulsa Community College (TCC)
> > 1 degree program requirement change
> > 1 degree program option deletion

POLICY ISSUES:

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

ANALYSIS:

OSU - Bachelor of Science in Civil Engineering (047)

Degree program requirement changes
- For all options:
  - o Add STAT 4033 as an alternative course to STAT 4073.
  - o Remove ENSC 2213 and ENSC 2613.
- For the "Civil Engineering" option:
  - o Require BIOL 1114 or GEOL 1114 to fulfill the "Natural Sciences" requirement.
  - o Change credit hours required for "Natural Sciences" from 7 to 8.
  - o Remove 3 credit hours of "Basic Science Group 1."
- For the "Environmental Engineering" option:
  - o Remove 3 credit hours of "Basic Science."
- The proposed changes are the result of recommendations from the advisory board and will align with new accreditation criteria.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 136-137 to 128.
- No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Economics (065)

Degree program requirement change
- Add ECON 6233.
- Remove the required master's degree as an admission requirement.
- The proposed changes are consistent with similar programs at peer institutions and promote timely degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 61 to 64.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Construction Science (255)

Degree program requirement changes
- Remove CNS 3623.
- Change credit hours required for CNS 4152 from 2 to 3.
- The proposed changes allow additional elective courses to be selected.
- Six new elective courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Human Relations in Human Relations (329)

Degree program requirement changes
- For the "Clinical Mental Health Counseling" option:
  - o Require elective courses to be selected from the approved Licensed Professional Counselor course list.
- The proposed change better clarifies degree 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.

OU - Bachelor of Arts in Philosophy (185)
Degree program requirement changes
- Remove PHIL 3253/PHIL 3853 and HIL 4513/PHIL 4523/PHIL 4533/PHIL 4543/PHIL 4613/PHIL 4623.
- Add PHIL 3343/PHIL 3843.
- Add 9 credit hours of "Distribution Requirements" to be selected from an approved list.
- Remove 6 credit hours of "Philosophy Electives."
- The proposed changes broaden the range of courses students can take to complete degree requirements.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Arts in Sociology (212)
Degree program requirement changes
- For the "Criminology" option:
  - Change credit hours required for "Criminology Substantive" courses from 15 to 12.
  - Change credit hours required for "Electives" courses from 3 to 6.
- The proposed changes update the requirements to reflect current course offerings.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Doctor of Philosophy in Meteorology (167)
Degree program requirement changes
- Add METR 5004, METR 5113, and METR 5413.
- Remove METR 6950.
- The proposed changes provide more clarity and transparency regarding the requirements to complete the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Geology in Geology (094)
Degree program requirement changes
- Remove 3 credit hours of "Geology Elective" and add GEOL 1124.
- The proposed changes will better prepare students for advanced course work in the discipline.
- 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.

OU - Bachelor of Science in Geophysics in Geophysics (094)
Degree program requirement changes
- Remove 3 credit hours of "Geology Elective" and add GEOL 1124.
- The proposed changes will better prepare students for advanced course work in the discipline.

- 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.

OU - Graduate Certificate in Applied Behavior Analysis (403)
Degree program requirement changes
- Remove RS 6213 RS 6283, and RS 6293.
- Add EDSP 5243, EDSP 5343, and EDSP 5443.
- The proposed changes are the result of changes in faculty and update the curriculum to include equivalent courses taught at the Norman campus.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OU - Master of Education in Special Education (219)
Degree program requirement changes
- Add EDSP 5013.
- Change credit hours required for "Special Education Concentration Areas" from 18 to 15.
- For the "Applied Behavior Analysis" concentration:
  o Remove RS 6213 RS 6283, and RS 6293.
  o Add EDSP 5243, EDSP 5343, and EDSP 5443.
  o Remove 3 credit hours of "Elective."
- The proposed changes are the result of changes in faculty and update the curriculum to include equivalent courses taught at the Norman campus.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Doctor of Philosophy in Electrical and Computer Engineering (061)
Degree program requirement change
- Remove 9 credit hours of Math or Physics.
- The proposed change removes a requirement that no longer meets the educational needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Engineering Physics in Engineering Physics (071)
Degree program requirement changes
- Remove CHE 3313 and add 3 credit hours of "Engineering Elective."
- The proposed changes will better serve students' needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Music in Music (172)
Degree program requirement changes
- Remove 6 credit hours of "MUTK Electives" and add MUTK 5113 and MUTK 4133.
- Add MUTK 4163.

- Remove MUTH 4853.
- The proposed changes will better serve students' needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OPSU - Bachelor of Arts in History (011)

Degree program requirement changes
- Add HIST 2313.
- Change credit hours required for "Electives" from 21-29 to 18-26.
- The proposed changes provide students with research methodology skills.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes
- Add CIS 1113 and CIS 2723 to "Required Major Courses."
- Remove CIS 3723 and CIS 4223 from "Required Major Courses."
- Add CIS 4123 and CIS 4223 as alternative courses to CIS 4113/CIS 4213/CIS 4333/CIS 4933.
- The proposed changes update the curriculum to ensure students gain the skills needed to be successful in the workplace.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OPSU - Certificate in Wind Energy/Maintenance Technology (064)

Degree program requirement changes
- Add INDT 3663.
- Change credit hours required for "Electives" from 6 to 9.
- The proposed changes update the curriculum to meet the recommended credit hours required for certificates.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 24 to 30.
- No funds are requested from the State Regents.

OPSU - Bachelor of Science in Animal Science (003)

Degree program option deletion
- Delete option "Business."
- The proposed deletion eliminates duplication with the Bachelor of Science in Agribusiness (031) program.
- There are currently no students enrolled in the option.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU - Bachelor of Business Administration in Management (027)

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

- Add options "Major" and "Major-Minor."
- Delete option "Native American Management."
  - The proposed deletion is due to low student demand for the option.
  - No students are currently enrolled in the option.
- Remove ACCT 2103, ACCT 2203, FIN 3113, MNGT 3243, and MNGT 4633.
- Remove 18 credit hours of "Required Management Courses" and 6 credit hours of "Elective Courses."
- The proposed changes allow students greater flexibility in completing degree requirements.
- No 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.

SEOSU - Bachelor of Business Administration in Marketing (095)

Degree program option additions and degree program requirement changes

- Add options "Major" and "Major-Minor."
- Remove ACCT 2103, ACCT 2203, FIN 3113, MNGT 3243, and MNGT 4633.
- Remove 9 credit hours of "Required Marketing Courses," 9 credit hours of "Marketing Elective Courses," and 6 credit hours of "Elective Courses."
- The proposed changes allow students greater flexibility in completing degree 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.

SEOSU - Master of Arts in Teaching (110)

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

- Change program name to "Curriculum and Instruction."
- Change degree designation to "Master of Education."
- Add options "Generalist," "English Education," "Mathematics Education," "Science Education," "and "Educational Technology."
- Remove EDUC 5990 (or subject area equivalent), EDUC 5174, EDUC 5184, EDUC 5960 (or subject area equivalent), EDUC 5113, EDUC 5970 (or subject area equivalent), EDUC 5414, EDUC 5514, and EDUC 5614 as "Required Courses."
- Add EDUC 5103, EDUC 5183, EDAD 5373, and EDUC 5313.
- The proposed changes create a common core set of courses and better prepare students to teach within their subject area.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 32 to 30.
- No funds are requested from the State Regents.

SEOSU - Master of Education in School Administration (073)

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

- Change program name to "Educational Leadership."
- Add options "Building Level Principal Certification" and "Campus Leadership."
- Remove 6 credit hours of "Electives," EDUC 5153, and EDAD 5933.
- Add EDUC 5113 to "Required Courses."

- The proposed changes reflect the changes that have occurred in the field to broaden the options for both individuals that want certified leadership positions and individuals who want leadership positions but do not want to be a school principal.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 36 to 30.
- No funds are requested from the State Regents.

UCO - Master of Science in Business Analytics (218)
    Degree program requirement changes
- Remove MBA 5022.
- Change credit hours required for MSBA 5242 from 2 to 4 (5244).
- Remove the following admission requirements:
  - Graduate Management Admission Test (GMAT)/Graduate Record Examination (GRE).
  - Letter of application expressing interest in the program.
  - A 500-word personal statement.
  - Two letters of recommendation.
- Add the following admission requirement
  - A 500-word letter of application expressing interest in the program, how the program fits with the student's career goals, and how the student's background has prepared them for the program.
- The proposed changes update the curriculum to maximize future employment opportunities and the admission criteria to exclude unnecessary requirements.
- No new courses will be added and no course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Business Administration in Business Administration (008)
    Degree program option additions and degree program requirement changes
- Add options "Energy Systems" and "Healthcare."
  - The proposed options will serve a growing demand for professionals with expertise in these areas.
- Change credit hours required for MBA 5032 from 2 to 3 (5033), for MBA 5242 from 2 to 3 (5243).
- Add MBA 5441, MBA 5541, and MBA 5552, MBA 5970, MBA 5722, MBA 5900, MBA 5910, and MBA 5852.
- Remove MBA 5131, MBA 5231, MBA 5432, MBA 5512, 3 credit hours of "Applied Core," and MBA 5422.
- Require a minimum GMAT score of 450 or GRE score of 300.
- Remove the requirement to submit two letters of recommendation.
- The proposed changes stem from recommendations from internal and external stakeholders, prospective students, and the advisory board to shorten the length of the program without compromising content.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 41 to 35.
- No funds are requested from the State Regents.

OSU-OKC - Certificate in Non-Profit Management (117)
    Degree program requirement changes
- Remove ENGL 1113, PSER 2023, PSER 2223, PSER 2293, and WRTG 2103.

- Remove BUS 2003 as an alternative course to MGMT 2213.
- Add BUS 2333, MGMT 2003, MGMT 2143, and MGMT 2693.
- The proposed changes will decrease duplication among course work and remove courses not under the purview of the Division of Business Administration, thereby allowing for more thorough assessment of the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 33 to 30.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Energy Technologies/Natural Gas Compression (112)

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

- Change program name to "Industrial Maintenance Technologies."
- Add options "Natural Gas Compression Technologies" and "Plant Maintenance Technologies."
- Remove SPCH 1113/SPCH 2313 and BADM 1113.
- Add MATH 1223 as an alternative course to MATH 1513/MATH 2003.
- The proposed changes will update the curriculum in response to industry needs to find qualified technicians.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR (104)

Degree program requirement changes

- Remove AUMC 1101, AUMC 1141, AUMC 1151, AUMC 1102, AUMC 1161, AUMC 1201, AUMC 1221, AUMC 1241, AUMC 1251, AUMC 1261, AUMC 1271, AUMC 1301, AUMC 1321, AUMC 1402, AUMC 1412, AUMC 2403, AUMC 2401, AUMC 2412, AUMC 2501, AUMC 2521, AUMC 2542, AUMC 2662, AUMC 2602, and AUMC 2614.
- Add AUMC 1103, AUMC 1163, AUMC 1203, AUMC 1243, AUMC 1263, AUMC 1303, AUMC 1323, AUMC 2413, AUMC 2503, AUMC 2543, AUMC 2603, and AUMC 2613
- The proposed changes are recommendations from the advisory committee and will align the curriculum with the current National Automotive Technician's Education Foundation Master Automotive Service Technician certification guidelines.
- Twelve new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004)

Degree program requirement changes

- Remove AUMP 1051, AUMP 1052, AUMP 1231, AUMP 1242, AUMP 1281, AUMP 1282, AUMP 1371, AUMP 1372, AUMP 1391, AUMP 1392, AUMP 2471, AUMP 2472, AUMP 2591, and AUMP 2592.
- Add AUMP 1053, AUMP 1233, AUMP 1283, AUMP 1373, AUMP 1393, AUMP 2473, AUMP 2593.
- The proposed changes are recommendations from the advisory committee and will align the curriculum with the current National Automotive Technician's Education Foundation Master Automotive Service Technician certification guidelines.
- Seven new courses will be added and no courses will be deleted.

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

OSUIT - Bachelor of Technology in Instrumentation Engineering Technology (095)
 Associate in Applied Science in Engineering Technologies (080)
Degree program requirement changes
- Remove ETDE 1243 and ETDE 1263.
- Add ETDE 1283 and ETDE 1293.
- The proposed changes are recommendations from the program's advisory committee to develop additional articulation agreements with similar programs at other institutions.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT - Bachelor of Technology in Information Technologies (094)
Degree program requirement changes
- For the Network Infrastructure" option:
  o Remove ITD 2153 and ITD 3643.
  o Add ITD 2133, ITD 3153 and ITD 3533.
  o Change credit hours required for "Approved Technical Electives" from 9 to 6.
- The proposed changes accommodate recent updates to the Cisco curriculum.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Science Related Concentration (014)
Degree program requirement changes
- Add MATH 2114 and MATH 2124 as an alternative to MATH 1715.
- Remove GEOL 2021.
- Change credit hours required for "Recommended Electives" from 3-5 to 2-5.
- The proposed changes eliminate the need for course substitutions for students who have the aptitude to succeed in higher level math courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Communication Arts and Technologies (005)
Degree program option deletion
- Delete option "English."
- The proposed deletion is due to the development and implementation of the stand-alone Associate in Arts in English (363), which was approved at the March 23, 2017 State Regents' meeting.
- There are currently 165 students enrolled in the option.
- Students will have two years to complete their current degree requirements or transfer into the new program with no impact on their degree completion.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #20-a (2):

> **Programs.**

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University-Oklahoma City (OSU-OKC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Graphic Design (064)

POLICY ISSUES:

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

ANALYSIS:

OSU-OKC requested authorization to suspend the Associate in Applied Science in Graphic Design (064).

- OSU-OKC reports a resignation of a full-time faculty member and low student demand.
- OSU-OKC will reinstate or delete the program by April 30, 2019.

AGENDA ITEM #20-b:

> **Reconciliation.**

SUBJECT: Approval of institutional requests for degree program inventory reconciliation.

RECOMMENDATION:

> **It is recommended that the State Regents approve the requests for degree program inventory reconciliations as described below.**

BACKGROUND:

The University of Oklahoma (OU) requested program modifications for the Bachelor of Science in Elementary Education (062) and the Bachelor of Science in Early Child Education (046) 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 proposed curricular changes to the Bachelor of Science in Elementary Education (062), which were approved at the February 2, 2017 State Regents' meeting. The modification indicated adding EDEC 3541 to course requirements. OU reports that adding this course was an error and students do not need to take the course. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU proposed curricular changes to the Bachelor of Science in Early Child Education (046), which were approved at the February 2, 2017 State Regents' meeting. The modification indicated to add EDEC 3541; however, OU reports that this course was only added to the Early Childhood option and not the Early Childhood Education: Birth through Third Grade. Additionally, the modification indicated that the total credit hours for the degree would not change. OU reports that the total credit hours for the degree will change from 124-127 to 124-126. This action will correct these errors and reconcile institutional practice with official degree program inventory.

AGENDA ITEM #20-c:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of 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 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 April 20, 2017, State Regents' staff received SARA renewal applications from the institutions listed below:

- Northeastern State University

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor for annual renewal of their participation in SARA. State Regents' ratification is requested.

AGENDA ITEM #20-d:

> **Policy Exception.**

SUBJECT: Ratification of a policy exception request from the University of Oklahoma to award an honorary degree in absentia.

RECOMMENDATION:

> **It is recommended that the State Regents ratify a policy exception request from the University of Oklahoma to award an honorary degree in absentia.**

BACKGROUND:

A request has been made from the University of Oklahoma (OU) for an exception to the Granting of Degrees policy which states that institutions shall award honorary degrees in absentia only in exceptional circumstances to be approved by the State Regents. Mr. Mohammad Farzaneh, one of OU's Spring 2017 honorary degree recipients, will be unable to attend the May 12, 2017 commencement because he is scheduled to receive the Ellis Island Medal of Honor in New York on the same day. The policy exception would allow Mr. Farzaneh's brother, Mr. Jalal Farzaneh, to accept the honorary degree on his behalf.

POLICY ISSUES:

This action is an exception to the Granting of Degrees policy.

The request for Mr. Mohammad Farzaneh to receive the honorary degree was ratified at the October 20, 2016 State Regents meeting. This request is to allow the honorary degree to be awarded in absentia and is consistent with the absentia exception allowed in State Regents' policy. State Regents' ratification is recommended.

AGENDA ITEM #20-e (1).

Agency Operations.

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

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between March 1, 2017 and March 24, 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 March 1, 2017 and March 24, 2017 there are 4 purchases in excess of $25,000 but not in excess of $100,000.

OneNet
1) AtLink Services in the amount of $36,308.00 to extend the Oklahoma Community Anchor Network (OCAN) fiber in the facilities at Rack 59, a data center located at 7725 West Reno Road, Oklahoma City. Extending the fiber into this facility will allow OCAN to transport customers across the network and connect them to an internet service provider. The cost of this project will be recovered through customer user fees. (Funded From 720-OneNet).

2) Office of Management and Enterprise Services in the amount of $41,886.00 for Privacy Network Risk Insurance (Cyber) coverage for FY17 to cover the Oklahoma State Regents for Higher Education networks. (Funded From 718-OneNet).

3) Dobson Technologies Transport Telecom Solutions in the amount of $47,699.25 to relocate the Oklahoma Community Anchor Network (OCAN) fiber due to the Oklahoma Department of Transportation road construction at US75 and Caney Creek in Coal County. The cost of this project will be recovered through customer user fees. (Funded From 718-OneNet).

4) Dobson Technologies Transport Telecom Solutions in the amount of $95,863.15 to relocate the Oklahoma Community Anchor Network (OCAN) fiber located on Interstate 40 at mile marker 170 to mile marker 173 on Interstate 40. The cost of this project will be recovered through customer user fees. (Funded from 718-OneNet).

AGENDA ITEM #20-e (2).

Agency Operations.

SUBJECT: Personnel. Ratification of appointment of Associate Vice Chancellor and Comptroller.

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:

Associate Vice Chancellor and Comptroller. It is recommended that the State Regents ratify the appointment of Mei-Lin Yang as Associate Vice Chancellor and Comptroller. This position is tasked with agency-wide administration of all accounting and financial reporting policies, including the proper processing and recording of financial transactions, the preparation of all official financial reports, and the establishment and maintenance of internal control systems. This position also maintains responsibility for accounts payable and receivable, recommending and implementing appropriate fiscal policies and procedures, and monitoring budget performance. Ms. Yang has been employed at the Oklahoma State Regents for Higher Education since 2011, is a certified public accountant, and has her Master of Business Administration in Professional Accounting. Ms. Yang assumed her new position effective April 17, 2017 and reports to Amanda Paliotta, Vice Chancellor for Budget and Finance. A copy of the job description and her resume are attached.

JOB DESCRIPTION
Associate Vice Chancellor and Comptroller
FLSA: Exempt
Position #100319
Grade 12
Cost Center: FISAFF 14000
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Responsible for agency-wide administration of all accounting and financial reporting policies, including the proper processing and recording of financial transactions, the preparation of all official financial reports, the establishment and maintenance of internal control systems to ensure compliance with constitutional and statutory assignments; responsible for accounts payable and receivable, recommending and instituting appropriate fiscal policies and procedures, and monitoring budget performance. Supervises business office staff.

RESPONSIBILITIES AND DUTIES

- Responsible for the proper processing and recording of financial transactions, the preparation of all financial reports, the establishment and maintenance of internal control systems, stewardship of agency assets, and fulfillment of debt responsibilities
- Responsible for coordination of all external audit activities
- Supervise accounts payable and receivable
- Monitor budget performance
- Examine effectiveness of all levels of management in use of agency resources and compliance with policies and procedures
- Review fiscal procedures and records for their adequacy
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status
- Interact with other state agencies and external auditors
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelors' degree in Accounting, Business or related field. Five years' experience in finance, accounting or administration in a managerial role. Effective verbal and written communication skills. Knowledge of SCT or other electronic accounting systems, relevant tax laws, federally sponsored research accounting and auditing procedures essential.

PREFERRED QUALIFICATIONS

CPA or master's degree desirable, preferably in business or higher education administration.

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 Vice Chancellor for Budget and Finance Information Technology Telecommunications and OneNet.

Mei-Lin Yang
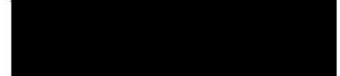
OBJECTIVE

Secure a position providing the opportunity to make a strong contribution to organizational goals through continuous development of personal skills.

EDUCATION/CERTIFICATION

Certified Public Accountant, 2011
MBA in Professional Accounting, Michigan State University, 1995
BS in Accounting, Oklahoma State University, 1993

WORK EXPERIENCE

Commissioners of the Land Office   **2011-Current**
Accountant CPA, CPO (Certified Procurement Officer)
- Reconcile monthly cash balance
- Compile Financial Statements
- Prepare and reconcile various reports required by OSF (Office of State Finance)
- Assist deputy director of accounting in financial related tasks

Oklahoma Department of Corrections   **2008-2011**
Accountant IV, CPO (Certified Procurement Officer)
- Provide financial data and assist in preparation of budget work program
- Serve in the capacity of acting business services coordinator in the absence of the business services coordinator. Respond to request for necessary financial information and problems resolution as required. Supervise other financial team members
- Reconcile Division financial records to Oracle PeopleSoft records monthly, maintain spreadsheets for all units at Treatment and Rehabilitation Division
- Prepare monthly financial reports and trending information for all units to monitor budget
- Review transactions at time of posting for appropriate method of acquisition and for appropriate balances to pay the transaction

Asset Management Advisors, LLC, USA   **2003-2008**
Senior Accountant
- Analyze, prepare, and report financial information and identify significant issues for use in the management decision process

- Review accounting transactions and apply proper treatments
- Prepare journal entries, reconcile accounts and correct discrepancies
- Coordinate with external auditors to complete audit and review procedures
- Compile quarterly and annual financial statements for clients
- Compose annual tax package for clients and CPAs
- Perform loan interest and bond accretion/amortization schedules
- Maintain Financial Management Systems (AXYS)
- Implement Oil and Gas Accounting & Reporting

Community Hospital of Los Gatos, Tenet Health, USA   **2002-2003**
Accountant
- Handle general ledger
- Coordinate month-end close
- General account analysis and reconciliation, accruals, and journal entries
- Assist annual asset/inventory verification
- Prepare routine operational and statistical reports
- Analyze contract labor expenses and control the budget
- Process unclaimed checks reports to corporate office for escheatment
- Perform A/P and patient refunds
- Process special projects, government surveys, etc.

Flying Eagle Corporation, USA   **2001-2002**
Accountant
- Responsible for full general ledger
- Perform monthly general ledger close procedure
- Manage monthly cash flow and budget
- Perform payroll disbursements and file payroll taxes
- Oversee A/P and A/R
- Monthly billings and follow up collections of past due receivable

Ansaldo Volund Denmark, Taiwan   **1997-1999**
Accountant
- Implement purchase order control and reconcile invoice payments
- Assist in preparing, developing and monitoring budgets
- Analyze past and current data and prepare expense projections and operating forecasts
- Review and handle vendor invoices and employees' expense reports

HONORS

President's Honor Roll, 1990, 1991

Dean's Honor Roll, 1992, 1993
Phi Kappa Phi Honor Society

SPECIAL SKILLS

Software: Oracle PeopleSoft, MS Office, MAS 90, IMMS, S2K, AXYS,
Peachtree, Lotus 123, Investrack
Ability to speak different languages: Mandarin, Taiwanese, and English
Attention to detail, self starter and ability to learn fast and work efficiently

AGENDA ITEM #20-f (1):

> **Non-Academic Degrees.**

SUBJECT: Ratification of a request from Oklahoma State University to award two posthumous degrees.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma State University's requests to award posthumous degrees.**

STAFF ANALYSIS:

Requests have been made from Oklahoma State University (OSU) to award a Bachelor of Science in Agricultural Sciences and Natural Resources in Agribusiness degree posthumously to Mr. Andrew V. Steadley, and a Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Economics degree posthumously to Mr. Layne M. Meriwether.

At the time of his death, Mr. Steadley had earned all but 18 hours towards his degree.

At the time of his death, Mr. Meriwether had earned all but 16 hours towards his degree.

POLICY ISSUES:

The requests for posthumous degrees are consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

The proposed diplomas for the posthumous degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Andrew H. Stradley

to the degree of

Bachelor of Science in Agricultural Sciences and Natural Resources

Agribusiness

Awarded Posthumously

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 Oklahoma State University at Stillwater, Oklahoma on the

thirteenth day of May, two thousand seventeen

For the University

Chairman, Board of Regents

President of the University

Dean of Division

Chairman

Secretary

Controller

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Layne M. Meriwether

to the degree of

Bachelor of Science in Agricultural Sciences and Natural Resources

Agricultural Economics

Awarded Posthumously

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 Oklahoma State University at Stillwater, Oklahoma on the

thirteenth day of May, two thousand seventeen

For the Regents

Chairman

Secretary

For the University

Chairman, Board of Regents

President of the University

Dean of Extension

AGENDA ITEM #20-f (2):

Non-Academic Degrees.

SUBJECT: Ratification of a request from Northeastern State University to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Northeastern State University's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Northeastern State University (NSU) to award a Bachelor of Science in Criminal Justice degree to Mr. Sean Freedom Cookson.

At the time of his death, Mr. Cookson had earned 131 hours and was enrolled in the final requirements for his degree.

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.
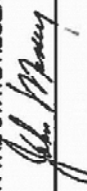
The Oklahoma State Regents for Higher Education

Acting Through The

Northeastern State University

have awarded

Sean Freedom Cookson

a Posthumous Degree of

Bachelor of Science

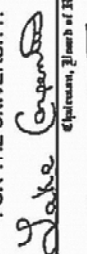Issued at Northeastern State University at Tahlequah, Oklahoma this sixth day of May, Two Thousand Seventeen.

FOR THE UNIVERSITY:

Chairman, Board of Regents

President of the University

Provost and Vice President-Academic Affairs

FOR THE STATE REGENTS:

Chairman

Secretary

Chancellor

AGENDA ITEM #20-f (3):

> **Non-Academic Degrees.**

SUBJECT: Ratification of a request from Oklahoma Panhandle State University to award a posthumous degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma Panhandle State University's request to award a posthumous degree.**

STAFF ANALYSIS:

A request has been made from Oklahoma Panhandle State University (OPSU) to award a Bachelor of Science, Health and Physical Education posthumously to Mr. James Cameron III.

Mr. Cameron had completed 89 credit hours towards his degree, and was enrolled in 17 credit hours at the time of his death.

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

Oklahoma Panhandle State University

Have admitted

James Cameron III

to the degree of

Bachelor of Science

Health and Physical Education

(Posthumous)

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 Oklahoma Panhandle State University

at Goodwell on the twentieth day of May, 2017.

FOR THE STATE REGENTS

CHAIR

SECRETARY

CHANCELLOR

FOR THE UNIVERSITY

CHAIR, BOARD OF REGENTS

PRESIDENT OF UNIVERSITY

VICE-PRESIDENT OF ACADEMIC AFFAIRS

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AGENDA ITEM #21-a:

> **Programs.**

SUBJECT: Current status report on program requests.

RECOMMENDATION:

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

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2016 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2016-2017).

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

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

Supplement available upon request.

AGENDA ITEM #21-b:

> **Annual Report.**

SUBJECT: College Student Developmental Education/Remediation Report.

RECOMMENDATION:

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

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the twenty-fifth annual student developmental education report.

- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need developmental education.

- Nationally, community colleges report the greatest percentage of developmental education, with math being the most cited area of deficiency.

- Financial costs of developmental education are being addressed in different ways by various states, with some requiring additional fees from the developmental education student. Others have proposed that the developmental education costs be borne by the secondary schools that graduated the student needing developmental education. Nationally, developmental education costs have been estimated to be less than 1 percent of the total public higher education budget.

- Oklahoma students pay more for developmental education courses at State System institutions. Those developmental education fees, set by the individual institution, generated $3.37 million in 2015-16.

FINDINGS:

- The number of students enrolled in at least one developmental education course in 2015-16 was 27,429, which is a decrease of 5.7 percent from last year. Research universities and the Liberal Arts university accounted for the fewest number of students (120 students or 0.4 percent at research institutions and 113 or 0.4 percent at the Liberal Arts institution); regional universities had 5,746 (20.9 percent) students who took developmental education courses; and 78.2 percent (21,450 students) took such courses at community colleges. (Figure 1)

- Of fall 2015 first-time freshmen, 38.1 percent enrolled in developmental education courses, which is a decrease from 38.9 for the prior year freshmen. (Figure 2)

- Of fall 2015 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 36.9 percent enrolled in developmental education courses, compared to 22.9 percent of freshmen who completed the high school core curriculum. (Figure 3)

- Developmental education by subject for fall 2015 first-time freshmen was as follows: 32.5 percent mathematics, 15.3 percent English, 8.3 percent reading, and 0.9 percent science. (Figure 4)

- From 2006-07 to 2015-16, the developmental education rate for first-time freshmen direct from Oklahoma high schools increased from 35.0 to 39.0 percent. The 2015-16 rate of 39.0 percent is slightly higher than the 38.1 percent for all first-time freshmen. This is the second year that the Oklahoma high school students' rate has been higher than for all students and may be reflective of the change in methodology discussed below. (Figure 5)

- Older freshmen require more developmental education. During the 2015-16 academic year, a higher percentage of first-time freshmen 21 years of age and older (50.7 percent) enrolled in developmental education courses than freshmen less than 21 years of age (35.6 percent). (Figure 6)

- In 2015-16, Oklahoma State System institutions generated $3.39 million from student-paid developmental education course fees.

Several changes to the methodology of this report have occurred over the past several years, which limit the comparability of data from year to year. In 2010-11, improvements were made to the method of identifying developmental courses, and in 2013-14, changes were made in the methodology for several sub-sections of this report, namely: 1) the determination of the prior year's Oklahoma high school graduates who were first-time freshmen in 2013-14 was revised to track individual public high school graduates, and 2) the identification of those students taking the 15-unit high school core curriculum was refined to follow the State Regents' admission policy requirements more closely.

OKLAHOMA INITIATIVES:

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

- Revisions to the Assessment and Remediation Policy (3.19), approved in January 2015, allow institutions to use multiple measures, including past academic performance and non-cognitive skills, to place students in courses and offer support to underprepared students in forms other than a non-credit developmental education course.

- Under the guidance of the State Regents' Council of Presidents and the Council on Instruction, all campuses conducted extensive reviews of existing developmental education programs and submitted policy and program redesign plans in 2014-15.

- By Fall 2017, institutions will be accelerating remediation by implementing corequisite remediation models in math, English, and reading. Instead of developmental education being a prerequisite to the college-level courses, underprepared students may be required to take a support course in conjunction with the college level course, or additional self-paced instruction, or mandatory tutoring. Students taking corequisite courses are included in the developmental education student counts in this report; however, as mentioned, the use of such courses decreases the time it takes students to progress through the curriculum.

- Prior measures which the State Regents have taken to reduce developmental education include: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools, and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.

- Educational Planning and Assessment System (EPAS) – a voluntary student assessment and instructional support program that provides feedback to high schools about their performance in preparing students for college – is funded and supported by the State Regents. Currently, 87 percent of all K-12 public school districts and 17 private schools participate in PreACT, reaching more than 85 percent of tenth graders. ACT reports that, from 1993 to 2016, the percent of Oklahoma students taking the ACT has increased from 61% to 82% and the mean score for Oklahoma's students has increased from 20.1 to 20.4.

- Oklahoma GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a federally funded program administered by the Oklahoma State Regents for Higher Education, partners with 24 school districts and six community colleges across the state to provide college preparation services and information to approximately 18,975 7th-12th grade students and their families. The program is designed to prepare middle and high school students for college success through direct student support services, including college campus tours, ACT test preparation and testing, college exploration and preparation courses, leadership/STEM summer academies, and one-on-one guidance from education specialists. Oklahoma GEAR UP offers college access and financial aid information to students and families through awareness activities and services, including Oklahoma's Promise and FAFSA completion assistance. The program provides collaboration and leadership opportunities for Oklahoma GEAR UP schools and works with them to implement Professional Learning Communities (PLCs), which help teachers and faculty address student achievement, academic interventions and common assessments.

- Specifically, throughout the 2015-16 academic year, 8,485 GEAR UP students in grades 7-12 attended a college/university tour. A total of 717 students completed 5,718 hours of concurrent enrollment. Also in 2015-16, 1,160 GEAR UP classroom teachers completed GEAR UP professional development training, and 72 students participated in three different weeklong, residential, summer STEM institutes on college campuses. A total of 2,668 GEAR UP high school juniors took a national ACT exam in September 2016. In November 2016, 2,668 high school seniors started 3,378 college applications during Oklahoma College App Week with the assistance of onsite, knowledgeable volunteers and GEAR UP staff.

- Legislation passed in 2005 established a college preparatory track with strengthened graduation requirements and made it the default curriculum. The new high school graduation standard requiring satisfactory completion of end-of-instruction tests became effective for the spring 2012 graduating class.

CONCLUSIONS:

- Continuing reforms in entry assessment and developmental education should result in more students retained in the higher education system through better targeted rapid learning, with reduced time to degree.

- Community colleges continue to be the primary source of developmental education in the State System. This is consistent with the community college's mission.

- Decreases in the overall developmental education rate over the last two years may be due to shifts in enrollment patterns among colleges and universities, as well as, a declining remediation rate at

the regional university tier. While remediation rates at the community college tier, where most remediation takes place, have risen slightly over the past two years, the percentage of students enrolled at that tier has declined by two (2) percentage points, while the proportion of students at the research tier has increased by that same margin.

- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests. Colleges and universities are encouraged to continue monitoring the relationship between cut scores for course placement, developmental education effectiveness and the academic success of the developmental students.

- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need developmental education than students 21 years of age and older (35.6 and 50.7 percent, respectively).

- The financial costs associated with developmental education are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

FIGURE 1

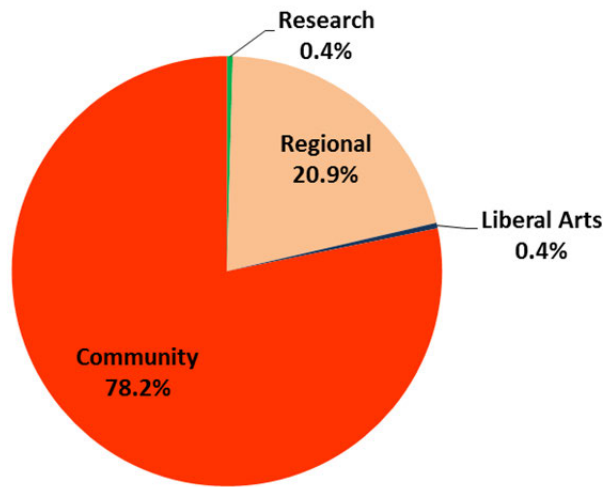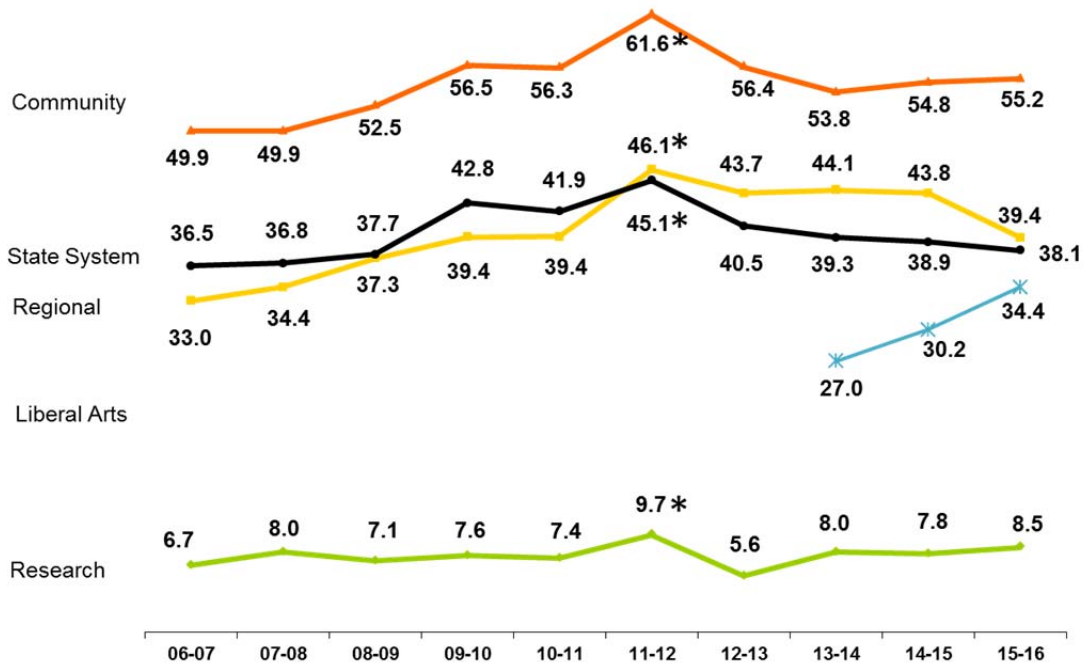Tier Distribution of Oklahoma Students Taking Developmental Education Courses

FIGURE 2

Percent of First-Time Freshmen Enrolled in Developmental Education Courses

Community

61.6*
56.5   56.3   56.4
52.5   53.8   54.8   55.2
49.9   49.9

46.1*
42.8   43.7   44.1   43.8
41.9   39.4
37.7
State System 36.5   36.8   40.5   39.3   38.9   38.1
Regional   45.1*
39.4   39.4   34.4
37.3
33.0   34.4   30.2
27.0

Liberal Arts

9.7*
8.0   7.1   7.6   7.4   8.0   7.8   8.5
6.7   5.6
Research

06-07 07-08 08-09 09-10 10-11 11-12 12-13 13-14 14-15 15-16

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

FIGURE 3

Percent of Developmental Education and High School Core Curriculum

■ Non-Core
□ Core

51.7
41.5
37.2
32.8
36.9
24.5
18.2
22.9
9.3
5.5

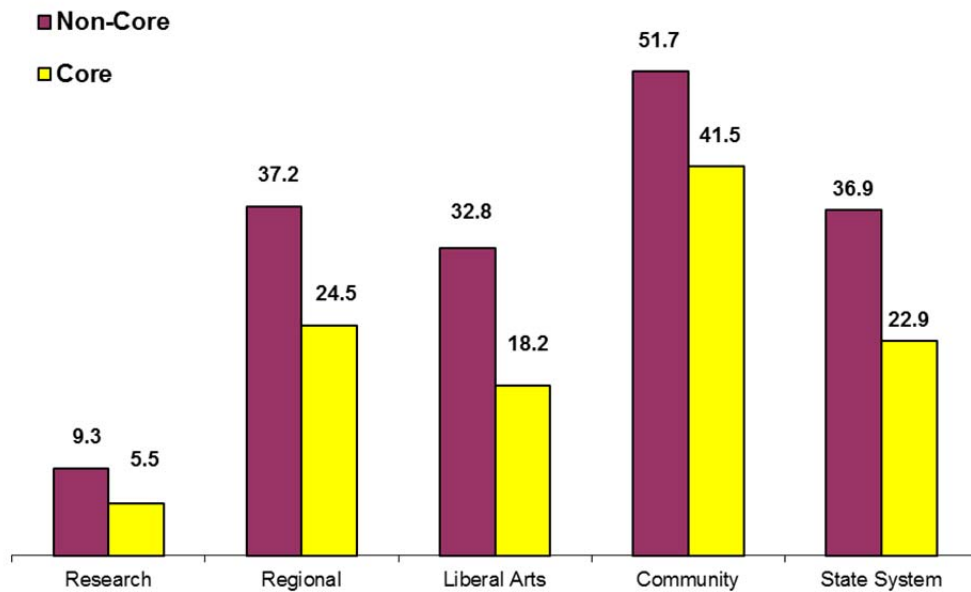Research   Regional   Liberal Arts   Community   State System

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FIGURE 4

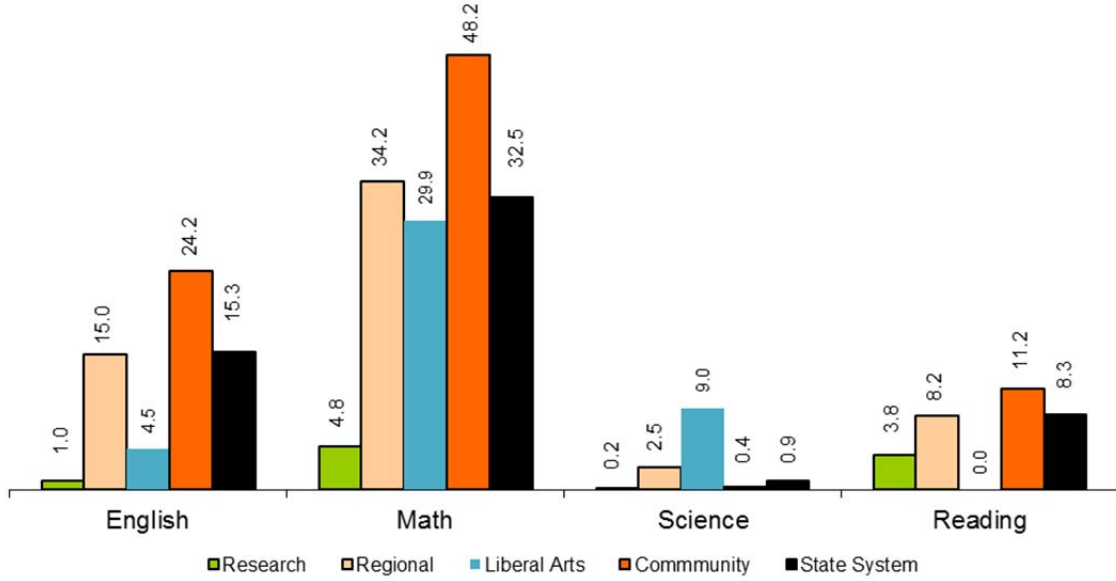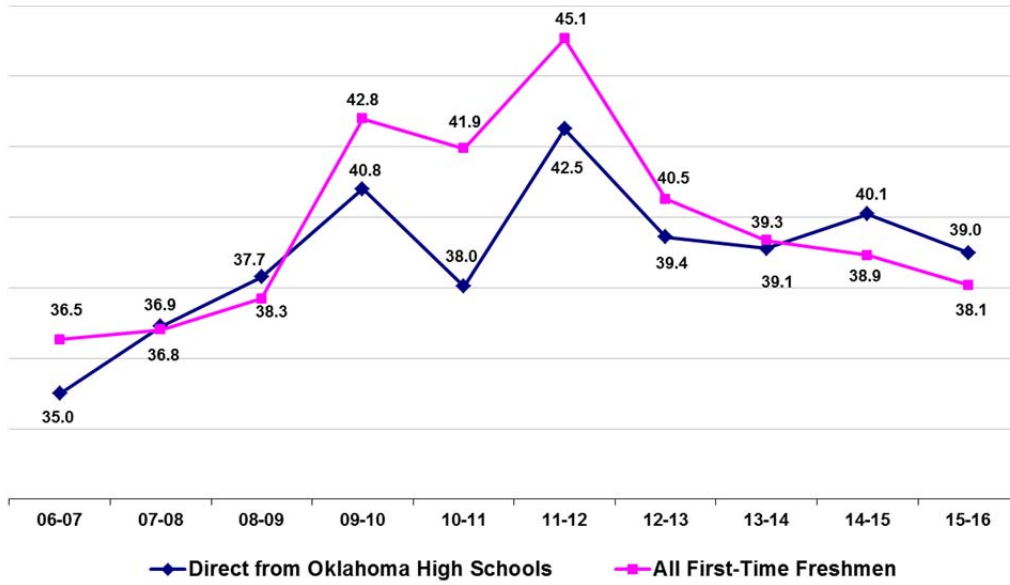Percent of First-Time Freshmen Enrolled in Developmental Courses in 2015-16 by Subject


FIGURE 5

Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools
Enrolled in Developmental Education
Fall 2006 to Fall 2015

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

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FIGURE 6

Percent of First-Time Freshmen Enrolled in Developmental Education Courses by Age
Fall 2006 to Fall 2015
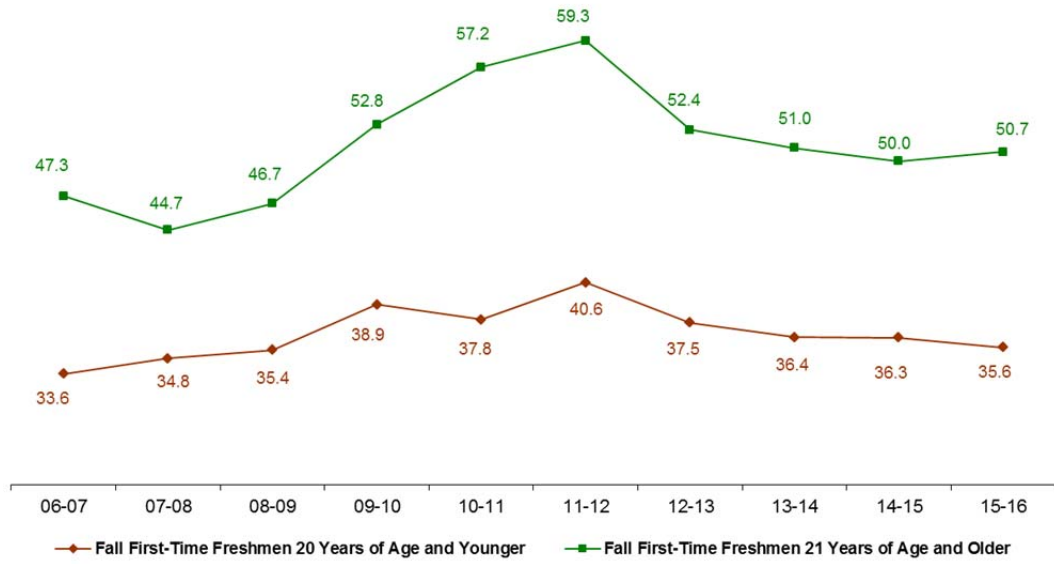
* Data format changes necessitated a revision in methodology so that a comparison of data, beyond 2011-12, to prior years is limited.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Eightieth Meeting

March 23, 2017

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

Minutes of the Seven Hundred Eightieth Meeting
March 23, 2017

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Eightieth Meeting
of the
Oklahoma State Regents for Higher Education
March 23, 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 their regular meeting at 9:00 a.m. on Thursday, March 23,

    2016, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City,

    Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 13, 2016.

    A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chairman John Massey called the meeting to order and presided. Present

    for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann

    Holloway, Andy Lester and Jimmy Harrel.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Holloway made a motion, seconded by

    Regent White, to approve the minutes of the State Regents' regular meeting on February 2, 2017.

    Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Harrel, Massey, and

    Stricklin.   Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Massey made no remarks.

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 an article from *The*

    Oklahoman detailing Vice Chancellor Tony Hutchison's remarks on degree completion at the

    March 22, 2017 Committee of the Whole meeting.

6. **STUDENTS.**

    a.   Ms. Hanna Landry, a student at Redlands Community College (RCC), spoke about her

            higher education experience. Ms. Landry stated that she started taking concurrent classes

while attending Union City High School and when she graduated she had 18 college credits completed. She had 25 students in her class and only 4 of those students are still attending college. Ms. Landry stated that RCC was the right decision for her because it was a smaller college and she was concerned that a larger institution may be too overwhelming for her. She stated that she is very thankful for the opportunities she has had through higher education.

b. Ms. Willow Gahr, a student at Northwestern Oklahoma State University (NWOSU), spoke about her higher education experience. Ms. Gahr stated that her family moved to the Carmen, Oklahoma area in 2000 to work on cell towers and NWOSU has been a part of her life since she moved there. She was a member of the Upward Bound program while attending Aline Cleo High School and they taught her how to apply for financial aid and the Oklahoma's Promise program. Additionally, Ms. Gahr received an internship at the Sea Turtle Conservancy in Costa Rica and the NWOSU Foundation and President Janet Cunningham helped pay for her flight. Due to her higher education involvement, both of her parents have decided to go back to college.

7. NEW PROGRAMS.

a. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma to offer the Bachelor of Science in Anthropology, the Graduate Certificate in Literacy Specialist, and the Graduate Certificate in the Foundations of Business. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent Helm, to approve the request from Oklahoma State University to offer the Bachelor of Science in Sports and Coaching Science and the Bachelor of Science in Music Industry. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.

c. Regent Holloway made a motion, seconded by Regent Lester, to approve the request from Tulsa Community College to offer the Associate in Arts in English and the Certificate in Advanced Emergency Medical Technician. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

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

a. Oklahoma State University Center for Health Sciences requested to delete the Graduate Certificate in Forensic Document Examination.

b. The University of Central Oklahoma requested to delete the Master of Arts in General Studies.

c. Oklahoma State University – Oklahoma City requested to delete the Associate in Science in Fire Protection and Safety Technology.

d. Redlands Community College requested to delete the Associate in Arts in Speech, the Associate in Applied Science in Dental lab Tech and the Certificate in Equine Science.

Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

9. **OKLAHOMA COLLEGE SAVINGS PLAN.** Regent Holloway made a motion, seconded by Regent White, to approve the Oklahoma College Savings Plan annual program update for 2016. Voting for the motion were Regent Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none. Associate Vice Chancellor for Scholarships and Grants Bryce Fair stated that there are over 55,000 OCSP accounts and $861 million in account assets, up from $791 million in 2015. He also stated that there are more qualified withdrawals this year at $57.1 million, up from $52.3 million in 2015 and he expects it to continue to grow.

10. **TEACHER EDUCATION.** Regent Holloway made a motion, seconded by Regent White, to approve the FY17 Funding Recommendations Elementary and Secondary Education Act,

Improving Teacher Quality grant awards in the amount of $659,147. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

11. **STATE AUTHORIZATION.** Regent Holloway made a motion, seconded by Regent Lester, to approve the request to authorize private institutions operating in Oklahoma. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.

12. **COURSE EQUIVALENCY PROJECT.** Regent Holloway made a motion, seconded by Regent Parker, to accept the Course Equivalency Project for the 2017-2018 academic year. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin. Voting against the motion were none.

13. **E&G BUDGET ALLOCATIONS.**

    a.   Regent White made a motion, seconded by Regent Stricklin, to approve the reduction in FY2017 allocations and ratification of revised budgets for institutions and programs. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White. Voting against the motion were none.

    b.   Regent White made a motion, seconded by Regent Parker, to approve the allocation of $405,690.60 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regent Parker, Holloway, Lester, Harrel, Massey, Stricklin, White and Helm. Voting against the motion were none.

14. **TUITION.**

    a.   Regents reviewed the posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2018 and institutional requests for changes to academic services fees for Fiscal Year 2018.

This item was for posting only and did not require State Regents action.

b.   Regent White announced that the State Regents would be holding a public hearing for the purpose of receiving views and comments on the subject of tuition, mandatory fees, and academic fees charged as a condition for enrolling at institutions in the Oklahoma State System of Higher Education. The hearing will be held in the State Regents' offices on Thursday, April 20, 2017, at 9 a.m.

15.   **MASTER LEASE.**

a.   Regent White made a motion, seconded by Regent Parker, to approve the listing of Equipment Projects for submission to the Council of Bond Oversight for the 2017 Equipment Program. Voting for the motion were Regent Holloway, Lester, Harrel, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

b.   Regent White made a motion, seconded by Regent Stricklin, to approve the listing of Real Property projects for submission to the Council of Bond Oversight for calendar year 2017. Voting for the motion were Regent Lester, Harrel, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

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

a.   Dobson Technologies Transport and Telecom Solutions in the amount of $513,715.26 for the purchase of an Indefeasible Right to Use for 24 strands of fiber optic cable for the Shawnee Consortium project.

b.   XAP in the amount of $255,000 for the continued operation and maintenance of the Student

Voting for the motion were Regent Harrel, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

17.   **INVESTMENTS.** Item Deleted.

18. **TASK FORCE.** Regent Helm made a motion, seconded by Regent Lester, to approve the formation of a State Regents' Task Force to examine every aspect of system operations, including college degree completion and workforce development initiatives; academic program innovations and online education; system structure; and fiscal solutions, efficiencies and technology to ensure they are properly aligned and defined to best serve the students and the state. The Task Force will present their findings and recommendations to the State Regents. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Harrel. Voting against the motion were none.

19. **MATH SUCCESS.** Former Tulsa Community College President Tom McKeon, Dr. Michael Oerhtman, Oklahoma State University (OSU), and Vice Chancellor for Educational Partnerships Debra Stuart gave a brief update on the Math Success Initiative. President Tom McKeon stated that he was one of two presidents on the initial Complete College America (CCA) planning team along with President Janet Cunningham, Northwestern Oklahoma State University, over five years ago and it is remarkable how far the Oklahoma higher education system has come since then. He went on to say that CCA has evolved and become operationalized with strong faculty and staff ownership in CCA. Oklahoma has seen remarkable success in the last five years with no financial investment from the state. He finished by stating that Math is the single largest barrier for college students to succeed and Dr. Oerhtman has been doing great work in trying to correct that. Vice Chancellor Debra Stuart stated that since Oklahoma joined CCA there has been some kind of work every year towards that effort. The most recent was to convene a Math Success group of 35 faculty and staff in Oklahoma who created a sustainable strategic plan. One of the goals that came out of group was to create four working groups that would work on strategic priorities such as improving course placement and creating multiple pathways standardized by discipline. Dr. Oerhtman stated that OSU has created new math pathways for students that are not STEM or technology majors. College algebra was originally designed for students moving onto Calculus courses so OSU created other pathways for students not headed

towards calculus. Additionally, to address remediation, they put students into the credit bearing course they need remediation in with additional supports to help them pass and this has been successful so far. They are succeeding at the same rate as those students who didn't need remediation.

Vice Chancellor Stuart finished by stating that the next steps for the groups are to refine content of entry-level math courses, identify course equivalencies for student transfer and evaluate the effectiveness of 12th grade interventions, remediation reform and math pathways.

20. **COMMENDATIONS.** Regent White made a motion, seconded by Regent Stricklin, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Harrel and Massey. Voting against the motion were none.

21. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

22. **CONSENT DOCKET.** Regent White made a motion, seconded by Regent Parker, 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. Ratification of an institutional request for program reconciliation.

c. Electronic Delivery.

   (1) University of Oklahoma. Approval of request to offer the master of Accountancy in Accounting through online delivery.

   (2) East Central University. Approval of request to offer the Master of Education in Educational Leadership through online delivery.

   (3) Western Oklahoma State College. Approval of request to offer the Associate in Arts in Social Science through online delivery.

d.   State Authorization Reciprocity Agreement.

    (1)   Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

    (2)   Ratification of institutional requests to participate in the State Authorization Reciprocity Agreement.

e.   Agency Operations.

    (1)   Ratification of purchases in excess of $25,000.

    (2)   Approval of amendment to Supplemental Retirement Plan.

    (3)   Personnel. Ratification of appointment of director of student performance data.

f.   Non-Academic Degrees. Ratification of a request from Oklahoma State University to award posthumous degrees.

Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Harrel, Massey and Stricklin.   Voting against the motion were none.

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

a.   Programs. Current status report on program requests.

b.   Annual Report.

    (1)   Academic Policy Exception Quarterly Report.

    (2)   Oklahoma High School Indicators Project.

        (a)   Oklahoma High School Indicators Project Report: High School to College-Going Rates for Oklahoma Public High School Graduates Attending Oklahoma Colleges.

        (b)   Oklahoma High School Indicators Project Report: Developmental Education (Remediation Rates) for Oklahoma Public High School Graduates in Oklahoma Public Higher Education.

        (c)   Oklahoma High School Indicators Project Report: Headcount, Semester Hours, and GPA Report.

        (d)   Oklahoma High School Indicators Project Report: Mean ACT Scores of Oklahoma High School Graduates.

       (3)   FY2016 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions.

       (4)   Annual Report on Degrees Conferred in Oklahoma Higher Education.

       (5)   Regents Education Program Annual Report.

Voting for the motion were Regent Helm, Parker, Holloway, Lester, Harrel, Massey, Stricklin and White.   Voting against the motion were none.

24.   **REPORT OF THE COMMITTEES.**

      b.   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.

      c.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

      d.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

      e.   Investment Committee. The Investment Committee had no additional items for Regents' action.

27.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Massey announced that the next regular meetings are scheduled to be held on Wednesday, April 19, 2017 at 10:30 a.m. and Thursday, April 20, 2017 at 10:00 a.m. at the State Regents Office in Oklahoma City.

28.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
John Massey, Chairman   Jay Helm, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, March 22, 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 10:30 a.m. on Wednesday, March 22, 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. 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 Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jimmy Harrell and John Massey. Regent Ron White joined the meeting at 10:40 a.m. and Regent Toney Stricklin joined at 12:30 p.m. Regent Massey called the meeting to order and presided.

3. **ANNUAL REPORT ON DEGREES CONFERRED IN OKLAHOMA HIGHER EDUCATION.** Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development Tony Hutchison gave a brief update on the number of degrees conferred in Oklahoma for 2015-2016. He stated that all degree categories are up for the current five-year period: associate's degrees increased 60 percent, bachelor's degrees increased 35 percent, master's degrees increased 26 percent, and doctoral degrees increased 25 percent. Degrees in STEM fields have also increased 32 percent since 2010.

4. **ADULT PROMISE GRANT.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the Oklahoma State Regents for Higher Education (OSRHE) will hopefully receive a grant from the Lumina Foundation to start an Adult Promise degree program. The OSRHE has submitted their application and budget, and if awarded, this program would be implemented in fall 2017.

5. **COMPLETE COLLEGE AMERICA.** Chancellor Johnson began this presentation by stating that Oklahoma is now ranked as the lowest state in the nation for the percentage change in state fiscal support for higher education from FY2016 to FY2017, a total difference of $106,389,998. Additionally, Oklahoma is last among the CCA states for appropriations made to higher education from FY2012 to FY2017. Vice Chancellor Hutchison then gave a brief update on the Complete College America (CCA) 15 to Finish initiative. He stated that the University of Central Oklahoma hosted a meeting on February 23, 2017 to discuss the initiative and one item discussed was the lack of institutional funds for 15 to Finish marketing. Vice Chancellor Hutchison stated that the OSRHE Communications department created a 15 to Finish logo that all institutions can use for their marketing campaigns.

6. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that the gross production and monthly collections have decreased on top of the .6 percent budget cut in March.

7. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Todd Pauley gave a brief legislative update highlighting the following legislation:

   - SB 78 – This bill would allow high school juniors to be eligible for concurrent enrollment.

- SB 71 – This bill would require the State Auditor to perform an audit on the OSRHE.
- HB 1690 – This bill would also allow for a performance audit of the OSRHE.
- HB 2322 and 2323 – Both these bills concern weapons on campus and they both passed the House.
- SB 98 – This bill will change the rules on contract payments.

Vice Chancellor Pauley also announced that Oklahoma's Promise Day at the Capitol will be held on April 18, 2017 and the Senate Leadership Dinner will be held on April 5, 2017.

8. **EXECUTIVE SESSION.** Regent White made a motion, seconded by Regent Harrel, 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, Harrel, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

9. **TASK FORCE REPORTS.**

   a. **Online Education Task Force.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the next meeting of the Online Education Task Force will be April 20, 2017. She also stated that the Online Education Task Force is working on the Oklahoma Learning Innovations Summit and taking award submissions for the Summit.

   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 on creating the 2017 Training Calendar and creating a joint resolution against guns on campus.

10. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the March 2017 update on institutional activities.

11. **CALENDAR OF EVENTS.** Chancellor Glen D. Johnson discussed several upcoming events:
   - Wednesday, March 22, 2017 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

   - Wednesday, March 22, 2017 – State Regents Dinner – 6:00 p.m. – Cheever's.

   - Thursday, March 23, 2017 – State Regents Meeting – 9:00 a.m. at the State Regents office in Oklahoma City.

   - Tuesday, April 18, 2017 – Oklahoma's Promise Day at the State Capitol – 1:30 p.m. in the Fourth Floor Rotunda.

   - Wednesday, April 19, 2017 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

   - Wednesday, April 19, 2017 – State Regents Dinner – 6:00 p.m. – location TBA.

   - Thursday, April 20, 2017 – Tuition Hearing – 9:00 a.m. at the State Regents office in Oklahoma City.

- Thursday, April 20, 2017 – State Regents Meeting – 10:00 a.m. at the State Regents office in Oklahoma City.

- Thursday, May 25, 2017 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

- Thursday, May 25, 2017 – State Regents Dinner – 6:00 p.m. – location TBA.

- Friday, May 26, 2017 – State Regents Meeting – 9:00 a.m. at the State Regents office in Oklahoma City.

- Wednesday, June 28, 2017 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

- Wednesday, June 28, 2017 – State Regents Dinner – 6:00 p.m. – location TBA.

- Thursday, June 29, 2017 – State Regents Meeting – 9:00 a.m. at the State Regents office in Oklahoma City.

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

ATTEST:

_____   _____
John Massey, Chairman   Jay Helm, Secretary