OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 26, 2017

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 26, 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 May 26, 2017.

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

A G E N D A

Friday, May 26, 2017 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman John Massey, Presiding

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

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

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

4. **Report of the Chairman.** 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.

6. **State Regent.** Administration of Oath of Office. Page 3.

STUDENTS

7. **Student Advisory Board.**

   a. Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board. Page 5.

   b. Presentation of the 2017 Annual Report of the Student Advisory Board. Page 7.

8. **Students.** A student reports on higher education's impact. Page 19.

FISCAL

9. **E&G Budgets.**

   a. Approval of allocation of state appropriated funds to institutions and programs for FY2018 and Acceptance of FY18 Budget Principles and Guidelines. Page 21.

   b. Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 23.

10. **Tuition.** Approval of FY18 Tuition and Mandatory Fee Principles and Guidelines. Page 25.

11. **Contracts and Purchases.** Approval of FY18 Contracts and Purchases in excess of $100,000. Page 29.

12. **Investments.** Approval of investment managers. Page 33.

ACADEMIC

13. **New Programs.**

    a. University of Oklahoma. Approval to offer the Graduate Certificate in Design Entrepreneurship and Real Estate and the Graduate Certificate in Resilient Planning, Design, and Construction. Page 35.

    b. East Central University. Approval to offer the Master of Education in Educational Technology, the Master of Education in Sports Administration, the Certificate in Accounting-Treasury Management, the Certificate in Accounting-Managerial Accounting, and the Certificate in Business Administration-Personal Financial Planning. Page 41.

    c. Northeastern State University. Approval to offer the Bachelor of Arts in Creative Writing and the Certificate in Geographic Information Systems. Page 57.

    d. Northwestern Oklahoma State University. Approval to offer the Master of Science in General Psychology. Page 69.

    e. Oklahoma City Community College. Approval to offer the Associate in Applied Science in Anesthesia Technology. Page 75.

    f. Oklahoma State University-Oklahoma City. Approval to offer the Certificate in Surveying Core Technical. Page 83.

14. **Program Deletions.** Approval of institutional request for program deletions. Page 89.

15. **Policy.**

    a. Approval of the revisions to the Institutional Admission and Retention policy and the proposed Concurrent Enrollment policy. Page 91.

    b. Approval of revisions to the Undergraduate Transfer and Articulation policy. Page 127.

    c. Posting of proposed revisions to the Academic Program Approval policy. Page 141.

16. **Policy Exception.** Approval of request for policy exceptions for a pilot project proposed by the University of Science and Arts of Oklahoma. Page 157.

17. **Authorization of Private Institutions.** Approval to authorize private institutions to operate in Oklahoma. Page 159.

EXECUTIVE

18. **Policy.**

    a. Posting of proposed revisions to the State Regents' Brad Henry International Scholarship Program policy. Page 163.

    b. Posting of proposed revisions to the State Regents' Council on Information Technology policy. Page 167.

19. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 171.

20. **Executive Session.** Page 173.

    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

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

    a. Programs. Program Modifications. Approval of institutional requests. Page 175.

    b. Electronic Delivery.

        (1) Oklahoma State University. Approval to offer the Bachelor of Science in Liberal Studies and the Bachelor of Arts in Liberal Studies through online delivery. Page 185.

        (2) Southeastern Oklahoma State University. Approval to offer the Master of Education in School Counseling through online delivery. Page 189.

        (3) Southwestern Oklahoma State University. Approval to offer the Master of Education in Education and the Master of Education in Special Education through online delivery. Page 191.

    c. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 195.

d. Brad Henry International Scholarship Program. Ratification of the Brad Henry International Scholarship Program 2017-2018 Scholarship Awards. Page 197.

e. Agency Operations. Ratification of purchases in excess of $25,000. Page 199.

f. Memorandum of Understanding. Ratification of the Memorandum of Understanding for tribal outreach for higher education initiatives. Page 201.

g. Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award an Honorary Degree. Page 207.

h. Resolution recognizing outgoing Regent James D. "Jimmy" Harrel. Page 209.

i. State Regents Task Force on the Future of Higher Education.

(1) Ratification of members appointed to the State Regents Task Force on the Future of Higher Education. Page 211.

(2) Ratification of State Regents' Task Force on the Future of Higher Education Subcommittee Charges and Assignments. Page 213.

REPORTS

22. **Reports.** Acceptance of reports listed.

a. Programs. Current status report on program requests. Page 215. (Supplement)

b. Annual Reports.

(1) Acceptance of the Chiropractic Education Scholarship Program 2016-2017 Year End Report. Page 217.

(2) Acceptance of the Future Teachers Scholarship Program 2016-2017 Year End Report. Page 219.

(3) Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2016-2017 Year End Report. Page 221.

(4) Acceptance of the William P. Willis Scholarship 2016-2017 Year End Report. Page 223.

(5) Acceptance of the George and Donna Nigh Scholarship 2016-2017 Year End Report. Page 225.

(6) Acceptance of the Teacher Education Annual Report on system wide review. Page 227.

(7) Acceptance of the National Guard Tuition Waiver 2016-17 Year-End Report and Institutional Reimbursement. Page 257.

23. **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.

24. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, June 28, 2017 at 10:30 a.m. and Thursday, June 29, 2017 at 9 a.m. at the State Regents Office in Oklahoma City.

25. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

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 April 7, 2017 through May 11, 2017:

- Met with law student mentees from the University of Oklahoma College of Law in Oklahoma City.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King to discuss OETA issues.
- Attended Tinker Airforce Base "Dining Out" dinner and program at the Skirvin Hotel in Oklahoma City.
- Attended Southwestern Oklahoma State University's (SWOSU) President's Leadership Banquet featuring Lieutenant Governor Todd Lamb at SWOSU in Weatherford.
- Attended Oklahoma Hall of Fame Board of Directors Meeting in Oklahoma City.
- Met with Secretary of State Dave Lopez in Oklahoma City to discuss higher education issues.
- Met with Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Met with House Appropriations and Budget Education Subcommittee Chair Scott Martin and House Appropriations and Budget Committee Chair Leslie Osborn at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with University of Oklahoma (OU) Regent Clay Bennett in Oklahoma City to discuss higher education issues.
- Met with Representative Jon Echols at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended retirement dinner honoring Seminole State College (SSC) President Jim Utterback in Seminole.
- Met with Senate Appropriations Committee Chair Kim David and Senate Appropriations Committee Vice-Chair Eddie Fields, and Senate Appropriations Subcommittee on Education Chair Jason Smalley at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with State Regents Task Force on the Future of Higher Education member Tyler Norvell in Oklahoma City to discuss higher education issues.

- Met with Maggie Stevens with Thomas P. Miller & Associates to discuss higher education's needs in the development of the State Chamber's 2030 strategic plan.
- Participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler to discuss higher education issues.
- Attended Greater Oklahoma City Chamber's legislative reception in Oklahoma City.
- Met with Senator Rob Standridge at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator John Sparks at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Cory Williams in Oklahoma City to discuss higher education issues.
- Attended presentation of citation by Senator Darcy Jech honoring Southeastern Oklahoma State University (SEOSU) Baseball Coach Mike Metheny at the State Capitol in Oklahoma City.
- Met with House Appropriations and Budget Education Subcommittee Chair Scott Martin in Oklahoma City to discuss higher education issues.
- Attended annual Friends of the Mansion "Boots, Bandanas and Barbecue" event at the Governor's Mansion in Oklahoma City.
- Met with Representative Jon Echols in Oklahoma City to discuss higher education issues.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #6:

State Regent.

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #7-a:

Student Advisory Board.

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

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #7-b:

Student Advisory Board.

SUBJECT: Presentation of the 2017 Annual Report of the Student Advisory Board.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

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

POLICY ISSUES:

This action is consistent with the State Regents' Student Advisory Board policy.

ANALYSIS:

The recommendations are listed below. A copy of the report is attached.

- Academic Advisement – Continue to encourage best practices for academic advisors; require regular degree checks; require institutions to implement post-advisement survey of students for feedback; and work with the National Academic Advising Association, in conjunction with the Oklahoma Academic Advising Association, to adopt a set of general standards to which all academic advisors will be held accountable.

- Concurrent Enrollment – Support the requested FY 2018 full funding amount of $6,400,000 to reduce the financial burden placed on institutions, particularly community colleges.

- Firearms on Campus – Endorse the current state policy regarding firearms on campus, and oppose any change.

- Mental Health Resources – Recommend that all institutions of higher education in Oklahoma provide students with access to mental health services or resources to direct students to these services.

- Oklahoma's Promise – Support the requested FY 2018 funding level of $74.3 million to adequately address the program's needs. The Student Advisory Board additionally supports an increase in the income eligibility threshold for participation in the program in order to restore the proportion of families eligible to participate in the program.

- Online Textbooks – Encourage and promote the use of Open Stax textbooks and other open educational resources by faculty. Open Stax, a company funded by the Gates family, contains free, peer-reviewed online resources compiled for courses in majors with high-expense textbooks, an option which should not target campus book retailers to a great extent.

- Physical Disability Resources – Ensure that all existing and future buildings at colleges and universities are compliant with the American Disability Act standards, and ensure that all higher education institution websites are accessible for students of all potential disabilities. Special regard should be taken to provide for students with disabilities in all emergency procedures on campus, and to distribute and publicize information regarding accessibility for physical disabilities to all current and potential students.

- Private Institution Transparency – Encourage all Oklahoma private institutions of higher education to maintain financial and administrative transparency with their students and the public in order to maintain accountability, despite the differing rules and regulations governing private colleges and universities.

- Sexual Assault – Support mandatory training on sexual assault prevention, intervention, and awareness for students during freshman orientation and annual refreshers, and for all faculty and administration, and encourage private institutions to follow this policy. Institutions should have the resources to assist the people affected by a sexual assault, either directly or indirectly. The State Regents should open a discussion with the State Board of Education to begin this training for students at an earlier age.

- Student Health Care – Recommend that all colleges and universities continue to seek to provide access to affordable, timely, and comprehensive healthcare options for their students.

ATTACHMENT

ANNUAL REPORT

of the

Student Advisory Board

to the

Oklahoma State Regents for Higher Education

May 2017

ANNUAL REPORT

Purpose. The purpose of the Student Advisory Board is to communicate to the State Regents the views and interests of all Oklahoma college and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board shall combine the opinions of students with good, sound research to develop the best proposals and recommendations for The Oklahoma State System of Higher Education.

Creation. The creation of this board is consistent with provisions of House Bill 1801 of the 1988 session of the Oklahoma Legislature. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent public tier and independent colleges, and they serve a one-year term (May through April).

MEMBERS

Tyrance Billingsley, Chair, Tulsa Community College

Caleb Power, Vice Chair, University of Central Oklahoma

Kimberley Bishop, University of Oklahoma

Emilee Fields, Rose State College

Dillon Johnson, Oklahoma State University

Michael Nunez, University of Science and Arts of Oklahoma

Betsy Waller, Oral Roberts University

Student Advisory Board

Recommendations and Counsel to the State Regents

Academic Advisement

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education continue to encourage best practices for academic advisors in all colleges and universities in Oklahoma. The Student Advisory Board believes the best way to implement best practices is for the National Academic Advising Association (in conjunction with the Oklahoma Academic Advising Association) to implement a set of general standards for colleges and universities across Oklahoma to which all academic advisors will be held accountable. Institutions should perform regular degree checks to ensure that students are on-track and taking the necessary courses required to graduate. Recognizing the importance of student feedback, the Student Advisory Board recommends one element of these standards is for institutions to implement a post-advisement survey for students to complete for universities to learn more about weak spots in their academic advisement.

Background / Analysis

The Student Advisory Board agrees that all Oklahoma colleges and universities should work to provide excellent academic advisement to its students. Advising methods may vary from institution to institution, but each advisor should have a solid working knowledge of not only the courses in their own academic discipline, but general education courses as well in order to properly advise students. If a student is ill-advised, it can be incredibly easy for him or her to get off track from his or her degree plan or for the student to take unnecessary classes, which could result in delayed graduation. If a set of general standards for colleges and universities existed for institutions to be held accountable, students across Oklahoma would benefit from the improvement in the quality of academic advising they receive. Performing regular degree checks with each advisor and student would ensure that there is an open line of communication from advisor to student and that the student is on track to graduate. Implementing a post-advisement survey for students would give open and honest feedback and allow for institutions to better understand the effectiveness of their advisement programs and fix any existing problems.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Concurrent Enrollment

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education maintain their commitment to fully fund the Oklahoma concurrent enrollment program at the FY 2018 requested budget level of $6,400,000. Fully funding this program for the first time since its inception would alleviate the current burden of funding concurrent students placed on colleges and universities (predominately community colleges). By fully funding concurrent enrollment, the Oklahoma State Regents for Higher Education can ensure the longevity and sustainability of a great tool for Oklahoma students.

Background / Analysis

The Student Advisory Board recognizes the positive impact the concurrent enrollment program has on students in Oklahoma. By allowing high-achieving high school juniors and seniors to earn college credits while still in school, this program reduces the costs of attending college for students, increases college graduation rates, shortens time-to-degree for students, and improves college-going, retention, and completion rates. The number of students participating in the concurrent enrollment program is growing every year, with nearly 12,000 students enrolled in over 100,000 hours during the 2015-2016 academic year. This is a 158 percent increase from the year the program was started in 2005. Statistics show students who have taken part in the program have a higher graduation rate than their counterparts who do not participate in the concurrent program. This separation is clear at the community college, regional university, and research university levels. Furthermore, 97 percent of concurrently enrolled students pass or complete the classes they enroll in, proving the value of this investment.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Firearms on Campus

Recommendation

The Student Advisory Board recommends that the current state policy in place, in regard to firearms on campus, should not be modified in any way.

Background / Analysis

Currently, firearms are not permitted on campus, unless the president of that university or college allows for an exception. The presidents of our universities in Oklahoma have submitted their recommendation for the law to remain as is. While we appreciate the legislators for having campus safety in mind, we recommend that these legislators should investigate procedures from campuses that exhibit low crime rates. We recommend that said legislators then write legislation concerning other methods of safety on our college and university campuses. The Student Advisory Board feels that the current state law in place is adequate. Therefore, we do not believe that Oklahoma should modify the firearm state law.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Mental Health Resources

Recommendation

The Student Advisory Board recommends that all colleges and universities in Oklahoma provide their students with access to mental health services. The Oklahoma State Regents for Higher Education should encourage all institutions to have mental health services that can adequately address the needs of students or to have resources to direct students to in the area.

Background / Analysis

The Student Advisory Board agrees that mental health services should be available to every student at an Oklahoma higher education institution, which should require them as students with mental health disabilities make up the fastest growing student population. Every one in four persons between the ages of 18 and 24 have a mental illness. Without proper mental healthcare, students are unable to focus primarily on their studies, leaving them more likely to receive lower grades, to drop out of college entirely, or to be unemployed after graduation.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Oklahoma's Promise

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education work with the State Legislature to fund Oklahoma's Promise at the level of $74.3 million requested for Fiscal Year 2018 by the Oklahoma State Regents for Higher Education. The Oklahoma State Regents for Higher Education currently project that 18,000 students will qualify to receive Oklahoma's Promise awards in the 2017-2018 academic year. The Student Advisory Board supports the Oklahoma State Regents for Higher Education request to the state legislature to raise the maximum income threshold for eligibility in order to restore the proportion of families eligible to participate in the program.

Background / Analysis

The Student Advisory Board recognizes the importance of keeping funding and participation at requested levels to ensure the integrity of the program in its mission to create an educated workforce for Oklahoma. Oklahoma's Promise is Oklahoma's largest state student financial aid program, and the state allocation for Oklahoma's Promise constitutes its single funding source. Oklahoma's Promise provides a crucial incentive for Oklahoma high school students with financial need, who meet high academic and conduct standards, to attain post-secondary education.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Online Textbooks

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education encourage and promote the use of Open Stax textbooks and other open educational resources by professors.

Background / Analysis

Several undergraduate programs contain curriculum textbooks that are well above a reasonable student budget. Many majors, such as economics and chemistry, require hundreds of dollars' worth of textbooks per class. Open Stax is a company funded by the Gates family that contains a number of free, peer-reviewed online resources compiled for such majors. The switch to free resources may improve a student's success in college, alleviating the stress of textbook affordability. Over three thousand institutions, both undergraduate and below, have adopted the use of Open Stax and other educational resources. Encouraging Oklahoma institutions to adopt it in the long run may assist the students paying as much as $317 for a single course's textbooks. Only exceedingly expensive majors have textbooks available at Open Stax, which will not target campus book retailers to a great extent.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Physical Disability Resources

Recommendation

The Student Advisory Board recommends that all colleges and universities ensure that existing and future buildings are compliant with ADA standards. Information regarding accessibility for physical disabilities shall be distributed and publicized to all current and potential students. Special regard should be taken to include students with disabilities in all emergency procedures on all campuses. The Oklahoma State Regents for Higher Education should also encourage all institutions to ensure all of their websites are accessible for students of all potential disabilities.

Background / Analysis

While all institutions that receive federal funding are required to comply with ADA standards, there are buildings at institutions across the state that may be too old or simply may not meet those standards. Students at various institutions across the state have cited worries about the accessibility of some parts of their campuses. If a school were not only to be sure that they are fully accessible to all physical disabilities, but also to inform potential students of these measures, physically disabled students may feel more comfortable selecting that school. Moreover, with the increase in dependency on online platforms as well as online courses, institutions in Oklahoma need to ensure that these are also accessible to disabled students so they are not at a necessary disadvantage.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Private Institution Transparency

Recommendation

The Student Advisory Board recommends that all private colleges and universities in Oklahoma maintain transparency with their students and the public. The Oklahoma State Regents for Higher Education should encourage all private institutions to maintain financial and administrative transparency in order to maintain accountability for private institutions, despite the differing rules and regulations governing private colleges and universities.

Background / Analysis

The Student Advisory Board agrees that all private Oklahoma colleges and universities should maintain transparency with its students, alumni, and the public. Though many rules and regulations are different for private universities, the Student Advisory Board believes transparency should be maintained financially and administratively. Private institutions should make all financial documentations, such as Form 990s, easily accessible to students and faculty. Additionally, the Student Advisory Board recommends that the Oklahoma State Regents for Higher Education should, when the opportunity presents itself, encourage financial and administrative transparency for private institutions in order to help students and faculty engage more with the inner workings of their university.

Approval: Bishop, Nunez, Power, Waller
Nay: Johnson
Absent: Billingsley, Fields

Sexual Assault

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education implement policies requiring that colleges and universities incorporate mandatory training concerning sexual assault prevention, intervention, and awareness. We recommend that these training sessions should happen at our state institutions' various freshman orientations, as well as, year-round refresher courses. These training courses should not only be taken by students, but faculty and administration as well. We recommend that the Oklahoma State Regents for Higher Education encourage the development of institutional departments that assist those who have directly, or indirectly, been affected by a sexual assault. We believe that the training pertaining to the prevention of sexual assault should start before an individual starts college. We urge the Oklahoma State Regents for Higher Education to consider opening a discussion with the Oklahoma State Department of Education to start the training concerning sexual assaults at an earlier age. Should the opportunity present itself, the SAB recommends that the State Regents encourage private institutions to follow the policies concerning the mentioned training.

Background / Analysis

The Student Advisory Board recognizes that the implementation of existing policies and education concerning sexual assault can sometimes be inadequate. We believe that the training pertaining to the prevention of sexual assault should start before an individual starts college. We urge the Oklahoma State Regents for Higher Education to consider opening a discussion with the Oklahoma State Department of Education to start the training concerning sexual assaults at an earlier age. We acknowledge that students who have been affected by sexual assault can be hesitant to come forward due to a multitude of reasons. We believe that students of Oklahoma institutions, public or private, should be able to come forward without fear of being scrutinized by the administration of that institution. Should the opportunity present itself, the SAB recommends that the State Regents encourage private institutions to follow the policies concerning the mentioned training. Furthermore, the Student Advisory Board feels that any educational training offered should focus on being proactive rather than reactive. In order to minimize the number of cases pertaining to sexual assault, both on and off campus, we urge the Oklahoma State Regents for Higher Education to introduce an educational curriculum that emphasizes the prevention, intervention, and awareness of sexual assault.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

Student Health Care

Recommendation

The Student Advisory Board recommends that all colleges and universities in Oklahoma continue seeking to provide access to affordable, timely, and comprehensive healthcare options for their students. The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education encourage all institutions to regularly reconsider the existing healthcare options for students and work to provide the most well-rounded health care options they can for their students.

Background / Analysis

The Student Advisory Board agrees that all Oklahoma colleges and universities should work to provide access to adequate and affordable healthcare options for all of its students. Though many students maintain insurance via their parents' insurance plans, some do not. Most universities do provide health care plan options for its students, but they may not always be very good plans or very affordable. The Student Advisory Board recommends that all colleges and universities should continue working to decrease the costs of these plans and increase their comprehensiveness. This will lighten the burden of students who do not have access to health insurance and make their academic experience easier.

Approval: Bishop, Johnson, Nunez, Power, Waller
Absent: Billingsley, Fields

2016-2017 Student Advisory Board Activities

Monthly Meetings. Beginning in May, 2016, members of the Board met monthly, with the exception of June, July, and November-December to receive orientation, discuss issues, make campus visits and work plans, and prepare and vote on recommendations.

Student Leadership Retreat. Three members worked in conjunction with the State Regents Council on Student Affairs and the Oklahoma Student Government Association to host and participate in the Sixteenth Annual Oklahoma Student Leadership Retreat that took place September 30, 2016 at Rose State College.

Oklahoma Student Government Association Conferences. Student Advisory Board members Tyrance Billingsley, Emilee Fields, Michael Nunez, and Caleb Power participated in the annual Oklahoma Student Government Association Fall Congress at the State Capitol. Tyrance Billingsley, Kimberley Bishop, and Caleb Power participated in the Spring Congress, which was hosted at Rogers State University in Claremore.

Higher Education Day at the State Capitol. Several members traveled to the State Capitol on February 16, 2016, to work with the state higher education community in representing The Oklahoma State System of Higher Education's concerns to state legislators and Governor Fallin.

Oklahoma's Promise Day at the State Capitol. Student Advisory Board member Emilee Fields traveled to the State Capitol on April 18, 2017 with students, faculty, and supporters of Oklahoma's public colleges and universities to show appreciation for the Governor and Legislature's ongoing support of the Oklahoma's Promise scholarship program, to encourage legislators to continue to protect the program's funding source, and to support legislation increasing the threshold for eligibility.

State Regents Tuition Hearing. Student Advisory Board Member Emilee Fields vocalized student concerns along with other students at the Oklahoma State Regents for Higher Education Tuition Hearing in Oklahoma City on April 20, 2017.

Campus Visits. In addition to representing the students at their home institutions, members of the Student Advisory Board networked with student leaders from other campuses at the events listed above and visited with student leaders from the listed institutions below:

Cameron University
Oklahoma Baptist University
Oklahoma Christian University
University of Tulsa
University of Oklahoma Health Sciences Center

Meeting of the
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May 26, 2017

AGENDA ITEM #8:

Students.

This is an oral presentation.

Meeting of the
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AGENDA ITEM #9-a:

E&G Budgets.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #9-b:

E&G Budgets.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $937,680.86 to Oklahoma State University Center for Health Sciences (OSU CHS) and $937,680.86 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $1,875,361.72. This amount is sufficient for a transfer of $937,680.86 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 $72,633,001.

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	$5,042,770.30

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #10:

Tuition.

SUBJECT: Approval of FY18 Tuition and Mandatory Fee Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY18 Tuition and Fee Approval Principles Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY18 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY18 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

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

It is recommended that the State Regents approve the following *FY18 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education

TUITION AND FEE APPROVAL GUIDELINES

Fiscal Year 2018

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

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

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

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

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2017 fall semester, the hearing took place at the State Regents for Higher Education office in Oklahoma City, Oklahoma on Thursday, April 20, 2017. The State Regents for

Higher Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

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

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

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

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AGENDA ITEM #11:

Contracts and Purchases.

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

RECOMMENDATION:

It is recommended that the State Regents approve FY-2018 purchases for amounts that are in excess of $100,000 that need to be in effect July 1, 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 requires State Regents' approval of purchases in excess of $100,000.

ANALYSIS:
A number of agency purchases for equipment maintenance, network circuits, lease of office space, memberships, professional services, and postage must be in place on July 1st of each year due to vendor requirements for renewal or payments that must be made in July. Several of these purchases are in excess of $100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over $100,000

Core

1) University of Missouri, Great Plains Network in the amount of $162,577.00 for annual membership fees, network fees and Internet II connection fees. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the National Research and Education infrastructure, including Internet II, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).

2) Xerox Corporation in the amount of $102,515.72 for the FY18 lease on the production copiers in Central Services. (Funded from 210-Core).

3) EBSCO in the amount of $117,600.00 for FY18 annual subscription services to Academic Search Premier Database. The subscription will provide access to the Academic Search Premier databases to all public colleges and universities in Oklahoma. (Funded from 210-Core).

4) Ellucian in the amount of $154,258.69 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software. Banner is the agency accounting and HR system. (Funded from 210-Core).

5) United States Postmaster in the amount of $101,100.00 to cover the OSRHE annual postage charges for FY18. (Funded from 210-Core).

OCAP

6) Navient Solutions Incorporated in the amount of $2,240,000.00 for the use of an integrated software system and services for administering student loans, portfolio management and claims review services for the Oklahoma College Assistance Program. (Funded from 701-OCAP).

7) Student Assistance Corporation in the amount of $253,000 to provide federally required Federal Family Education Loan Program (FFELP) default aversion services performed on behalf of OCAP. (Funded from 701-OCAP).

8) Education at Work Incorporated in the amount of $686,000.00 to provide student grace period and cohort management services on both Federal Direct and Federal Family Education Loan Program (FFELP) loans to certain state system schools and state technology schools with the most recently published 3-year cohort default rates in excess of 10%, with the goal of reducing the cohort default rates for these schools. (Funded from 701-OCAP).

OneNet

9) Sudden Link in the amount of $177,903.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

10) Indian Nations Fiber Optics in the amount of $440,575.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

11) Windstream Oklahoma, LLC in the amount of $916,557.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet)

12) Skyrider in the amount of $316,688.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

13) Dobson Technologies Transport in the amount of $379,230.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

14) Cross Cable Television, LLC in the amount of $238,429.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 7 I 8-OneNet).

15) Cox Communications in the amount of $1,520,076.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

16) Vyve Broadband in the amount of $172,000.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

17) American Telephone and Telegraph Corporation in the amount of $5,952,000.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

18) Pioneer Long Distance Inc. in the amount of $437,896.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

19) Presidio Networked Solutions in the amount of $107,517.00 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network. (Funded from 718-OneNet).

20) Pine Telephone Company in the amount of $243,972.00 for circuits to provide service to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

21) MBO Networks, LLC in the amount of $697,486.00 for circuits to provide services to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

22) Oklahoma Western Telephone Company dba Star Search Rural TV in the amount of $110,496.00 for circuits to provide service to OneNet customers. These costs are related to services current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

23) Galt in the amount of $168,729.00 for temporary staffing for OneNet Front Desk, Business Department and Provisioning. The consultant staff augments the existing OneNet provisioning staff through assistance with the circuit provisioning process. The process includes solicitation of price quotes, circuit order placement, follow up and implementation of all service to end user premises. (Funded from 718-OneNet)

24) Chickasaw Telecom in the amount of $450,000.00 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network. The cost of these services will be recovered through customer user fees. (Funded from 718-OneNet)

25) Copper River in the amount of $302,183.04 for maintenance renewal to provide support for ADVA network equipment that is integrated into the OneNet network. The cost of these services will be recovered through OneNet user fees. (Funded from 718-OneNet)

26) Dobson Technologies Transport in the amount of $250,000.00 for fiber optic cable relocation due to road and highway construction projects. The costs of this project will be recovered through customer user fees. (Funded 718-OneNet)

OCAN

27) Dobson Technologies Transport and Telecom Solutions in the amount of $170,000.00 for FY18 statewide fiber maintenance of the Oklahoma Community Anchor Network (OCAN) statewide network. (Funded from 720-OCAN).

Endowed Chairs Program

28) Mercer in the amount of $397,500.00 for FY18 investment consulting services. (Funded from 707-Endowed Chairs Program).

Multiple Funds

29) University of Oklahoma Health Sciences Center in the amount of $208,650.20 for the FY18 lease of office space located at 840 Research Parkway, Suite 450, Oklahoma City, Oklahoma. (Funded from 210-Core, 701-OCAP).

30) University of Oklahoma Health Sciences Center in the amount of $870,142.55 for the FY18 lease of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma.(Funded from 210-Core, 701-OCAP).

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AGENDA ITEM #12:

Investments.

This item will be available at the meeting.

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AGENDA ITEM #13-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Graduate Certificate in Design Entrepreneurship and Real Estate and the Graduate Certificate in Resilient Planning, Design, and Construction.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Graduate Certificate in Design Entrepreneurship and Real Estate and the Graduate Certificate in Resilient Planning, Design, and Construction, 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.

- **Graduate Certificate in Design Entrepreneurship and Real Estate.** The graduate certificate is embedded within the Master of Science in Architecture (397) and will be included in the regular 5-year program review due in 2018.

- **Graduate Certificate in Resilient Planning, Design, and Construction.** The graduate certificate is embedded within the Master of Science in Architecture (397) and will be included in the regular 5-year program review due in 2018.

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
107	Degree and/or certificate programs added

Program Review

OU offers 296 degree and/or certificate programs as follows:

33	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
120	Baccalaureate Degrees
88	Master's Degrees
55	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 Graduate Certificate in Design Entrepreneurship and Real Estate and the Graduate Certificate in Resilient Planning, Design, and Construction at their January 26, 2017 meeting. OU requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Graduate Certificate in Design Entrepreneurship and Real Estate
Graduate Certificate in Resilient Planning, Design, and Construction

Program purpose. The proposed programs will provide graduate students in architecture an opportunity to pursue expertise within the discipline.

Program rationale and employment opportunities. Career opportunities for Architects and Architectural Mangers remain strong in Oklahoma. According to the Oklahoma Employment Security Commission, these fields are expected to grow at least 11 percent through 2024. Although, many of the students interested in the proposed programs may already be employed, 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 development within the field of architecture. As a result the Division of Architecture is making efforts to provide graduate students, professionals, and alumni with viable options for developing specialized areas of research and expertise. Offering graduate certificates will also be a means to help recruit the best students and advance OU's commitment to the profession, society, and the environment.

Student demand. The proposed graduate certificate programs are 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 Design Entrepreneurship and Real Estate or Graduate Certificate in Resilient Planning, Design, and Construction programs offered in Oklahoma. A system wide letter of intent was communicated via email on December 20, 2016. Oklahoma State University (OSU) requested a copy of the proposals, which were sent February 9, 2017. Neither OSU nor any other State System institution notified State Regents' staff of a protest to the proposed programs. Approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate certificate programs will each consist of 12 total credit hours as shown in the following table. No new courses will be added and the curricula are detailed in the attachment (Attachment A and B).

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

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

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

Attachments

ATTACHMENT A

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DESIGN ENTREPRENEURSHIP AND REAL ESTATE

Graduate Certificate Requirements		**Credit Hours**
Required Courses		**3**
ARCH 5923 or ARCH 5663 or ARCH 5713	Methods IX Entrepreneurial Architect and Leadership Methods VI Urban Design Methodologies Real Estate I	3
Elective Courses		**9**
	Students will take 9 credit hours to complete the graduate certificate. The list of potential courses is maintained by the Division. Elective courses may include but are not limited to a variety of courses within the ARCH, ID, LA, and RCPL disciplines.	3
Total		**12**

ATTACHMENT B

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN RESLILIENT PLANNING, DESIGN, AND CONSTRUCTION

Graduate Certificate Requirements		**Credit Hours**
Required Courses		**3**
ARCH 5463 or ARCH 5563	Methods IV Sustainable and Resilient Systems I Methods V Sustainable and Resilient Systems II	3
Elective Courses		**9**
	Students will take 9 credit hours to complete the graduate certificate. The list of potential courses is maintained by the Division. Elective courses may include but are not limited to a variety of courses within the ARCH, ID, LA, and RCPL disciplines.	
Total		**12**

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AGENDA ITEM #13-b:

New Programs.

SUBJECT: East Central University. Approval to offer the Master of Education in Educational Technology, the Master of Education in Sports Administration, the Certificate in Accounting-Treasury Management, the Certificate in Accounting-Managerial Accounting, and the Certificate in Business-Personal Financial Planning.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's requests to offer the Master of Education in Educational Technology, via electronic delivery, the Master of Education in Sports Administration, via electronic delivery, the Certificate in Accounting-Treasury Management, the Certificate in Accounting-Managerial Accounting, and the Certificate in Business-Personal Financial Planning, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Education in Educational Technology.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 36 students in Fall 2020; and
  Graduates: a minimum of 16 students in 2020-2021.

- **Master of Education in Sports Administration.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 119 students in Fall 2020; and
  Graduates: a minimum of 49 students in 2020-2021.

- **Certificate in Accounting-Treasury Management.** This certificate is embedded within the Bachelor of Science in Accounting (001) and will be included in the regular 5-year program review due.

- **Certificate in Accounting-Managerial Accounting.** This certificate is embedded within the Bachelor of Science in Accounting (001) and will be included in the regular 5-year program review due.

- **Certificate in Business-Personal Financial Planning.** This certificate is embedded within the Bachelor of Science in Business Administration (007) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

East Central University's (ECU) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

1) Effectively communicate policies to students to reduce errors in enrollment and increase student satisfaction:
    A) Study communication methods used by students through use of focus groups
    B) Determine who needs to communicate policies to students
    C) Implement new methods spring 2017
    D) Follow up with focus groups
    E) Review data to determine if retention is improved

2) Increase the number of certificate and degrees awarded.
    A) Review the data from the communication study above
    B) External funding will be sought for any new program. Strategic Goal #2

3) Implement a Resource Allocation Committee
    A) Establish structure of the committee (faculty and staff)
    B) Establish policy definition and rubric or data analysis to be used in determining allocations
    C) Have committee participate in budget recommendations for FY18

4) Develop access to data that is collected by various offices to increase efficiency (reduced staff means we are doing more individually and having trouble getting the data we need)
    A) Set up consumer Cognos licenses for deans, department chairs, and secretaries
    B) Identify data needs
    C) Develop the reports needed
    D) Train using Cognos

5) Generate university-wide participation in HLC quality initiative and meet the Higher Learning Commission timeline for Quality Initiative.
    A) Assign task force
    B) Review suggestions for quality initiative projects
    C) Implement quality initiative project

APRA Implementation

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

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

13	Degree and/or certificate programs deleted
21	Degree and/or certificate programs added

Program Review
ECU offers 51 degree and/or certificate programs as follows:

11	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
31	Baccalaureate Degrees
9	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

ECU's faculty developed the proposals, which were reviewed and approved by institutional officials. ECU's governing board approved delivery of the Master of Education in Educational Technology, the Master of Education in Sports Administration, the Certificate in Accounting-Treasury Management, the Certificate in Accounting-Managerial Accounting, and the Certificate in Business-Personal Financial Planning at their February 17, 2017 meeting.

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

- Master of Education in Library Media (090); and
- Master of Education in Grad-Education Leadership (098)

ECU requests authorization to offer these programs and certificates, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Educational Technology

Program purpose. The proposed program is intended for individuals who desire to develop advanced knowledge and skills in the integration of technology to effectively support teaching and learning.

Program rationale and background. The proposed program is currently offered as an option within the Master of Education in Grad-Secondary (083) and has shown a steady increase in enrollment and graduates over the past five years. In the 2015-2016 academic year, 26 students had declared Educational Technology as their major and seven students graduated. Because of increased demand beyond school environments and secondary education, ECU decided to create a stand-alone degree to broaden the program to be more inclusive and attract a wider audience.

Employment opportunities. Students graduating with the proposed program can find employment as Instructional Coordinators, who help integrate technology into the classroom. As the use of technology in the classroom grows and with the increase in the number of programs offered via electronic media, the demand for Instructional Coordinators will continue to rise. According to the Oklahoma Employment Security Commission, career opportunities for Instructional Coordinators are expected to grow statewide approximately 7 percent through 2024. However, the need for Instructional Coordinators in specific Workforce Investment Areas (WIA) is higher. In the Central, Tulsa, and Northwest WIAs, the expected employment growth for Instructional Coordinators is 13 to 15 percent through 2024. As an online program, ECU will be able to reach prospective students across the state to help meet the demand in this growing field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	36	Fall 2020
Minimum Graduates from the program	16	2020-2021

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

Institution	Existing Program
Oklahoma State University	Master of Science in Educational Technology (462)
University of Oklahoma	Master of Education in Instructional Psychology and Technology (055)

A system wide letter of intent was communicated by email on December 12, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and expected employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Education in Educational Technology program will consist of 32 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	12
Specialization	18
Capstone/Thesis	2
Total	**32**

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

Delivery method and support services. ECU will utilize Blackboard to deliver the proposed program. Faculty will complete Quality Matters training prior to teaching the courses. All courses will use a standard format that includes use of discussion boards, readings, blogs, wikis, and other interactive

venues. Blackboard also allows faculty to receive alerts should students fall behind in completing assignments. The library, facilities, and equipment are adequate.

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

Program resource requirements. Program resource requirements for the Master of Education in Educational Technology are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$51,673	$51,673	$51,673	$51,673	$51,673
Narrative/Explanation: The amounts above reflect the current budget for the salary of one faculty member.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$84,672	$90,720	$96,768	$102,816	$108,864
Narrative/Explanation: Tuition and fees are calculated based on $252 per credit hour. ECU anticipates an enrollment of 28, 30, 32, 34, and 36 in years one through five and students completing 12 credits per academic year.					
TOTAL	**$136,345**	**$142,393**	**$148,441**	**$154,489**	**$160,537**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$51,673	$51,673	$51,673	$51,673	$51,673
Narrative/Explanation: The amounts above reflect the current salary of the primary faculty member.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$1,086	$1,086	$1,086	$1,086	$1,086
Narrative/Explanation: The amounts above represent a percentage of the total student worker allocation for the education department.					
Equipment and Instructional Materials	$2,750	$2,750	$2,750	$2,750	$2,750
Narrative/Explanation: These amounts represent a percentage of the total equipment and instructional materials for the education department and will be used for equipment and software.					
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	$1,300	$1,300	$1,300	$1,300	$1,300
Narrative/Explanation: These amounts represent costs for faculty travel to conferences to remain current in the discipline.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$56,809**	**$56,809**	**$56,809**	**$56,809**	**$56,809**

Master of Education in Sports Administration

Program purpose. The proposed program is designed to prepare graduates for positions as a Head Coach, Athletic Director, or other administrative positions responsible for the management of athletic programs.

Program rationale and background. The proposed program is currently offered as an option within the Master of Education in Grad-Secondary (083) and has strong enrollment with 117 declared majors in the 2015-2016 academic year. Additionally, the option has produced 46 graduates during the same time period. With the success and demand for the option, ECU believes a stand-alone program will better serve students to prepare them for careers in the field.

Employment opportunities. Many students pursuing the proposed program will already be employed but wish to pursue an advanced degree to better position themselves for additional career opportunities. The need for sport administrators in schools, communities, higher education, and professional sports continues to grow. According to the Oklahoma Employment Security Commission, careers for Coaches and Scouts, Education Administrators/Athletic Directors are expected to increase approximately 5 percent through 2024. Nationally, the Bureau of Labor Statistics reports a 6 percent increase for coaching or athletic administration careers. ECU is confident that students graduating from the proposed program will be successful in their endeavors.

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	119	Fall 2020
Minimum Graduates from the program	49	2020-2021

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

Institution	Existing Program
Southeastern Oklahoma State University	Master of Science in Sport Studies and Athletic Administration (109)
Southwestern Oklahoma State University	Master of Education in Education (064) with an option in Sports Management

A system wide letter of intent was communicated by email on December 12, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Education in Sports Administration program will consist of 33 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Core Courses	6
Specialization	27
Total	**33**

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

Delivery method and support services. ECU will utilize Blackboard to deliver the proposed program. Faculty will complete Quality Matters training prior to teaching the courses. All courses will use a standard format that includes use of discussion boards, readings, blogs, wikis, and other interactive venues. Blackboard also allows faculty to receive alerts should students fall behind in completing assignments. The library, facilities, and equipment are adequate.

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

Program resource requirements. Program resource requirements for the Master of Education in Sports Administration are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$362,800	$368,928	$368,928	$393,120	$393,120
Narrative/Explanation: Tuition and fees are calculated based on $252 per credit hour. ECU anticipates an enrollment of 117, 118, 118, 119, and 119 in years one through five and students completing approximately 12 credits per academic year.					
TOTAL	**$362,800**	**$368,928**	**$368,928**	**$393,120**	**$393,120**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$112,353	$112,353	$112,353	$112,353	$112,353
Narrative/Explanation: The amounts above reflect the current salary of the primary faculty member.					
Graduate Assistants	$5,400	$5,400	$5,400	$5,400	$5,400
Narrative/Explanation: The amounts above represent salary for one graduate assistant per academic year.					
Student Employees	$2,802	$2,802	$2,802	$2,802	$2,802
Narrative/Explanation: The amounts above represent a percentage of the total student worker allocation for the education department.					
Equipment and Instructional Materials	$4,000	$4,000	$4,000	$4,000	$4,000
Narrative/Explanation: These amounts represent a percentage of the total equipment and instructional materials for the education department and will be used for equipment and software.					
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	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: These amounts represent costs for faculty travel to conferences to remain current in the discipline.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$125,555**	**$125,555**	**$125,555**	**$125,555**	**$125,555**

Certificate in Accounting-Treasury Management

Program purpose. The proposed certificate is designed to prepare students for the Associate Treasury Professional credential and eventually the Certified Treasury Professional (CTP) licensure.

Program rationale and employment opportunities. According to ECU, there are no other certificate programs in Oklahoma designed toward the CTP licensure that has an exclusive arrangement with the Association for Financial Professionals (AFP). The AFP established and administers the CTP credential and the arrangement with ECU allows students to take the CFP exam and earn the Associate Treasury Professional credential prior to obtaining the required two years' work experience.

According to AFP, CTPs may earn up to 16 percent more than non-certified peers, have greater marketability when seeking employment, and can find employment with a variety of corporations, such as Bank of Oklahoma Financial, General Electric, The Sherwin-Williams Company, Verizon, AT&T, and others. A recent search on Indeed.com resulted in 288 job openings that listed a preference for candidates with certification as a CTP. Understanding that students graduating with a degree in accounting often do not want to pursue the Certified Public Accountant licensure, ECU developed the proposed certificate to

enable current students, as well as graduates interested in changing careers or obtaining additional credentials, an opportunity to seek professional licensure.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Science in Accounting (001) program.

Duplication and impact on existing programs. There are no Certificate in Accounting-Treasury Management programs offered in Oklahoma. A system wide letter of intent was communicated by email December 12, 2016. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Course	12
Electives	18
Total	**30**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Science in Accounting (001) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Certificate in Accounting-Managerial Accounting

Program purpose. The proposed program is designed to prepare students for Certified Management Accountant (CMA) licensure.

Program rationale and employment opportunities. Many accounting graduates do not go into public accounting upon graduation and also and not pursue the Certified Public Accountant (CPA) licensure. Additionally, unlike the CPA licensure, the CMA examination can be taken before graduation and does not require 150 credit hours of college course work.

CMAs can find employment as a Staff Accountant, Cost Accountant, Internal Auditor, Budget Analyst, Financial Analyst, Finance Manager, and Controller. According to the Oklahoma Employment Security Commission, careers in these fields are expected to increase 10 to 17 percent through 2024. Additionally, according to the institute of Management Accountant's March 2017 U.S. Salary Survey, CMAs may earn 28 percent more than non-certified professionals. ECU is confident the proposed certificate will enable current students, as well as graduates interested in changing careers or obtaining additional credentials, an opportunity to seek professional licensure.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Science in Accounting (001) program.

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

Institution	Existing Program
University of Central Oklahoma	Certificate in Accounting (213)
Northwestern Oklahoma State University	Certificate in Accounting (068)

A system wide letter of intent was communicated by email December 12, 2016. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Course	18
Electives	12
Total	**30**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Science in Accounting (001) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Certificate in Business-Personal Financial Planning

Program purpose. The proposed program will prepare students for a career as a Certified Financial Planner (CFP).

Program rationale and employment opportunities. Statewide, the Oklahoma Employment Security Commission estimates careers for Personal Financial Advisors are expected to increase nearly 23 percent through 2024. Although a bachelor's degree is required to obtain CFP certification, it is not required to be eligible to take the CFP Certification Examination. The curriculum required for the proposed certificate is embedded within the Bachelor of Science in Business Administration (007); therefore, students will be able to complete the requirements for CFP certificate simultaneously with the bachelor degree requirements. Additionally, the proposed certificate will attract new students who already possess a bachelor's degree but need to complete the course work required for certification.

Currently only Oklahoma State University (OSU), the University of Oklahoma (UCO), and Northeastern State University (NSU) offer approved CFP Board Registered Financial Planning programs in Oklahoma. OSU offers a graduate certificate and both UCO and NSU offer CFP approved curriculum within their undergraduate finance programs. Additionally, all these programs are located in the northern part of the state, outside of ECU's service area. ECU is confident the proposed certificate will meet the demand for

a CFP program in the southern part of the state and that students completing the program will be successful in finding employment.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Science in Business Administration (007) program.

Duplication and impact on existing programs. There are no Certificate in Business-Personal Financial Planning programs offered in Oklahoma. A system wide letter of intent was communicated by email December 12, 2016. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Content Area	Credit Hours
Required Courses	30
Total	**30**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Science in Business Administration (007) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

ATTACHMENT A

EAST CENTRAL UNIVERSITY
MASTER OF EDUCATION IN EDUCATIONAL TECHNOLOGY

Degree Requirements		**Credit Hours**
Core Courses		**12**
EDUC 5113	Techniques of Research	3
EDUC 5133	Modern Philosophies of Education	3
EDUC 5183	Contemporary Issues in Education	3
EDUC 5363	Principles of Instructional Design	3
Specialization		**18**
EDUC 5003	Multimedia Technology	3
EDUC 5013	Advanced Educational Technology Strategies	3
EDUC 5603	Survey of Intellectual Property	3
EDUC 5933	Survey of Emerging Technologies	3
EDUC 5943	Educational Technology Leadership	3
PSYCH 5313	Advanced Educational Psychology	3
Capstone/Thesis		**2**
*EDUC 5702 or EDUC 5690	Educational Technology Capstone Thesis	2
Total		**32**

ATTACHMENT B

EAST CENTRAL UNIVERSITY
MASTER OF EDUCATION IN SPORTS ADMINISTRATION

Degree Requirements		**Credit Hours**
Core Courses		**6**
EDUC 5113	Techniques of Research	3
EDUC 5133	Modern Philosophies of Education	3
Specialization		**27**
KIN 5303	Sports Administration	3
KIN 5313	Sport Facility Management	3
KIN 5323	Legal Aspects of Sport	3
KIN 5353	Ethics in Sports Administration	3
KIN 5413	Principles of Sport Finance	3
KIN 5423	Marketing and Event Management	3
*KIN 5513	Leadership and Personnel Management	3
*KIN 5523	Sports in American Society	3
KIN 5613	Practicum and Portfolio in Sports Administration	3
Total		**33**

*Denotes new courses

ATTACHMENT C

EAST CENTRAL UNIVERSITY
CERTIFICATE IN ACCOUNTING-TREASURY MANAGEMENT

Certificate Requirements		**Credit Hours**
Required Courses		**12**
ACCT 4453	Sort-Term Financial Management	3
ACCT 3303	Intermediate Accounting I	3
FIN 3113	Financial Management	3
ACCT 3413	Business Ethics for Accountants	3
Elective Courses		**18**
	Select 18 credit hours from the following:	
MIS 3433	Management Information Systems	3
ACCT 3453	Advanced Computer Accounting Applications	3
ACCT 4303	Advanced Accounting	3
ACCT 3713	Governmental and Non-Profit Accounting	3
ACCT 3403	Intermediate Accounting II	3
BUSLW 3253	Business Law	3
ECON 2013	Principles of Microeconomics	3
	Other upper-division Accounting or Business Administration course approved by the department	3
Total		**30**

ATTACHMENT D

EAST CENTRAL UNIVERSITY
CERTIFICATE IN ACCOUNTING-MANAGERIAL ACCOUNTING

Certificate Requirements		**Credit Hours**
Required Courses		**18**
ACCT 2203	Managerial Accounting	3
ACCT 3203	Cost Accounting I	3
ACCT 4203	Advanced Cost Accounting	3
ACCT 3303	Intermediate Accounting	3
ACCT 3413	Business Ethics for Accountants	3
FIN 3113	Financial Management	3
Elective Courses		**12**
	Select 12 credit hours from the following:	
MIS 3433	Management Information Systems	3
ACCT 3453	Advanced Computer Accounting Applications	3
ACCT 4503	Auditing	3
ACCT 4303	Advanced Accounting	3
MGMT 3013	Principles of Management	3
ECON 2013	Principles of Microeconomics	3
	Other upper-division Accounting or Business Administration course approved by the department	3
Total		**30**

ATTACHMENT E

EAST CENTRAL UNIVERSITY
CERTIFICATE IN BUSINESS-PERSONAL FINANCIAL PLANNING

Certificate Requirements		**Credit Hours**
Required Courses		**30**
ACCT 2013	Financial Accounting	3
ACCT 3383	Federal Income Tax Accounting	3
ECON 2003	Macroeconomics	3
*FIN 3013	Fundamentals of Financial Planning	3
*FIN 3023	Retirement and Estate Planning	3
FIN 3113	Financial Management	3
FIN 3223	Investment Analysis and Planning	3
FIN 3913	Insurance Planning and Risk Management	3
*FIN 4453	Financial Plan Development	3
MKTG 3813	Professional Selling	3
Total		**30**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #13-c:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Arts in Creative Writing and the Certificate in Geographic Information Systems.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's requests to offer the Bachelor of Arts in Creative Writing, via traditional and online delivery, and the Certificate in Geographic Information Systems, via traditional and online delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in Creative Writing.** 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 Geographic Information Systems.** This certificate is embedded within the Bachelor of Arts in Geography (036) and will be included in the regular 5-year program review due in 2017.

BACKGROUND:

Academic Plan

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

- During 2015-16, NSU's faculty proposed more than 350 curricular changes that reflect efforts to maintain currency in program content and delivery systems. Effective fall 2016, these new programs, updated courses, efficient scheduling rotations, and online delivery methods are indicative of the institution's efforts to lead and serve its regional constituents despite reduced resources. New programs to be implemented in 2016-17 include Homeland Security, B.S.; Legal Studies, B.S.; Cyber Security, B.S.; Cell and Molecular Biology, B.S.; and Applied Physics. Updated programs include the addition of a digital marketing option for the Marketing, B.B.A. and a Native American Enterprise option for the M.B.A. program. Additional online delivery programs approved for 2016-17 include Criminal Justice, M.S., Instructional Leadership, M.Ed., and a pending Organizational Leadership, B.S.

- In addition to these program updates, the general education curriculum and university orientation courses will undergo review with potential changes to be submitted for a fall 2017 implementation date. Changes to incorporate a meta-major approach to general education pathways as well as revising the university orientation course for first-time students and incorporating more college-specific content are under discussion.

- The College of Business has revitalized its college advisory council with the addition of several industry leaders and alumni. Data suggest growth potential in several program areas such as the master's and bachelor's degrees in Environmental Health & Safety Management. New scholarship monies are available through company gifts earmarked for this purpose, and additional support is anticipated in terms of laboratory / training facilities for the Broken Arrow campus. The Health Care Administration program also shows potential for growth given the large number of health care organizations in metro, suburban, and rural areas. Additional faculty will be needed for this effort to succeed. Hospitality and Tourism Management is also as area tribes and municipalities turn their attentions to attracting more visitors to northeastern Oklahoma.

- In the College of Education, recent accreditation by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) is expected to draw regional attention and increase applicants to the Counseling program. While overall enrollment trends for undergraduate teacher education have been declining, the Special Education – Autism Spectrum Disorders master's program continues to grow and attract teacher practitioners who seek training in this high-need area. With the hiring of a new faculty member, new programming in recreation management is planned to take advantage of NSU's prime location near lakes, rivers, and national preservation areas. These programs, combined with the online program opportunities mentioned above, will continue to bring acclaim to the College of Education.

- The College of Liberal Arts has seen growth in programs related to criminal justice, and the new programs in homeland security, legal studies, and cyber security mentioned earlier will no doubt continue that trend. The college will finalize a Masters in Social Work proposal that will provide additional professionals in this high need field. The college has proposed a new School of Visual and Performing Arts which will enhance opportunities for interdisciplinary scholarship and arts advancement throughout the region. This organizational structure will oversee arts programming, performance, and outreach endeavors thus increasing the impact of cultural activities such as NSU's Sequoyah Institute, the River City Players, Performing Arts Series, and visual art galleries and installation.

- Within the College of Science and Health Professions, several allied health programs have opportunities for growth. The Physician's Assistant program is nearing its final review stages prior to admitting students. The Occupational Therapy program has achieved full accreditation, so the program anticipates an increased applicant pool. Nutritional Sciences is another program that can continue to grow, and area health laboratories have expressed strong interest in all NSU graduates from the Medical Laboratory Sciences program. In the sciences, both chemistry and biology programs have been reworked, and the new Applied Physics program has great potential. The Science Education, M.Ed. draws enrollments nationally because of its affiliation with a NASA program for science education. The college plans to update its computer science program and is working on a proposal for a master's degree in data analytics.

- The Oklahoma College of Optometry continues to represent the State of Oklahoma well in assisting other states with legislation to expand their respective scopes of practice for their

resident optometrists. OCO remains a resource for standard optometric practices, providing expertise and professional development for national entities as they define the field. The college must continue to pursue facilities that reflect its mission and relevance as well as expand their ability to increase their class size.

APRA Implementation

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

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

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

Program Review

NSU offers 92 degree and/or certificate programs as follows:

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

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

Program Development Process

NSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Bachelor of Arts in Creative Writing and the Certificate in Geographic Information Systems at their January 27, 2017 meeting. NSU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);

- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775); and
- Bachelor of Science in Cyber Security (160).

NSU requests authorization to offer this degree program and certificate, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Arts in Creative Writing

Program purpose. The proposed program will train students for writing-related careers.

Program rationale and background. Creative writing provides students with skills that employers consistently seek. Several publications, such as Forbes and U.S. News and World Report, have published survey results from top national companies that indicate the ability to write is one of the most desirable skills, and often the rarest, for recent graduates. Currently NSU offers a Creative Writing minor and within the first full year of implementation over 15 students declared the minor. Additionally, anecdotal reports from students have indicated interest in the proposed program and alumni have noted regret that they would have liked to pursue a degree in creative writing had it been available. NSU believes the proposed program will fill a gap in student demand, provide employers with desired skills, and better serve students interested in writing-related careers.

Employment opportunities. Graduates with a degree in Creative Writing can find employment in numerous writing-related careers, such as technical writers, copywriters, public relations officers, and editors. For example, recent job postings for entry-level technical writers were found at Wyle Laboratories, Wyandotte Nation, the Tribune Media Company, Hobby Lobby, and EBSCO Information Services. The Bureau of Labor Statistics projects a 10 percent growth through 2024 for technical writing careers. Similarly, career growth for technical writers in Oklahoma is expected to increase 9 percent during the same time period. NSU is confident graduates will be successful in finding employment.

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

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

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

Institution	Existing Program
Oklahoma State University	Bachelor of Arts in English (085) with an option in Creative Writing
Cameron University	Bachelor of Arts in English (120) with an option in Creative Writing

A system wide letter of intent was communicated via email on January 18, 2017. Oklahoma State University (OSU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on February 16, 2017 and February 22, 2017 respectively. Neither OSU, UCO nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to demand and distance between institutions, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	49-51
Major Courses	21
Guided Electives	21
General Electives	31-33
Total	**124**

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

Delivery method and support services. NSU will utilize the Blackboard learning management system. All elements of lecture can be transmitted via course notes, podcasts, and the discussion board function. The workshop portion of the courses will be handled via the blog and discussion board functions. Word processing software will also be utilized to provide feedback on students' writing assignments. In addition, NSU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities, and computing equipment containing a variety of software suites.

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

Program resource requirements. Program resource requirements for the Bachelor of Arts in Creative Writing are shown in the following tables.

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

A. Funding Sources	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$68,160	$68,160	$68,160	$68,160	$68,160
Narrative/Explanation: The amounts shown above include the current allocation of funds that will be shifted to support the proposed program.					
Student Tuition	$18,621	$33,518	$55,863	$74,484	$93,105
Narrative/Explanation: The amounts shown above are based on the current tuition rate for resident students with an estimated tuition/fee increase of 3 percent per academic year.					
TOTAL	**$86,781**	**$101,678**	**$124,023**	**$142,644**	**$161,265**

B. Breakdown of Budget Expenses/Requirements	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$1,647	$1,647	$1,647	$1,647	$1,647
Narrative/Explanation: The amounts above represent a portion of current Language and Literature administrative salary/benefits that will be dedicated to supporting the proposed program.					
Faculty	$78,513	$78,513	$78,513	$78,513	$78,513
Narrative/Explanation: The amounts above represent faculty salary and benefits dedicated for the proposed program.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$105	$105	$105	$105	$105
Narrative/Explanation: These funds represent the amount of money from the College of Liberal Arts printing budget that will be dedicated to the proposed program.					
Telecommunications	$195	$195	$195	$195	$195
Narrative/Explanation: These funds represent the amount of money from the College of Liberal Arts telecommunications budget that will be dedicated to the proposed program.					
Travel	$545	$545	$545	$545	$545
Narrative/Explanation: These funds represent the amount of money from the College of Liberal Arts travel budget that will be dedicated to the proposed program.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$81,005**	**$81,005**	**$81,005**	**$81,005**	**$81,005**

Certificate in Geographic Information Systems

Program purpose. The proposed program is designed to provide students the knowledge and skills needed to work with geographic information systems (GIS).

Program rationale and employment opportunities. The proposed certificate will serve as an added credential for individuals working in fields requiring skills in GIS. The need for GIS specialists has increased over the last several years, with many local, state, and federal agencies, as well as private industries, creating new positions for people with training in GIS. Students completing the proposed certificate will be able to find employment in agencies such as the Conservation Commission, Department of Forestry, Department of Transportation, Department of Commerce, Native American tribal governments, city and regional planning departments, and federal agencies such as the U.S. Fish and Wildlife Service, National Park Service, and Bureau of Land Management. Additionally, surveying and engineering firms, petroleum and natural gas companies, and utility companies increasingly need employees with training in GIS. NSU is confident students completing the proposed certificate will find employment utilizing their skills and training.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Arts in Geography (036) program.

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

Institution	Existing Program
Oklahoma State University	Certificate in Geographic Information Systems (406)
Tulsa Community College	Certificate in Geographic Information Systems (278)
Oklahoma City Community College	Certificate in Geographic Information Systems (151)

A system wide letter of intent was communicated by email January 18, 2017. None of the State System institutions notified the State Regents' office of a protest. Due to distance between institutions and demand for employees with this specific skillset, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 18 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	21
Total	**21**

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

Delivery method. NSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the existing certificate program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

Financing and program resource requirements. The proposed certificate is embedded within the Bachelor of Arts in Geography (036) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

ATTACHMENT A

NORTHEASTERN STATE UNIVERSITY
BACHELOR OF ARTS IN CREATIVE WRITING

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

	Advance course in mathematics, statistics, or computer programming	
UNIV 1002	University Strategies	2
UNIV 2091	General Education Capstone	1
Major Courses		**21**
ENGL 3143	Introduction to Creative Writing	3
ENGL 3543 and ENGL 3653 or ENGL 3773 and ENGL 3883	English Literature I English Literature II American Literature I American Literature II	6
ENGL 4153	Poetry Writing Workshop	3
ENGL 4163	Fiction Writing Workshop	3
DRAM 4513	Playwriting	3
ENGL 4853	Creative Writing Portfolio Workshop	3
Guided Electives		**21**
	Creative Writing Electives Select 2 courses from the following	
ENGL 3113	Travel and Adventure Writing	3
ENGL 3693	Short Story Workshop	3
ENGL 4253	Advanced Fiction Writing	3
ENGL 4823	Advanced Creative Writing Workshop	3
*ENGL 4953	Publication Workshop	3
	General English Electives	
	9 credit hours advanced (3000-4000) literature courses	9
ENGL 3083 or ENGL 3253 or ENGL 4083 or ENGL 4123 or ENGL 4363	Select 2 courses from: Professional and Technical Writing Traditional Grammar and Usage Linguistics Advanced Composition for Teachers I Advanced Composition for Teachers II	6
General Electives		**31-33**
	Select courses so that credit hours completed total 124.	
Total		**124**

ATTACHMENT B

NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS

Certificate Requirements		**Credit Hours**
Certificate Requirements		**21**
GEOG 3813	Geographic Information Systems	3
*GEOG 4053	Cartography	3
*GEOG 4803	Introduction to Geospatial Technologies	3
*GEOG 4853	GIS Automation and Programming	3
GEOG 4833	Advanced GIS	3
*GEOG 4873	GIS Applications	3
	One course from the following	
CS 3014	Computer Science I	4
GEOG 3513	Map Interpretation	3
GEOG 4501	Special Problems in Geography	3
GEOG 4900	Geography Internship	3
Total		**21**

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AGENDA ITEM #13-d:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Master of Science in General Psychology.

RECOMMENDATION:

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

- **Master of Science in Psychology.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 12 students in Fall 2021; and
  Graduates: a minimum of 8 students in 2021-2022.

BACKGROUND:

Academic Plan

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

General Education Requirements/Reduction in Degree Hours:
Northwestern will reveal approved general education requirements which have been reduced to 45 from 54 and over-all degree hours from 124 to 120 in response to Governor Fallin's CCA initiative. NWOSU administration will make sure faculty understand new requirements.

New Assessment System:
Northwestern, with input from faculty, will begin phase in process of a new assessment system (ALCA). Phase one will be faculty portfolio use and the Division of Education's use with teacher candidates.

Strategic Planning:
Northwestern will unveil its new strategic plan in 2016-17. This new plan will outline a 5 year plan to meet the challenges facing the university and higher education.

New Doctor of Nursing (DNP) Degree:
Northwestern will have in place admission requirements and student handbook that will enable it to enroll its first class in the fall of 2017. A second faculty member will be hired during the 2017 spring semester.

Higher Learning Commission (HLC):
Northwestern will look forward to successful accreditation visits for a change of function visit and an additional location visit during the month of November, 2016.

Student Support Service (SSS) Grant:
The grant which started in summer of 2016 will assist low-income students, first generation students and disabled students in matters related to financial aid and academic support. Northwestern will seek to increase numbers to meet eventual goal of the program.

Co-Requisite Courses:
Northwestern will continue to seek ways to meet the needs of our students who need remedial coursework. An English pilot program will be studied during the 2016-17 academic year.

Higher Learning Commission (HLC) Academy on Student Persistence and Completion:
Northwestern will have a pilot program for our freshman in our "Ranger Connection" course. We will have sections that are for undecided majors only and will emphasize deciding on a career path and choosing a major before their sophomore year. Data that has been collected has shown we have a better chance of retaining students who have a major chosen.

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

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

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

Program Review
NWOSU offers 51 degree and/or certificate programs as follows:

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

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

Program Development Process
NWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NWOSU's governing board approved delivery of the Master of Science in Psychology at their January 27, 2017 meeting.

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

- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Conservation Law Enforcement (010);
- Bachelor of Science in Nursing (047);
- Master of Counseling in Psychology (043);
- Master of Education in Elementary Education (014);
- Master of Education in Secondary Education (033);
- Master of Education in Adult Education Management and Administration (082)
- Doctor of Nursing Practice in Advanced Practice Nursing (080); and
- Certificate in Grief and Bereavement (081).

NWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Psychology

Program purpose. The proposed program will prepare students for careers in the mental health field or within academia.

Program rationale and background. The proposed program was developed to meet the demand for individuals with a graduate degree in Psychology. The Higher Learning Commission's policy on faculty qualifications requires faculty to have at least 18 credit hours of coursework in the discipline in which they teach. The proposed program would qualify graduates to serve at the instructor-level at both the community college and university level. Additionally, the program would serve as a preparatory credential for students interested in pursuing a doctoral program.

Employment opportunities. The Oklahoma Employment Security Commission (OESC) indicates a strong need for individuals holding a degree in Psychology. According to OESC data, careers for Psychiatrists, Psychologists, Counselors, and post-secondary Psychology Teachers are expected to increase 9 to 18 percent through 2024. Additionally, according to NWOSU, counties in the northwest Oklahoma region continue to seek qualified staff for county and state providers of mental health, public and private inpatient and outpatient care facilities, correctional facilities, and other agencies that provide social services. NWOSU is confident the proposed program will meet students' needs and address the demand for professionals with advanced degrees in Psychology.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2021
Minimum Graduates from the program	8	2021-2022

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

Institution	Existing Program
University of Oklahoma	Master of Science in Psychology (195)
Oklahoma State University	Master of Science in Psychology (177)
University of Central Oklahoma	Master of Arts in Psychology (141)

A system wide letter of intent was communicated via email on September 28, 2016. Oklahoma State University (OSU), Cameron University (CU), and the University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on February 9, 2017, February 2, 2017, and February 2, 2017; respectively. Neither OSU, CU, nor UCO nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Program Core	18
Guided Electives	9-12
Capstone/Thesis	4-7
Total	**34**

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

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

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

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

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$20,790	$27,720	$34,650	$38,115	$41,580
Narrative/Explanation: The amounts above reflect tuition calculated based on students completing 15 credit hours per academic year and a tuition rate of $231.00 per credit hours. NWOSU anticipates enrolling 6, 8, 10, 11, and 12 students in years 1 through 5.					
TOTAL	**$20,790**	**$27,720**	**$34,650**	**$38,115**	**$41,580**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$2,100	$2,100	$2,100	$2,100	$2,100
Narrative/Explanation: The amounts above represent cost for adjunct faculty salary to teach the proposed program.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$600	$600	$600	$900	$900
Narrative/Explanation: The amounts above are approximate current costs for Interactive Television not covered by student fees.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$2,700**	**$2,700**	**$2,700**	**$3,000**	**$3,000**

Attachment

ATTACHMENT A

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN PSYCHOLOGY

Program Requirements		**Credit Hours**
Program Core		**18**
PSYC 5173	Statistics for Assessment	3
PSYC 5183	Human Growth and Development	3
PSYC 5213	Advanced Abnormal Psychology	3
PSYC 5453	Advanced Cognitive Psychology	3
PSYC 5623	Advanced Personality	3
PSYC 5013	Introduction to Research	3
Guided Electives		**9-12**
PSYC 5013	Ethics	3
PSYC 5043	Advanced Human Sexuality	3
PSYC 5133	Achievement, Personality and Cognitive Assessment	3
PSYC 5203	Family Systems	3
PSYC 5293	Advanced Psychopharmacology	3
PSYC 5353	Addictions and the Family Theory	3
PSYC 5513	Advanced Adolescent Guidance	3
PSYC 5613	Advanced Child Guidance	3
PSYC 5823	Multicultural Counseling	3
PSYC 5833	Career Education	3
PSYC 5212	Psychology of Teaching	2
EDUC 5923	Adult Cognitive Styles and Individual Differences	3
Capstone/Thesis		**4-7**
*PSYC 5914	Capstone Project	4
*PSYC 5937	Thesis in General Psychology	7
Total		**34**

*Denotes new courses

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AGENDA ITEM #13-e:

New Programs.

SUBJECT: Oklahoma City Community College. Approval to offer the Associate in Applied Science in Anesthesia Technology.

RECOMMENDATION:

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

- **Associate in Applied Science in Anesthesia Technology.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 17 students in Fall 2021; and
  Graduates: a minimum of 5 students in 2021-2022.

BACKGROUND:

Academic Plan

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

Division of Social Sciences:

- Reduce barriers to degree completion by offering curriculum patterns on OCCC website for various degrees housed within the division.
- Pursue offering Pre-Secondary education degree – History as an option to History degree.
- Renew History 2 +2 agreements with UCO
- Reactivate discussion of Social and Human Services certificate
- Complete History /update-renew Child Development 2 + 2 with OU education degree programs.

Division of English and Humanities:

Division faculty will focus on improving Pre-Education and Secondary Education pathways, partnerships, and 2+2 agreements; Philosophy and Religious Studies program growth and improved pathways, partnerships, and 2+2 agreements; and Diversified Studies program growth and improvement toward improved pathways for students to tailor their program of study for specific 4 year degree paths. Degree sheets and University transfer specifics to be added to Pre-Education program pages on OCCC website for increased transparencies toward degree completion and Education degree pursuits. Addition of

instructor supports and training for increasing course supports and teaching strategies for international, at-risk, low-income, and reading/writing challenged students.

Division of Health Professions:

A new initiative for FY17 is to expand the opportunities for students to participate in the Speech-Language Pathology program regardless of geographical location within the state. Work is underway to create educational and clinical opportunities for student training as well as to increase statewide program visibility. In addition, the Native American Nations initiative investigation is ongoing for FY17 with a continued effort to identify community need, potential student populations, and statewide clinical/education opportunities for training purposes.

Program under consideration include:

Associate of Applied Science in Anesthesia Technology
Associate of Applied Science in Sterile Processing
Associate of Applied Science in Engineering Technology – Various options and partnerships that include:

- Electronics Option
- Health Equipment Technology Option
- Commercial Food Equipment Service Technology Option
- Certificate in Engineering Technology
- Civil Engineering Technology Option
- Aerospace Technology Option

Associate of Science in Biotechnology
Associate of Science in Anesthesia Technology
Associate of Science in Sterile Processing

Certificates under consideration within the current programs of study include:

Certificate in Social and Human Services
Certificate in Customer Service
Certificate in Engineering Technology
Certificate in Nutritional Sciences
Certificate in Paramedic Critical Care
Certificate in Leadership in the Workplace
Certificate in English Proficiency
Certificate in Accounting Assistant
Certificate in Sterile Processing

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

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

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

Program Review
OCCC offers 75 degree and/or certificate programs as follows:

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

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

Program Development Process
OCCC's faculty developed the proposal, which was reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Associate in Applied Science in Anesthesia Technology at their February 20, 2017 meeting. OCCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Anesthesia Technology

Program purpose. The proposed program is designed to prepare students to be an integral member of the anesthesia patient care team.

Program rationale and background. Nationally, there are three Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs for Anesthesia Technology; none of which are in Oklahoma. The development and implementation of an Associate of Applied Science (AAS) in Anesthesia Technology is a unique opportunity for OCCC students and for Oklahoma and will provide an additional career choice for individuals interested in health professions. To be eligible for certification as a Certified Anesthesia Technologist, students must have graduated from a program approved by the American Society of Anesthesia Technologists and Technicians with at least an associate's degree. OCCC has collaborated with the University of Oklahoma Health Sciences Center (OUHSC) to add the proposed program. Through a Memorandum of Understanding with OUHSC, OCCC has hired a program director and medical advisor and had leveraged OUHSC faculty expertise to develop the AAS.

Employment opportunities. Most Anesthesia Technologists find employment in hospitals and work under the supervision of an Anesthesiologist or Registered Nurse to maintain, test, and troubleshoot anesthesia equipment and supplies. With experience, additional responsibilities may include advanced surgical tasks. The job market for Certified Anesthesia Technologists is rapidly growing nationwide. According to the Bureau of Labor Statistics, careers for Surgical Technologists, such as Anesthesia Technologists, are expected to increase 15 percent through 2024. Similarly, Oklahoma Employment Security Commission data estimate a 10 percent growth in career opportunities through 2024. OCCC is confident that graduates of the proposed program will be successful in finding employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2021
Minimum Graduates from the program	5	2021-2022

Duplication and impact on existing programs. There are no Associate in Applied Science in Anesthesia Technology programs offered in Oklahoma. A system wide letter of intent was communicated via email on January 26, 2017. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 64-66 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	34-36
Major Requirements	30
Total	**64-66**

Faculty and staff. Existing faculty will teach the proposed program. Through collaboration and a Memorandum of Understanding with the OUHSC, OCCC has hired a medical advisor and program director, both funded through OCCC's budget.

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

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

Program resource requirements. Program resource requirements for the Associate in Applied Science in Anesthesia Technology are shown in the following tables.

A. Funding Sources	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$100,000	$50,000	$35,000	$35,000	$35,000
Narrative/Explanation: The start up for the proposed program will largely be funded through Carl Perkins acquisitions. OCCC customarily receives approximately $200,000.00 in total funding annually from this grant. These funds will be used as needed to fulfill the equipment requests from the program.					
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$21,732	$21,732	$21,732	$22,331	$22,947
Narrative/Explanation: These amounts are 14.29 percent of the current salaries for the Health Profession's Division Dean, Administrative Assistant and Division Secretary. The increase in year 4 reflects a 3 percent increase in this budget line. The increase in year 5 reflects an additional 3 percent increase. An additional $1,785 annually is included for travel, which is currently in the Academic Affairs' budget.					
Student Tuition	$0	$46,793	$48,195	$48,195	$49,643
Narrative/Explanation: Tuition calculation was based only on core courses. Therefore, in year 1, students are enrolled in general education courses only and no tuition revenue is generated in the program. OCCC calculated tuition based on a rate of 91.75 per credit hour, with a 3 percent increase each year. OCCC anticipates 17 students enrolled each year and completing 30 credit hours.					
TOTAL	**$121,732**	**$118,525**	**$104,927**	**$105,526**	**$107,590**

B. Breakdown of Budget Expenses/Requirements	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$19,947	$19,947	$19,947	$20,546	$21,162
Narrative/Explanation: These amounts are 14.29 percent of the current salaries for the Health Professions Division Dean, Administrative Assistant and Division Secretary. The increase in year 4 reflects a 3 percent increase in this budget line. The increase in year 5 reflects an additional 3 percent increase. An additional $1,785 annually is included for travel, which is currently in the Academic Affairs' budget.					
Faculty	$31,050	$20,700	$20,700	$21,321	$21,961
Narrative/Explanation: The faculty budget is based on 30 credit hours x 1.5 x $690 (current adjunct rate/credit hour). The amount reflected in year 1 is for program development and design. The amounts in years 2-5 are decreased to 30 credit hours x adjunct pay per credit hour. The increase in year 4 reflects a 3 percent increase in this budget line. The increase in year 5 reflects an additional 3 percent increase. All faculty working in the program are classified as adjunct and do not receive benefits.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$4,277	$4,405	$4,537	$4,673	$4,813
Narrative/Explanation: The student employee budget is derived from a percentage of the Health Professions department's budget. These amounts are reflective of the percentage allotted to the anesthesia technology program as one of the 6 programs housed in the department that use student employees. The annual increase is reflective of a 3 percent increase in salaries for all student employees.					
Equipment and Instructional Materials	$4,748	$4,891	$5,037	$5,189	$5,344
Narrative/Explanation: The budget reflects the laboratory and office supplies and equipment not purchased through Carl Perkins funds. This would include the necessary supplies for facilitation of student laboratory experiences, office supplies to include copying and printing, replacement of computers or computer-related hardware, scanners and printers, and standard desk supplies. The annual amount reflects a 3 percent increase in product costs.					

Library	$0	$0	$0	$0	$0
Contractual Services	$4,140	$4,140	$4,140	$4,264	$4,392
Narrative/Explanation: This budget reflects the cost of the Medical Advisor and is calculated at 6 credit hours x $690 in years 1 through 3 with a 3 percent increase in year 4 and an additional 3 percent increase in year 5.					
Other Support Services	$2,847	$2,933	$3,021	$3,112	$3,205
Narrative/Explanation: This budget reflects the various fees associated with program accreditation, sit visits, and professional organization memberships. The annual increase is reflective of a 3 percent increase in organizational fees.					
Commodities	$0	$0	$0	$0	$0
Printing and Supplies	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$1,785	$1,785	$1,785	$1,785	$1,785
Narrative/Explanation: This budget line is part of the Academic Affairs budget and no annual increases have been projected. These amounts are reflective of a percentage of the total travel funds allocated to the Health Professions Division.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$68,794**	**$58,801**	**$59,167**	**$60,890**	**$62,662**

Attachment

ATTACHMENT A

OKLAHOMA CITY COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN ANESTHESIA TECHNOLOGY

Degree Requirements		**Credit Hours**
General Education		**34-36**
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
MATH 1503 or MATH 1513	Contemporary Mathematics College Algebra for Business, Life Sciences, and Social Science	3
POLSC 1113	American Federal Government	3
CHEM 1115 or CHEM 1123 and CHEM 1121	General Chemistry I Survey of General, Organic, and Biochemistry Laboratory for Survey of General, Organic, and Biochemistry	4-5
BIO 1314 or BIO 2255	Human Anatomy and Physiology I Human Anatomy	4-5
BIO 1414 or BIO 2234	Human Anatomy and Physiology II Human Physiology	4
AHP 1013	Medical Terminology	3
PHIL 1123 or COM 2213 or PSY 1113 or ENGL 1233	Critical Thinking Introduction to Public Speaking Introduction to Psychology Technical Writing for the Workplace	3
HIST 1483 or HIST 1493	History to the Civil War History Since the Civil War	3
SCL 1001	Success in College and Life	1
Major Requirements		**30**
*ANES 1113	Introduction to Anesthesia Technology	3
*ANES 1123	Fundamentals I	3
*ANES 1134	Instrumentation I	4
*ANES 1143	Pharmacology	3
*ANES 1155	Fundamentals II	5
*ANES 2114	Instrumentation	4
*ANES 2125	Fundamentals III	5
*ANES 2133	Professional Aspects of Anesthesia Technology	3
Total		**64-66**

*Denotes new course

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AGENDA ITEM #13-f:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City. Approval to offer the Certificate Surveying Core Technical.

RECOMMENDATION:

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

- **Certificate in Surveying Core Technical.** This certificate is embedded within the Associate in Applied Science in Surveying Technology (018) and will be included in the regular 5-year program review due in 2017.

BACKGROUND:

Academic Plan

Oklahoma State University-Oklahoma City's (OSU-OKC) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

Improve student success, retention, and graduation rates.

- To improve student success, OSU-OKC will increase the numbers of students taught by fulltime faculty members. OSU-OKC has developed and implemented a low course enrollment policy and has utilized Ad Astra, an information system solution to more effectively schedule courses and allocate classroom space. OSU-OKC will continue to utilize data to make decisions to have more classes taught by our full-time faculty members, who are often more experienced and more available to students.
- As part of its reaffirmation of Accreditation with the Higher Learning Commission OSUOKC continues participation in the Academy for Student Persistence and Completion. OSUOKC has met all objectives during our first year of participation in the Academy towards the successful completion of the four-year process. During the Summer 2016, OSU-OKC piloted the early alert software, Grades First, and implemented the software and process across the campus Fall 2016. In Spring 2017 an analysis of the early alert process and student success will be conducted and improvements will be made based on results. Other retention approaches include Each One Reach One, Academic Division Retention Plans, and tutors embedded in the classroom.
- To increase graduation rates, OSU-OKC will continue to participate in the Reach Higher Program. In academic year 15-16, OSU-OKC graduated 363 Reach Higher degrees. OSU-OKC

will also use scholarships and tuition waivers to enable successful students to complete their degrees.

Ensure the highest standards of teaching and learning in the traditional classroom and online.

- To ensure the quality of teaching at OSU-OKC, the Faculty Senate increased the standards of the Retention, Promotion, and Tenure process (RPT). The revised RPT standards have been received back from OSU legal counsel and are under revision by Faculty Senate.
- OSU-OKC has completed the fifth and final year of a Title III grant with the primary goal improving the quality of online classes. Since the beginning of the grant 50 online classes have gone through the Cowboy Quality process based on Quality Matters. To institutionalize the efforts of the grant, OSU-OKC had an online fee approved for $10-per-credit-hour. The fee has been used and will continue to be used in the 2016-17 to institutionalize the policies, training, technology and other faculty support needed to maintain the highest quality of online courses.

APRA Implementation

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

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

53	Degree and/or certificate programs deleted
61	Degree and/or certificate programs added

Program Review

OSU-OKC offers 59 degree and/or certificate programs as follows:

22	Certificates
8	Associate in Arts or Sciences Degrees
28	Associate in Applied Science Degrees
1	Baccalaureate Degree
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU-OKC's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU-OKC's governing board approved the Certificate in Surveying Core Technical at their January 20, 2017 meeting. OSU-OKC is currently approved to offer the following degree programs through online delivery:

- Associate in Science in Public Service (076);
- Associate in Applied Science in Crime Victim/Survivor Services (077);
- Associate in Applied Science in Police Science (015);
- Certificate in Early Care Education Administration (087);
- Associate in Applied Science in Business Technologies (096);
- Associate in Science in Healthcare Administration (071);
- Associate in Applied Science in Business Technology-Management (053);
- Associate in Science in Police Science (068);
- Associate in Science in Enterprise Development (676);
- Bachelor of Technology in Emergency Responder Administration (102); and
- Associate in Applied Science in Surveying Technology (018).

OSU-OKC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Surveying Core Technical

Program purpose. The proposed certificate is designed to prepare students for careers as licensed surveyors.

Program rationale and employment opportunities. The proposed certificate is the direct result of consultation with the advisory board and is adapted from the courses that currently compose the Associate in Applied Science in Surveying Technology (018). The Oklahoma State Board of Licensure for Professional Engineers and Land surveyors and the advisory board have both requested the proposed certificate as it will help meet the increased need for skilled professionals who can support the industry. Additionally, the proposed certificate will confirm the completion of the core curriculum required to sit for licensing for those individuals seeking licensure in Oklahoma from another state or those wishing to change careers.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Surveying Technology (018) program.

Duplication and impact on existing programs. There are no Certificate in Surveying Core Technical programs offered in Oklahoma. A system wide letter of intent was communicated by email January 26, 2017. None of the State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 27 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	27
Total	**27**

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

Delivery method. The proposed program is embedded within the Associate in Applied Science in Surveying Technology (018), which was approved for online delivery at the June 26, 2014 State Regents' meeting and will also be offered via electronic media using Brightspace by Desire 2 Learn.

Financing and program resource requirements. The proposed program is an embedded certificate within the Associate in Applied Science in Surveying Technology (018) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY
CERTIFICATE IN SURVEYING CORE TECHNICAL

Certificate Requirements		**Credit Hours**
Program Requirements		**27**
SURV 1133	Fundamentals of GIS	3
SURV 2232	Route Surveying	2
SURV 2233	Civil CAD Drafting I	3
SURV 2423	Photogrammetry	3
SURV 2614	Surveying I	4
SURV 2623	Legal Principles of Surveying I	3
SURV 2633	Legal Principles of Surveying II	3
SURV 2643	Advanced Surveying I	3
SURV 2743	Fundamentals of GPS	3
Total		**27**

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AGENDA ITEM #14

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

East Central University (ECU) requests authorization to delete the program listed below:

- Bachelor of Science in Athletic Training (060)

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the programs listed below:

- Bachelor of Arts in Social Studies Education (048)
- Bachelor of Arts in Spanish Education (097)

POLICY ISSUES:

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

ANALYSIS:

ECU requests authorization to delete Bachelor of Science in Athletic Training (060). This program was approved at the May 27, 2011 State Regents' meeting. Reasons for requesting the deletion include:

- ECU reports that the Commission on Accreditation of Athletic Training Education (CAATE) is requiring all programs to move from an undergraduate program to a graduate program by 2020.
- ECU also reports the program is currently on probation because the Board of Certification first time pass rate does not meet CAATE's required 70 percent.
- ECU has been assured current juniors and seniors will be allowed to graduate from a CAATE accredited program and sit for the national Athletic Training Certification exam.
- There are currently 20 students enrolled in the program with an expected graduation date of Summer 2018.
- No courses will be deleted as they will be offered until all students have graduated.
- No funds are available for reallocation as faculty will continue to teach courses required in the Bachelor of Science in Athletic Training (060) and the Bachelor of Science in Kinesiology (020) programs.

SEOSU requests authorization to delete the Bachelor of Arts in Social Studies Education (048). This program was approved prior to 1990. Reasons for requesting the deletion include:

- This program has been suspended since 2013 and was merged with the Bachelor of Arts in History (022) and is now offered as an option.
- There are no students enrolled in the program.
- No courses will be deleted as they are still being offered.
- No funds are available for reallocation.

SEOSU requests authorization to delete the Bachelor of Arts in Spanish Education (097). This program was approved at the May 29, 1998 State Regents' meeting. Reasons for requesting the deletion include:

- This program has been suspended since 2013 and was merged with the Bachelor of Arts in Spanish (106) and is now offered as an option.
- There are no students enrolled in the program.
- No courses will be deleted as they are still being offered.
- No funds are available for reallocation.

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AGENDA ITEM #15-a:

Policy.

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

RECOMMENDATION:

It is recommended that the State Regents approve 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 approve 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 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	ACT/SAT at	OR	High School

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

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

~~7. Admission Requirements for Concurrent Enrollment of High School Juniors~~

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

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

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

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

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

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

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

~~b. Or the student must be 16 years of age and must meet the requirements set forth below.~~

~~Research Universities~~	~~ACT/SAT at 83rd percentile~~
~~Regional Universities~~	~~ACT/SAT at 72nd percentile~~
~~Community Colleges~~	~~ACT/SAT at 58th percentile~~

3.9.7 Admission by Transfer

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

3.9.8 Retention Standards

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

A. GPA Requirements

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

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

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

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

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

B. Suspension of Seniors

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

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful

deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D. Readmission of Suspended Students

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

E. Reinstatement of Suspended Students at System Institutions

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

3.9.9 Principles

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

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

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

C. There should be sufficient flexibility in admission and retention policies

to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

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

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

F. Residents of Oklahoma should be given preference.

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

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

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

J. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

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

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

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

3.9.10 Non-Academic Criteria for Admission

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

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

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

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

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

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

1. Be advised of the ground of the denial.
2. Be informed of the facts which form a basis of the denial.
3. Be afforded an opportunity to be heard.

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

3.9.11 Professional Program Admission Standards

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

OU College of Law

OU College of Medicine

OSU College of Osteopathic Medicine

OU Doctor of Pharmacy

OU School of Dentistry

NSU College of Optometry

OSU College of Veterinary Medicine

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

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

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30,

2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; May 26, 2017. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. ***Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012.***

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 notated 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #15-b:

Policy.

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

RECOMMENDATION:

It is recommended that the State Regents approve 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 approve 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 I.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 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 a~~n~~ 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*. Detailed information is available in the State Regents' *Academic Affairs Procedures Handbook* and online.

"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 from Degree-granting Institutions

A. Admission by Transfer within the State 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.

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

   b. Each ~~nonresident~~ undergraduate applicant who meets ~~1~~1.a and l.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 <u>from Degree-granting Institutions</u>

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.

Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extrainstitutional Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010, Revised for technology center transfer credit purposes, May 26, 2017.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #15-c:

Policy.

SUBJECT: Posting of proposed revisions to the Academic Program Approval policy.

RECOMMENDATION:

It is recommended that the State Regents' post the revised *Academic Program Approval* policy, as described below.

BACKGROUND:

Revisions to the Academic Program Approval policy adopted by the State Regents in previous years are summarized below:

- September 5, 1997 – Revisions included provisions to raise the visibility and importance of integrating technology into program delivery and also provisions for criteria designed to avoid unnecessary duplication.
- January 29, 1999 – Revisions included a new section on program suspension. The revisions were designed to allow an institution to recommend an academic program be placed on suspension, but be reinstated with State Regents' re-approval as was current practice. Additionally, certificates were better defined and eliminated the requirement of course modification reporting.
- June 29, 2006 – Moved some procedural information to the *Procedures Handbook.*
- February 7, 2008 – Revisions included increased guidance to better inform State System institutions and provide consistent practices relative to comments, questions, protests regarding new programs, and sequence of steps were specified with timelines. These efforts provided appropriate time and process for institutions to voice and resolve issues prior to the consideration of a new program by the State Regents.
- June 21, 2012 – Revisions included the addition of definitions for academic plan, consortial agreement, dual degree program, joint degree program, and reverse transfer. Substantive changes were also added to guide institutions seeking to establish collaborative efforts regarding alternative forms of program delivery. Additionally, language was added which specifies the information required when institutions submit new program requests that are outside of their current approved programmatic function.

In the Summer of 2016, a committee of internal staff crafted the first draft of the *Academic Program Approval* policy to incorporate necessary changes to provide guidance when institutions submit requests for embedded certificates. Additionally, editorial changes were made to provide clarification regarding the deletion, suspension, and reinstatement of programs. Subsequently, the Council on Instruction (COI) Academic Programs Committee continued work on revisions to the policy over the following months and made other changes as described below.

The Academic Program Approval draft policy was approved by COI at the April 13, 2017 meeting and is pending approval by the Council of Presidents on June 7, 2017.

POLICY ISSUES:

The primary purpose of the Academic Program Approval policy is to provide guidance to State System institutions when submitting requests for new program/s and provide guidance in linking academic planning with resource allocation. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate effort. Specific changes to the policy are summarized below.

Related policies include the Academic Program Approval policy and the Functions of Public Institutions policy.

ANALYSIS:

Proposed policy changes include updating, restructuring, and expanding sections of policy to address embedded certificates and provide guidance and clarification on the submission of new program and modifications to existing programs. A summary of proposed changes is provided below. The draft policy that includes underscores for added language and strikeouts for proposed deletions is attached.

3.4.1 – Purpose	No changes.
3.4.2 – Definitions	Definitions for stand-alone certificates and embedded certificates were added to guide institutions seeking to establish new academic certificate programs. Additionally, a definition for related courses was added to provide institutions guidance when developing a common core for program options.
3.4.3. – Instructional Programs and Courses	Language was added to better clarify the differences in the levels of instructional programs. The requirements for Level IV were changed to allow community colleges to better serve transfer students. Guidance was inserted regarding program modifications to ensure curriculum for embedded certificates maintain alignment with the main program and that programs are in compliance with the Academic Program Review policy when requesting modifications. Additionally, a new section was added to define the policy and procedures for the deletion, suspension, and reinstatement of academic programs.
3.4.4 – Program Request Procedures	There are six steps for the submission of a new program (A-F). In sections A and F, editorial revisions and language were added to “Letter of Intent” (LOI) and “State Regents’ Staff Review of the Program Request” to define the length of time an LOI and new program proposal remains active and. In section D, guidance for embedded certificates was added to “Submission of a New Program Request” to ensure programs are in compliance with the Academic Program Review policy.

3.4.5 – New Program Request Criteria	There are ten criteria that institutions must address in the program request proposal (A-J). In sections B and C, policy language was added to the "Curriculum" and "Academic Standards" sections which specify the requirements for embedded certificates. In section H.2, policy language was added to "Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs" to address method of delivery for embedded certificates.

It is recommended that the State Regents post the proposed policy revisions to the Academic Program Approval policy.

3.4 ACADEMIC PROGRAM APPROVAL

3.4.1 Purpose

Policies regulating the criteria and procedures for program approval detail the State Regents' and the institutions' respective roles in the process. These roles are successive and complementary. In carrying out their constitutional responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty are the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are applied consistently.

To facilitate the discharge of these responsibilities, the following policy will be used in submitting and evaluating requests for new academic programs as defined below. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts.

Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region. These needs are both societal and occupational in nature. The State System recognizes and supports the tradition of liberal arts education and the need for higher education programs which offer individual and societal benefits that are independent of market demand considerations. Such programs provide immeasurable returns to the state by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization. Similarly, the State System recognizes and supports providing the educational services to meet the occupational needs of the state and its citizenry.

The primary purposes of this policy are:

A. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

B. To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.

C. To provide to citizens a variety of high-quality opportunities for intellectual growth.

D. To make programs reasonably accessible to academically qualified citizens of the state.

E. To utilize the state's and the institutions' resources effectively and efficiently.

F. To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.

3.4.2 Definitions

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

"Academic Plan" is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution's accomplishments, priorities, and aspirations about current and future plans including, but not limited to, academic efficiencies and priorities, learning sites, strategic plan, enrollment projections, and technology.

"Consortial Agreement" is an agreement between two or more institutions enabling a student to take coursework simultaneously at a "host institution" and have those courses count toward a certificate or the academic degree program at the "home institution" for the purpose of completing a degree. For the purpose of this policy, the student's home institution is the institution that will grant the student's certificate or degree and the host institution is the institution that offers coursework toward an academic program in an agreement with another institution, but will not award the certificate or degree.

"Course of Study" is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate. For the purpose of this policy, instructional programs and courses of study will be considered synonymous.

"Dual Degree Program" is a program in which a student is enrolled in two or more institutions and is awarded separate degrees bearing the names, seals, and signatures of each individual institution.

"Stand-alone Certificate" is a postsecondary credential comprised of a course of study and is not identified as a subset of courses that are required for completion of a single existing undergraduate or graduate degree program.

"Embedded Certificate" is a postsecondary credential comprised of a course of study in which the curriculum required is a subset of a single existing undergraduate or graduate degree and is designed to provide specific skills and knowledge that can be readily transferred to the workforce.

"Joint Degree Program" is a program in which a student may study at two or more institutions and is awarded a single academic degree bearing the names, seals, and signatures of each of the participating institutions.

"Program" is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

"Reverse Transfer" is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents' policies regarding requirements and standards for awarding an

undergraduate certificate or degree shall apply.

"Related Courses" for this policy refers to courses that share the same two-digit Classification of Instructional Program code.

"Substantive Change" is a modification to academic certificate or degree program requirements from those that were last approved by the State Regents, which will change the requirements for a student to complete the program of study. Substantive changes include, but are not limited to, changes in total number of required credit hours for the program, changes in required courses for the program, and changes in admission standards for the program.

3.4.3 Instructional Programs and Courses

Instructional programs require State Regents' approval for any program of study that results in a certificate or degree, and any designated pattern of courses within an existing major including a new option, specialization and concentration that will be identified on the transcript, diploma, or degree. Minors are a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. Within the State System, no consistent or uniform use of the terms "major," "option," "emphasis," or "degree" exists. In the interest of clarity, this policy will use the following terminology in referring to different levels of aggregation ~~levels~~ of courses.

A. Levels of Instructional Programs

1. Level I

Aggregations of courses referenced in State Regents' policy. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

2. Level II

Aggregations of courses that appear in the institutional catalog or on the student's diploma. These vary greatly from institution to institution and include (not inclusive): Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Recreation, Master of Education, Associate in Applied Science ~~in General Technology~~ and Doctor of Engineering.

3. Level III

Aggregations of courses with an institutionally-unique instructional program code, as listed in the State

Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature includes the discipline area. Examples include: Certificate in Horticulture, Bachelor of Arts in English, Associate in Science in Physical Science, Graduate Certificate in Cybersecurity Technology, Master of Education in Secondary Education, and Doctor of Philosophy in Engineering.

4. Level IV

Aggregations of courses under an umbrella degree program (Level III) that reflect subsets of the larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, may be listed on the student's diploma, and will usually share a common core of related course requirements (approximately 50 percent) exclusive of general education, ~~of course requirements~~ as well as having objectives consistent with the objectives of the Level III program. For example, a Level III Bachelor of Business Administration degree program might have the following Level IV ~~courses of study~~ options: Finance, Management, Accounting, Information Systems, and General; or the Bachelor of Arts in English might allow ~~concentrations~~ options in Literature, Creative Writing, and English Education.

All four levels of courses of study require State Regents' approval. Substantive changes in programs, including deletion, require approval of the State Regents. Modifications to programs, excluding program deletion or suspension, will not be considered for recommendation if the program is out of compliance with the *Academic Program Review* policy. Substantive changes in programs that impact an embedded certificate must be submitted simultaneously. Nonsubstantive changes may be approved by the chief academic officer of the institution, but must be reported to the State Regents in a timely manner.

Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged. Guidelines for proposing consortial, dual, or joint degree programs are provided in the State Regents' *Academic Affairs Procedures Handbook.*

B. Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents' policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to

avoid course proliferation and de facto program expansion.

Upon request, institutions shall submit a current list of courses offered.

C. Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students. Any request for an exception to this policy must be made in writing to the Chancellor.

Requests for suspension of existing programs are approved by the Chancellor and ratified by the State Regents. If the program is recommended for suspension it will be placed in an inactive status. While suspended no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. The program will be reinstated or deleted within three years.

To reinstate a suspended program, the institutional President must submit a letter to the Chancellor requesting reactivation of the program. The letter must include steps taken during inactivation that addresses the reasons behind the initial suspension request.

D. Uniform Course Numbering

In order to provide for a more effective and efficient system of the transfer of students' credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:

1. The first digit will denote the course level.
2. The second and third digits will be used to identify the course within a department.
3. The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents' action.

3.4.4 Program Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a new academic program:

A. Letter of Intent for New Program Request

The institutional ~~P~~president must submit a "letter of intent" to initiate a new program, including stand-alone and embedded

certificates, to the Chancellor. The Chancellor will then inform the other institutional P~~p~~resident of this request and provide the opportunity ~~for~~ to request copies of the new program when received, as well as, submit comments, questions and protests~~, as well as, requests for copies of the new program when received~~. . Institutions will have 45 calendar days from the date of the systemwide "letter of intent" to request a copy of the new program request for review. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the new program request. The "letter of intent" must indicate the locations or campuses where the program will be offered and the delivery method. The "letter of intent' will remain active for one year following the receipt of the letter of intent. If ~~T~~the institution's program request ~~must be~~ is not received during the one-year time period following the receipt of the ~~intent letter~~ "letter of intent," a ~~or~~ new "letter of intent" must be initiated. After received, program proposals not acted upon by the State Regents within two years will be declared inactive and require a new "letter of intent" to be initiated.

B. Academic Plan

Demonstrate consistency with institution's academic plan.

C. Governing Board Approval

The institutional governing board does not need to approve the "letter of intent" prior to submission to the State Regents. The institutional governing board must approve the program request prior to the institutional president formally submitting the ~~request~~ program proposal to the Chancellor for the State Regents' consideration.

D. Submission of a New Program Request

Upon the Chancellor's receipt of the New Program Request from an institution, copies of the New Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 calendar days from the date the copy is sent to provide written comments, submit questions, or protest the proposed program. All written comments, questions, and protests must be submitted by the President to the Chancellor.

Requests for an embedded certificate will not be considered for recommendation if the main program in which the certificate is embedded is out of compliance with the *Academic Program Review* policy.

E. Content of the New Program Request Submission

The submission will include a description of the Institution's Program Development Process, and will individually address

each of the criteria in the New Program Request Criteria section of this policy and include supporting data and documentation. For programs that will use an alternative form of delivery, including but not limited to consortial, dual, or joint degrees, refer to the Academic Program Request Form in the State Regents' Academic Affairs Procedures Handbook and the Academic Program Request Form which are available online.

F. State Regents' Staff Review of the Program Request

The State Regents' staff will review the institution's program request and will submit a recommendation for State Regents' action. The State Regents may take one of four actions:

1. Disapprove the program with a written explanation to the institution of the reasons for this action;

2. Defer the program request until the institution meets specified criteria or provides additional information;

3. Provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or

4. Approve the program without qualification.

Should an institution's request for a program be approved provisionally by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period.

Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

Should there be no action on the program within 2 years of submission, the proposal will become inactive.

Detailed forms for program requests and reviews are available in the State Regents' Academic Affairs Procedures Handbook and are available online.

3.4.5 New Program Request Criteria

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission. There are certain circumstances when institutions may request approval to offer programs outside their current function stated

in the Functions of Public Institutions policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. Institutions requesting programs outside their approved programmatic function must thoroughly address all criteria specified in this section along with the remaining criteria.

1. Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections.

2. Regional institutions requesting new or additional degrees outside of the institution's programmatic function must address the areas as indicated in this section. Program requests above the master's level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.). Regarding associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that documents consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible.

3. Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible.

4. For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented.

B. Curriculum

The curriculum should be structured to meet the stated objectives of the program, and the institution must explain how the curriculum achieves the objectives of the program by describing

the relationship between the overall curriculum or the major curricular components and the program objectives. The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements. The curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the new program request. Where appropriate, the new program request will also include a description of how technology is used to accomplish educational objectives.

Where appropriate, the new program request must describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

The curriculum required for an embedded certificate shall be a subset of required courses in a single existing degree. Up to 50 percent of the coursework required in an embedded certificate shall come from related or guided elective courses and/or general education courses.

C. Academic Standards

The admission, retention, and graduation standards should be clearly stated, must be equal to or higher than the State Regents' policy requirements, and should be designed to encourage high quality. At least 25 percent of the coursework applied to the embedded certificate must be satisfactorily completed at the awarding institution.

D. Faculty

Faculty resources will be demonstrated to be adequate and appropriate for the proposed program, given the institution's mission, approved function and the character of the program to be developed. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program.

E. Support Resources

Access to qualitative and quantitative library resources must be appropriate for the proposed program, given the institution's mission, approved function and the character of the program, and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Books, periodicals, microfilms, microfiche, monographs, and other collections will be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

The integration of instructional technology in the program's delivery is often appropriate for further engaging the student as an active learner and enhancing the overall learning experience. Access to global sources of information as well as to other students and faculty through computing networks has become an important learning tool for all students, regardless of program. Where appropriate, the new program request will include a description of how instructional and information technology resources are incorporated into this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The new program request must address the availability of classroom, laboratory, and office space, as well as, any equipment needs.

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution should demonstrate demand for the proposed program.

1. Student Demand

Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity.

2. Employer Demand

Evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area in relation to existing production of graduates for that area should be provided. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

G. Complement Existing Programs

The proposed program should complement and strengthen existing programs at the institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on the existing strengths of the institution rather than be composed entirely of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.

H. Unnecessary Duplication

The prevention and elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and utilize existing resources more efficiently.

Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the new program request has the responsibility to provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is unnecessary. In making this determination, the following criteria will be evaluated:

1. Demand for the Program

   Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

   a. Student Demand

      Present evidence demonstrating student demand for the program and the extent to which that demand is not being adequately met by existing programs.

   b. Employer Demand

      Present evidence demonstrating demand from employers for graduates of this program and the degree to which that demand is not being adequately met by existing programs.

   c. Demand for Services or Intellectual Property of the Program

      Present evidence demonstrating the demand for the services (e.g., contracts, consulting, or community service) or the intellectual property (e.g., inventions and creative works) that would

be produced by the students and faculty of the program and the degree to which this demand is not being adequately met by existing programs.

2. Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs

The new program or certificate request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means, or program delivery in order to improve quality and more effectively utilize resources.

Embedded certificates may be offered through alternative forms of delivery, including electronic delivery, even if the main program is not approved for distance education. Institutions requesting online delivery of an embedded certificate are required to follow the procedures outlined in the *Distance Education and Traditional Off-Campus Courses and Programs* policy.

I. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support and sustain a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Proposed programs may be financially supported in several ways. Institutions must provide evidence of adequate funding which may include, but not be limited to:

1. Reallocation of Existing Resources

The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. Tuition and Fees from Students New to the Institution

The institution must provide evidence of a projected increase in total student enrollments to the campus.

3. Discontinuance or Downsizing of an Existing Program or Organizational Unit

The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new

costs and justify approval for the proposed program.

J. Program Review and Assessment

The institution must set forth program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures will include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012. Revised_____

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AGENDA ITEM #16:

Policy Exception.

SUBJECT: Approval of a request for policy exceptions for a pilot project proposed by the University of Science and Arts of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Science and Arts of Oklahoma's request to conduct a holistic admission pilot program.

BACKGROUND:

At the State Regents' May 27, 2005 meeting, institutional officials from the University of Science and Arts of Oklahoma (USAO) presented a comprehensive mission enhancement plan for USAO. The plan contained three goals designed to assist the institution in more effectively pursuing its liberal arts mission:

- Strengthen its Liberal Arts and Sciences experiences for students;
- Pursue a campaign to enhance services, programs, and offerings to more fully meet its mission; and
- Measure success towards the plan's goals and demonstrate its academic quality by reference to established benchmarks and strengthen comprehensive institutional assessment activities essential to continuous quality improvement.

As background, prior to the mission enhancement plan, students seeking admission to USAO were admissible under the regional university admission performance criteria. One of the central components of the comprehensive mission enhancement plan was based upon increasing admission standards. As such, on June 30, 2005 the State Regents approved a request from USAO to incrementally increase its admission standards over a five year period. USAO's current admission standards, which have been in place since 2010, are detailed below:

	Option 1	**Option 2**	**Option 3**
University of Science and Arts of Oklahoma	24 ACT/1090 SAT **AND** 3.0 GPA or Top 50% Class Rank	3.0 GPA **AND** Top 25% Class Rank	3.0 Core GPA **AND** 22 ACT or 1020 SAT

While USAO uses these criteria as the primary basis for admission, in accordance with the State Regents' alternative admission category, USAO is also permitted to 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 performance admission requirements. Accordingly, USAO established an alternative admission review committee to evaluate applicants who do not meet the criteria outlined above. This committee evaluates these students through reviewing resumes and recommendation letters as well as conducting interviews. In spite of these students not meeting the performance criteria, USAO has found that some of these students possess the skills and abilities to succeed in a rigorous liberal arts curriculum. As a result, USAO

wishes to conduct a pilot program in which a holistic review process that integrates cognitive and non-cognitive measures is added as a fourth admission option.

POLICY ISSUES:

This proposed action is an exception to the Institutional Admission and Retention policy.

ANALYSIS:

The holistic pilot option will provide an opportunity to increase access by utilizing a combination of cognitive and non-cognitive measures to determine admissibility. Therefore, the holistic pilot option is not intended to reduce USAO's existing standards; rather it is being proposed because it will provide a means to review applicants who do not meet the existing admission standards under a wider range of admission criteria.

To be admissible under the holistic pilot option, at minimum, a student will need to earn a 20 ACT and meet one of the following: a 2.7 cumulative GPA, a 2.7 core GPA, or rank in the top 50 percent of his/her graduating class. In addition to meeting the cognitive criteria, students will also be required to complete two of the following: participate in an interview with the Holistic Admission Review Committee (HARC), submit letters of recommendation from high school instructors, counselors etc., or provide a writing sample, resume, or other acceptable evidence of likelihood to persist. The HARC will utilize institutionally developed rubric instruments to determine if students meet the non-cognitive admission criteria. In the end, the students who meet both the cognitive and non-cognitive criteria will be admissible under the holistic pilot option.

The students who are admitted under the holistic pilot option will be required to enroll in USAO's College Achievement in Life Management course and meet with a Student Success Center staff member at least once per term.

USAO's institutional governing board approved the holistic pilot program at their April 12, 2017 meeting. Upon State Regents' approval, the holistic admission option criteria will be publicized on the USAO webpage and through admissions marketing materials. The holistic pilot program will begin Fall 2017 and will conclude Spring 2020; however, it is understood that if less than 30 students are holistically admitted for Fall 2017, USAO may request an additional year to ensure that there is a robust sample size.

Data will be collected over the duration of the pilot and an annual report, which will be detailed in a prescribed format, will be due following each academic year. The holistic pilot program data will be analyzed and incorporated into a final report to be submitted to the State Regents after the Spring 2020 semester concludes.

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AGENDA ITEM #17:

Authorization of Private Institutions.

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

RECOMMENDATION:

It is recommended that the State Regents' authorize private institutions to operate in Oklahoma, as described below.

BACKGROUND:

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

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157, which was signed by Governor Fallin on April 26, 2016, established the statutory basis for a state authorization process. As a result of this legislation, which was effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:

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

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

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

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

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

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

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

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

ANALYSIS:

Prior to May 26, 2017, State Regents' staff received a state authorization application from the institution listed below:

Institution	Type	Accreditor
Aquinas Institute of Theology (Missouri)	Private Not-for-profit	Commission on Accrediting of the Association of Theological Schools in the United States and Canada

After reviewing the application and required documentation, State Regents' staff concluded that this institution meets the state authorization requirements. As such, it is recommended that the State Regents authorize this institution to operate in Oklahoma.

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

2015-2016 Institutional Data

Number of Programs Offered by Level

Institution	Certificate	Associate	Baccalaureate	Master	Doctoral
Aquinas Institute of Theology	0	0	0	1	0

Enrollment by Level

Institution	Certificate	Associate	Baccalaureate	Master	Doctoral
Aquinas Institute of Theology	0	0	0	7	0

Credentials Awarded

Institution	Certificate	Associate	Baccalaureate	Master	Doctoral
Aquinas Institute of Theology	0	0	0	0	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Aquinas Institute of Theology	7	2

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AGENDA ITEM #18-a:

Policy.

SUBJECT: Posting of proposed revisions to the State Regents' Brad Henry International Scholarship Program policy.

RECOMMENDATION:

It is recommended that the State Regents post the proposed revisions to the Brad Henry International Scholarship Program policy, as described below.

BACKGROUND:

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

POLICY ISSUES:

The revisions to the State Regents' *Brad Henry International Scholarship Program* policy are intended to: 1) align the program eligibility requirements with Swansea University admission criteria; and 2) more clearly detail semester participation.

ANALYSIS:

An excerpt to the proposed policy revisions is provided below.

5.18 BRAD HENRY INTERNATIONAL SCHOLARSHIP PROGRAM

5.18.1 Purpose

The purpose of the Brad Henry International Scholarship Program is to provide an opportunity to undergraduate students from Oklahoma regional universities to participate in a semester of study abroad at the University of Wales in Swansea (Swansea University). The scholarship may be used to cover the cost of tuition, fees, room and board, books, materials, and travel expenses relating to the study abroad program.

5.18.2 General Provisions

A. Each regional university will have an opportunity to nominate one student each academic year for participation in the Brad Henry International Scholarship Program during the spring semester. Nominations must be made by the university president.

B. Recipients will be selected from the available nominations by a committee of State Regents' staff. Recipients selected for this award will have shown:

1. excellent academic performance
2. outstanding writing and communication skills
3. exemplary character
4. exceptional leadership, maturity and judgment

C. Academic credit for courses taken as a part of the Brad Henry International Scholarship Program will be awarded as resident credit by the Oklahoma regional university. Credit for this program must be coordinated with the Oklahoma regional university prior to the beginning of the semester of study abroad.

5.18.3 Eligibility Requirements

A. Brad Henry International Scholar shall meet the following criteria at the time of nomination and at the time of participation:

1. be at least eighteen (18) years of age;
2. be an undergraduate student from an Oklahoma regional university;
3. be an Oklahoma resident;
4. be enrolled full-time at the nominating institution;
5. be in good academic standing at the nominating institution;
6. have a minimum GPA of 2.5;
7. have completed at least 30 hours of college coursework/credits at the nominating institution or through transfer from another institution of higher education (shall not include credit hours earned through concurrent enrollment or AP coursework/testing); and
8. have submitted information, documents, acknowledgments, releases and authorizations as required by the State Regents.

5.18.4 Fiscal Aspects of the Program

A. Funds made available to the student as part of the Brad Henry International Scholarship Program shall be paid directly to the regional university in which the student is enrolled, in trust for the student and on behalf of the student. Swansea University will invoice the regional university for the cost of tuition, fees, room and board, to be paid from the recipient's award amount. Upon payment of these costs, the regional university will distribute the remainder of the award to the recipient.

B. The program shall provide recipients a scholarship in an amount not to exceed the average costs of Swansea University tuition, fees, room and board, required textbooks and materials, and travel expenses relating to the study abroad program.

C. The number and amount of scholarship awards will be determined at the sole discretion of the State Regents by the amount of funds allocated to the program each year.

D. <u>The Brad Henry International Scholarship Program will provide a scholarship to study abroad at Swansea University for the spring semester only. This provision allows the Oklahoma State Regents for Higher Education to more accurately maximize the number of scholarships that can be awarded in the fiscal year.</u>

Adopted June 21, 2012. Revised September 3, 2015. <u>Revised May 26, 2017.</u>

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AGENDA ITEM #18-b:

Policy.

SUBJECT: Posting of proposed revisions to the State Regents' Council on Information Technology policy.

RECOMMENDATION:

It is recommended that the State Regents post the revisions to the Council on Information Technology policy.

BACKGROUND:

The Council on Information Technology (CoIT) considers technology and related issues affecting Oklahoma higher education, proposed technology and related policy and procedures, and serves as the principal statewide advisory council rendering advice and counsel to the Chancellor in the review of current and recommended technology and related policy and procedures. In performing these responsibilities, the CoIT renders service to the whole State System, including coordination with the Chief Information Officers (CIO) for the Oklahoma State System of Higher Education and communicating with various bodies such as the Council on Instruction, the Council on Student Affairs, the Council of Business Officers, and others.

POLICY ISSUES:

The revisions to the State Regents' Council on Information Technology policy are intended to adjust the rotation of the chair-elect.

ANALYSIS:

This change broadens the pool of choices for Chair elect every other year. Under the current bylaws only the University of Oklahoma or Oklahoma State University could serve during the comprehensive tier time frame. Combining the comprehensive with the four-year/regional in the rotation, gives more opportunities to the broader membership to serve in this capacity. No changes were made to the Executive committee and each tier is represented on the committee. This item was brought up for discussion in the March CoIT meeting by David Anderson (Oklahoma City Community College). The proposed change was read to the members present and opened up for discussion. The only discussion was comments made that this was a good idea. Seeing no further discussion, Mr. Anderson made motion to the current chair to accept this change to the bylaws. The motion was accepted by the chair and then seconded by Mr. Michael Martin (Carl Albert State College). An audible vote was made by the members present and online. The outcome of the vote was unanimous in favor of the change.

2.21 Council on Information Technology

The Council on Information Technology (CoIT) considers technology and related issues affecting Oklahoma higher education, proposed technology and related policy and procedures, and serves as the principal statewide advisory council rendering advice and counsel to the Chancellor in the review of current and recommended technology and related policy and procedures. In performing these responsibilities, the CoIT renders service to the whole State System, including coordination with the Chief Information Officers (CIO) for the Oklahoma State System of Higher Education and communicating with various bodies such as the Council on Instruction, the Council on Student Affairs, the Council of Business Officers, and others.

The CoIT also serves as a forum when information technology officers meet to discuss matters of common interest and, when appropriate, conducts studies and issues reports designed to strengthen the mission of Oklahoma higher education institutions.

2.21.1 Membership

Members of the Council on Information Technology shall be comprised of principal information technology officers (or the "top-most" information technology position) from each institutional campus and higher education center (as appropriate) in the State System. In the event the principal information technology officer is unable to participate on the Council, he/she may propose to the Chair of the Council an information technology professional, from their campus, as their delegate to the Council acting on their behalf. Any such proposal will be presented to the Executive Committee for consideration. If approved, the delegate will be considered a voting member of the Council. A representative from the independent sector may be invited by the Council's Executive Committee to serve on the Council and shall be selected from nominations provided by the Independent College Association.

2.21.2 Voting Privileges

CoIT members shall have equal standing with only one vote from each institutional campus and higher education center (as appropriate) in the state system.

2.21.3 Officers

Officers of the CoIT shall consist of a Chairperson and Chairperson-Elect. Each officer shall serve a term of one fiscal year beginning July 1st and ending June 30th.

Duties of the Chairperson include:

- Preside at the CoIT meetings.
- In concert with State Regents' Staff, prepare the agenda for the CoIT meetings.
- Appoint committees to study issues as needed.

The Chairperson-Elect shall serve in the capacity of chairperson during the absence of the chair. On a rotating basis~~, and by tier~~ (~~comprehensive,~~ four-

year/regional/comprehensive, and two-year), the Chair Elect shall come from the nominations received from the tier whose term it is to serve as Chair the following year. Elections will occur during the June Council meeting.

Once the Chair Elect is confirmed by a majority of the Council present at the June meeting, two members from each tier shall be designated (by tier) to serve on the Executive Committee. The tier whose term it is to have member serve as chair or chair elect shall designate only one additional member.

2.21.4 Committees

Committees shall be chaired by a member of the CoIT as named by the Executive Committee, and shall meet on an as-needed or pre-defined basis.

The Chairperson may recommend formation of ad-hoc committees to study specific issues of interest to the Council. Non-CoIT members may be named to standing and ad-hoc committees as deemed necessary to aid in the work of the committee. Non-CoIT members that are officially named to the committee by the CoIT Chair shall attend committee meetings and have voting privileges within that committee. Resource persons may also be named to committees by the Committee Chair but shall be non-voting members of the committee.

The Council may form or dissolve standing committees and ad-hoc committees by a two-thirds vote of the members who are present.

Standing committees shall consist of:

- Executive Committee
- Bylaws and Procedures Committee
- Research Committee
- Policy and Legislative Issues Committee
- Technology Committee
- Cross-Institutional Policies and Partnerships Committee

A. Executive Committee
Shall develop a slate of issues to be discussed and/or addressed by the council during the year to ensure timely management of matters affecting technology and related university welfare. Executive committee will meet prior to each Council meeting either in person or via teleconference or videoconference.

B. Bylaws and Procedures Committee
Responsible for assessing the adequacy for the Council's operating procedures and proposing, when warranted, amendments to the bylaws and Operating Procedures.

C. Research Committee
As required shall develop and present reports and/or studies pertaining to issues affecting information technology in the State System.

D. Policy and Legislative Issues Committee

Shall identify technology-related matters which have legislative oversight or legislative implications. When needed, the committee, along with the State Regents' staff will provide appropriate advice and counsel.

E. Technology Committee

Shall present topics and/or issues the council would like to know more about or discuss during monthly meetings. These will included, but not be limited to, hardware, equipment, software, networking, personnel, policies, and procedures as related to technology for the State System or that may be of interest to Council members and their respective institutions.

F. Cross-Institutional Policies and Partnerships Committee

Shall identify topics and/or areas of potential collaboration with regard to system IT functions and responsibilities. In addition, the committee will research and investigate relevant policies that could either facilitate the expansion of institutional partnerships or hinder their formation.

2.21.5 Meetings

Meetings of the Council shall be held bi-monthly in conjunction with State Regents' meetings and other councils. Meeting dates shall be announced on the CoIT Wiki at the beginning of each fiscal year.

As deemed necessary and appropriate, the Council may hold meetings at other places and locations as recommended by the chair of the Council and with consent of Council members.

Designees and non-COIT members may be invited to attend Council meetings and other events when pre-approved by the Council.

2.21.5 Parliamentary Procedure

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the Council, and unless specifically altered in these procedures, the latest edition of *Roberts Rules of Order* shall be the controlling guide in such practice.

Amendments - Any members of the Council may propose changes to these Bylaws. Proposed changes become effective when approved by two-thirds of the Council in attendance.

Approved by CoIT Membership May 4, 2006, April 19, 2012, October 17, 2013 and revised _____.

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AGENDA ITEM #19:

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:

- **Karli Greenfield,** training specialist for the Oklahoma College Assistance Program, received the 2016 Partner Award from the Oklahoma Association of Student Financial Aid Administrators' (OASFAA) at their annual conference last month.

- **Chancellor Glen D. Johnson** provided videotaped welcoming remarks for the Council on Information Technology (CoIT) annual summit; provided videotaped congratulatory remarks for Seminole State College (SSC) President Jim Utterback's retirement dinner; provided remarks and presented certificates at the annual Reach Higher Spring Reception at the Oklahoma City National Memorial and Museum; met with *The Oklahoman* Editorial Board in Oklahoma City to discuss higher education issues; provided remarks and presented certificates at the Council on Student Affairs (COSA) Leadership Academy in Oklahoma City; provided remarks at the Love's Entrepreneur's Cup awards dinner and program at the Chevy Bricktown Events Center in Oklahoma City; provided remarks and served as emcee for the 2017 Oklahoma's Promise Day program at the State Capitol in Oklahoma City; provided remarks and an update on the Oklahoma state system of higher education to the Oklahoma Chapter of Financial Executives International at the Beacon Club in Oklahoma City; met with the *Tulsa World* Editorial Board in Tulsa to discuss higher education issues; provided remarks to the Senate Pages at the State Capitol in Oklahoma City; served as 2017 commencement speaker for Connors State College's commencement at the Muskogee Civic Center in Muskogee and received the Muskogee High School's Lifetime Achievement Award.

- **Dr. Kermit McMurry**, vice chancellor for student services was selected by the US Office of Education to serve as a peer reviewer for both the 2017 TRIO Upward Bound and Upward Bound Math/Science competition. In addition, Dr. McMurry was asked by the leadership of United Way of Central Oklahoma to participate as a member of a team to evaluate budget requests and make recommendations for funding agencies receiving United Way of Central Oklahoma financial support. Dr. McMurry also served as principal speaker at the April 2017 Oklahoma Division of Student Assistance Programs Conference in Tulsa, Oklahoma.

- **Katelyn Niles,** OneNet's strategic communications intern, is graduating from the University of Oklahoma with a bachelor's degree in public relations and minor is political science.

- **Vonley Royal,** executive director for OneNet, **Robert Nordmark**, director of OneNet network services, and **April Goode**, director of OneNet strategic planning and communications, met with representatives from KanREN, OneNet's counter-part in Kansas. The group discussed opportunities for collaboration between the two states and brainstormed strategies for increasing network connectivity across the entire region.

- **Vonley Royal,** executive director for OneNet, and **April Goode**, director of OneNet strategic planning and communications, participated in the Southern Regional Education Board's Educational Technology Cooperative meeting. They shared how OneNet is positioned to facilitate educational technology collaborations for our state's higher education, career technology and K-12 schools.

- **Dr. Goldie Thompson**, director of Teacher Education and the Oklahoma Teacher Connection, participated as an external evaluator for the University of Central Oklahoma Department of Education Sciences, Foundations, and Research (ESFR) Capstone Research Experience Colloquium. As an evaluator, Dr. Thompson provided feedback to each graduate student presenter regarding their individual research projects and assisted teacher education faculty in determining the *Exceptional Capstone Research Award* recipient.

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AGENDA ITEM #20:

Executive Session.

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

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AGENDA ITEM #21-a:

Programs.

SUBJECT: Approval of Institutional Requests.

RECOMMENDATION:

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

BACKGROUND:

Cameron University (CU)
2 degree program requirement changes

East Central University (ECU)
24 degree program requirement changes
8 degree program option additions
3 degree program option deletions

Southeastern Oklahoma State University (SEOSU)
3 degree program requirement changes
5 degree program option additions
5 degree program option deletions
1 degree program name change

POLICY ISSUES:

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

ANALYSIS:

CU - Bachelor of Science in Chemistry (340)
Degree program requirement change

- For the "American Chemical Society Certified Chemistry Degree Major-Minor" option:
  - Add CHEM 4413 to "Required Courses."
- The proposed change will align the curriculum with the American Chemical Society's certification requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU - Master of Education in Reading (620)

Degree program requirement changes

- Remove EDUC 5613 and add EDUC 5773 and EDUC 5693.
- Remove 3 credit hours of "Electives."
- The proposed changes better prepare students for certification.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Fine Arts in Art (002)
Bachelor of Science in Biology (004)
Bachelor of Arts in History (022)
Bachelor of Science in Physics (035)

Degree program requirement changes

- For the "Teacher Certification" options:
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
- The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Arts in Communication and Performance Studies (045)

Degree program requirement changes

- For the "Speech Teacher Certification" option:
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
- The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Music (033)

Degree program requirement changes

- For the "Instrumental Teacher Certification," "Vocal Teacher Certification," and the "Piano Teacher Certification" options:
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.

- The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Special Education Mild/Moderate (044)

Degree program requirement changes

- Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4965 from 5 to 4 (4964).
- Add EDUC 2631 and EDUC 4282.
- Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
- Require a grade of 'C' or better in all required major courses.
- The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Early Childhood Education (054)
Bachelor of Science in Education in Elementary Education (013)

Degree program requirement changes

- Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4955 from 5 to 4 (4954).
- Add EDUC 2631 and EDUC 4282.
- Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
- Require a grade of 'C' or better in all required major courses.
- The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Arts in Criminal Justice (052)

Degree program requirement changes, degree program option addition and degree program option deletions

- Delete options "Juvenile Justice," "Adult Corrections," and "Law Enforcement."
  - The proposed deletions are due to low student interest in each option to justify maintaining separate options.
  - Students will remain in their current option or be allowed to move to the new option.
- Add option "Criminal Justice."
  - The proposed option provides students a thorough understanding of the techniques of crime control and prevention.
- Change major course requirements to:
  - Eighteen credit hours of "Core Courses" to include: CRJS 2233, CRJS 2253, CRJS 2352, CRJS 3333, CRJS 4473, and CRJS 4293.
  - CRJS 4946 (taken twice).

- Twenty-four credit hours of "Required Electives" to be selected from: CRJS 2423, CRJS 2453, CRJS 3643, CRJS 4333, CRJS 4242, CRJS 4623, CRJS 4981-4, HURES 2083, HURES 2103, HURES 3183, HURES 3763, KIN 2273, SOC 2113, SOC 3833, or other courses subject to advisor's approval.
- Additional "Electives" so that credit hours completed total 124.

- 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.

ECU - Bachelor of Science in Chemistry (010)

Degree program option addition and degree program requirement changes

- Add option "Biochemistry."
  - The proposed option will provide a pathway for students specifically interested in health related professions.
- For the "Teacher Certification" option:
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
  - The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- 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.

ECU - Master of Science in Psychological Services in Psychological Services (086)

Degree program option additions and degree program requirement changes

- Add options "Counseling Psychology," "School Psychology," and "Sport Psychology."
- For the "School Psychology" option:
  - Remove the requirement for applicants to hold a valid license or certification in School Counseling, Special Education, Early Childhood, Elementary, Secondary, or Elementary-Secondary Education.
  - Require applicants who do not hold a valid license or certification in School Counseling, Special Education, Early Childhood, Elementary, Secondary, or Elementary-Secondary Education to apply for alternative certification with the Oklahoma State Department of Education and submit verification of the process.
- Allow no more than 6 credit hours of 'C' to be counted toward meeting degree requirements.
- The proposed options officially define the curricular tracks currently being used for students focusing on different areas of psychology.
- 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.

ECU - Bachelor of Science in Environmental Health Science (016)

Degree program option additions and degree program requirement changes

- Add options "Environmental Health Science," "Public Health," and "Environmental Management and Natural Resources."
- Remove EHS 4143, EHS 4203, and EHS 4802 from "Required Courses."
- Change credit hours required for EHS 4946 from 6 to 3 (4943).

- The proposed options provide students with greater depth of knowledge and expand the skills needed within each area of concentration.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Arts in English (014)

Degree program requirement changes

- For all options:
  - Add ENG 2513, ENG 3143, ENG 3193, ENG 3213, ENG 3363, ENG 4013, and ENG 4883.
- For the "Teacher Certification" option:
  - Add HUM 2323 and ASLHR 2613/FREN 1113/GER 1113/LATIN 1113/RUSS 1113/ SPAN 1113.
  - Remove 27 credit hours of "Teacher Certification Major Requirements" and 18 credit hours of "Teacher Certification Electives."
  - Add ENG 4721 and ENG 3733.
  - Add 18 credit hours of "Electives" and require 4 courses from the following, including one from each category.
    - American Literature: ENG 2423/ENG 2433.
    - British Literature: ENG 2643/ENG 2653.
    - World Literature: ENG 3913/ENG 3923.
    - ENG 2243/ENG 2883/ENG 3373/ENG 3183/ENG 3113/ENG 3343.
    - ENG 4523/ENG 4543/ENG 4553/ENG 4813/ENG 4823/ENG 4983.
  - Select one additional course from American, British, or World Literature.
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
  - The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- For the "English" option:
  - Add HUM 2323 and ASLHR 2613/FREN 1113/GER 1113/LATIN 1113/RUSS 1113/ SPAN 1113.
  - Remove ENG 4943 and 39 credit hours of "Required English Electives."
  - Add 24 credit hours of "Electives" and require 4 courses from the following, including one from each category.
    - American Literature: ENG 2423/ENG 2433.
    - British Literature: ENG 2643/ENG 2653.
    - World Literature: ENG 3913/ENG 3923.
    - ENG 2243/ENG 2883/ENG 3373/ENG 3183/ENG 3113/ENG 3343.
    - ENG 4523/ENG 4543/ENG 4553/ENG 4813/ENG 4823/ENG 4983.
  - Select one additional course from American, British, or World Literature.
- The proposed changes align the curriculum with the 50 percent common core course requirement.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Accounting (001)

Degree program requirement changes

- Add ACCT 4203, ACCT 4981-4, and ACCT 4991-4.
- The proposed changes address the Accreditation Council for Business Schools and Programs recommendations.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Business Administration (007)

Degree program requirement changes

- For the "Marketing" and "Entrepreneurship" options:
  - Add MKTG 3333.
  - Remove MKTG 3353.
  - The proposed changes align the curriculum with the skills employers seek.
- For "Finance" option:
  - Remove FIN 3833 and FIN 4623.
  - Add 15 credit hours of "Electives."
  - The proposed changes align the program with the proposed Certificate in Personal Financial Planning and Certificate in Banking and Finance (see this agenda).
- 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.

ECU - Bachelor of Science in Family and Consumer Sciences (024)

Degree program requirement changes

- For the "Family and Consumer Sciences Education" option:
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
  - The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- For the "Retail Merchandising" option:
  - Add MKTG 3333.
  - Remove MKTG 3353.
  - The proposed changes align the curriculum with the skills employers seek.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Kinesiology (020)

Degree program requirement changes

- Change credit hours required for KIN 1962 from 2 to 3 (1963), for KIN 2222 from 2 to 3 (2223), for KIN 2272 from 2 to 3 (2273), for KIN 2432 from 2 to 3 (2433), for KIN 3612 from 2 to 3 (3613), and for KIN 3552 from 2 to 3 (3553).
- Remove KIN 2332.
- Add KIN 3233 and KIN 3303.
- The proposed changes will add more rigor to the program.

- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Mathematics (029)

Degree program requirement changes

- For the "General Math" option:
  - MATH 3213 and MATH 4913.
  - Add MATH 4223, MATH 4113, and MATH 4133.
  - Remove "Minor" requirement.
- For the "Teacher Certification" option:
  - Add MATH 4223.
  - Change credit hours required for EDUC 4043 from 3 to 2 (4042) and for EDUC 4975 from 5 to 4 (4974).
  - Add EDUC 2631 and EDUC 4282.
  - Change Grade Point Average required for admission from 2.50 in all college course work to 2.75 in all college course work.
  - The proposed changes ensure that the Council for Accreditation of Educator Preparation requirements are met and better prepare students for the classroom.
- The proposed changes also provide knowledge and skills students need to be successful.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Nursing (034)

Degree program requirement changes

- Remove CHEM 1114.
- Add CHEM 1324.
- The proposed change will better prepare students to take the pre-admission exam.
- 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.

ECU - Bachelor of Science in Psychology (037)

Degree program requirement change

- Add PSYCH 4001.
- The proposed change provides students with a senior capstone course.
- 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.

ECU - Master of Science in Human Resources in Human Resources (089)

Degree program requirement changes

- For the "Clinical Rehabilitation and Clinical Mental Health Counseling" option:
  - Remove HURES 5123 and H/P/E 5443.
  - Add HURES 5363 and HURES 5713.
- The proposed changes align the curriculum with the Oklahoma Behavioral Health Board's requirements for Licensed Professional Counselor.
- 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.

ECU - Graduate Certificate in Psychological Services-School Psychologist (100)

Degree program requirement changes

- Change admission criteria to:
  - Applicants must hold a master's degree in General Psychology, Special Education, Child Psychology, Educational Psychology, School Counseling, or a related counseling area.
- Remove PSYCH 5113, PSYCH 5183, EDSPY 5493, EDPSY 5693, EDSPY 5593, and EDPSY 5613.
- Add PSYCH 5063 and PSYCH 5173.
- The proposed changes are needed to align the curriculum with the School Psychology option available under the Master of Science in Psychological Services in Psychological Services (086).
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Graduate Certificate in Psychological Services-School Psychometrist (101)

Degree program requirement changes

- Remove the requirement for applicants to hold and maintain a valid teaching certificate in Early Childhood, Elementary, Elementary/Secondary, or Secondary Education or have completed course work in the teaching of reading and the teaching of mathematics with 120 clock hours of pre-professional experience in regular education and special education.
- Remove PSYCH 5113 and PSYCH 5183.
- Add PSYCH 5163 and PSYCH 5173.
- The proposed changes are needed to align the certificate with the School Psychology option available under the Master of Science in Psychological Services in Psychological Services (086).
- 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 Education in Elementary Education (072)

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

- Change program name to "Special Education."
- Add options Initial/NBCT Preparation," "Special Education Administration," "Early Childhood Special Education Specialist," and "Challenging Behaviors."
- Delete options "General Elementary Education," "Gifted Education," "Reading Specialist," and "Special Education."
  - There are currently no students enrolled in the "General Elementary Education," "Gifted Education," and "Reading Specialist" options.
- Require 21 credit hours of "Core Courses" to include the following: EDUC 5203, SPED 5113, SPED 5023, SPED 5033, SPED 5043, ENG 5983, and SPED 5063.
- The proposed changes are the result of restructuring the program to align the degree with the main focus of the curriculum and the interest of the students.
- Three new courses will be added and 16 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 - Bachelor of Music Education in Music Education (037)

Degree program requirement change

- Remove MUS 3641.
- The proposed change is recommended by the National Association of Schools of Music to reduce the credit hours required for piano.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 132 to 131.
- No funds are requested from the State Regents.

SEOSU - Master of Science in Native American Leadership (112)

Degree program requirement change

- Remove NAL 5002.
- The proposed change is the result of curricular restructuring and will save students time and money while receiving the same learning outcomes.
- 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 - Bachelor of Science in Computer Science (052)

Degree program option deletion

- Delete option "Computer Science."
- The proposed deletion eliminates a redundant option that was the result of adding the "Major" and "Major-Minor" options, which were approved at the May 29, 2015 State Regents' meeting.
- 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 Business Administration in Business Administration (075)

Degree program option addition

- Add option "Accounting."
- The proposed option was requested by industry partners.
- 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #21-b (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Liberal Studies and Bachelor of Arts in Liberal Studies through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the existing Bachelor of Arts in Liberal Studies and the Bachelor of Science in Liberal Studies through online delivery.

BACKGROUND:

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

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488) ;
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);

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

OSU's governing board approved offering via online delivery the existing Bachelor of Arts in Liberal Studies (443) and the Bachelor of Science in Liberal Studies (442) programs at their January 20, 2017 meeting. OSU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Arts in Liberal Studies (443)
Bachelor of Science in Liberal Studies (442)

Demand. The liberal studies programs are a combination of two disciplines in the College of Arts and Sciences, which include courses in Anthropology, Political Science, Psychology, and Sociology. These disciplines complement each other and graduates often seek employment in similar fields, such as education, sales, social work, law enforcement, human resources, healthcare, urban and regional planning, and research and development in the social sciences and humanities. According to the Bureau of Labor Statistics, employment for occupations in these fields is expected to increase as much as 19 percent through 2024. OSU reports that the majority of the coursework required for the programs have been available electronically since 2013 and that since Fall 2016, all courses, including general education requirements, are available online. By offering a full bachelor's degree in liberal studies online OSU will

be competitive with other universities and provide access to more students who are place bound; therefore, providing greater opportunity for students to seek employment in growing fields.

Delivery method. The delivery of the courses will be conducted via live lecture using Adobe Connect Software. Students will be required to have a camera and microphone to interact with the professor and classmates. A technology support person will be available to maintain connections and provide support. Students will also access class materials through Desire2Learn (D2L). D2L allows the student to log on to a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material. The library, facilities, and equipment are adequate for these degree programs.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure, and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 20, 2017. The University of Oklahoma (OU) requested a copy of the proposals, which were sent February 20, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-b (2):

Electronic Delivery.

SUBJECT: Southeastern Oklahoma State University. Approval of to offer the Master of Education in School Counseling through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's request to offer the existing Master of Education in School Counseling through online delivery.

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) is currently approved to offer the following degree programs via online delivery:

- Master of Business Administration (075);
- BBA in Management (027);
- BA in Criminal Justice (059);
- BS in Computer Science (052);
- BS in Computer Information Systems (061);
- BS in Elementary Education (016);
- MEd in School Administration (073);
- MEd in Secondary Education (074);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113);
- Bachelor of Science in Health and Human Performance (115); and
- Master of Early Intervention and Child Development in Early Intervention and Child Development (116).

SEOSU's governing board approved offering online the existing Master of Education in School Counseling (071) program at their January 27, 2017 meeting. SEOSU requests authorization to offer this existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Master of Education in School Counseling (071)

Demand. The Oklahoma Employment Security Commission estimates career growth for Educational Guidance Counselors to grow 7 percent through 2024. According to SEOSU, current approaches to address the shortage of School Counselors in Oklahoma are not sufficient. Providing the existing Master of Education in School Counseling (071) in an online format will allow current teaching professionals the opportunity to maintain their teaching responsibilities while pursuing an advanced degree.

As an institution, SEOSU has demonstrated the demand for online delivery of graduate programs. Since moving online, the Master of Business Administration (075) has grown in enrollments from approximately 40 students to 168. Similarly, the Master of Science in Occupational Safety and Health (017) began online delivery in 2007 and currently has 70 declared majors and has produced over 200 graduates. The documented shortage of School Counselors in Oklahoma, SEOSU's well-established School Counseling program, and SEOSU's history of successfully providing online graduate programming demonstrates why SEOSU believes there is a demand for online delivery of the Master of Education in School Counseling (071) and that they will be successful in growing enrollment and increasing graduation rates.

Delivery method. SEOSU will utilize the Blackboard learning and course management system. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty. Additionally, SEOSU will use Skype and Big Blue Button, along with traditional textbooks, journal articles, and videos to enhance learning. Academic support is also available through Smarthinking.com and electronic access to the Writing Center.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on February 29, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on March 14, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-b (3):

Electronic Delivery.

SUBJECT: Southwestern Oklahoma State University. Approval of requests to offer the Master of Education in Education and the Master of Education in Special Education through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's requests to offer the existing Master of Education in Education (064) and the Master of Education in Special Education through online delivery.

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Business Administration (011);
- Master of Education in Education Administration (062);
- Master of Education in Elementary Education (063);
- Master of Education in School Counselor (079);
- Master of Education in Early Childhood Education (129);
- Master of Business Administration (086);
- Associate in Science in General Studies (121);
- Bachelor of Science in Nursing (087);
- Master of Science in Nursing in Nursing Education (163);
- Master of Science in Nursing in Nursing Informatics (164);
- Master of Science in Nursing in Nursing Administration (165);
- Master of Education in School Psychology (148);
- Bachelor of Applied Science in Health Science (166);
- Bachelor of Science in Health Information Management (033); and
- Master of Science in Healthcare Informatics and Information Management (162).

SWOSU's governing board approved offering online the existing Master of Education in Education (064) and the Master of Education in Special Education (081) programs at their February 17, 2017 meeting. SWOSU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process.

The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

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

Master of Education in Education (064)

Demand. The Master of Education in Education (064) provides students advanced knowledge and pedagogy in a variety of secondary education areas, such as mathematics, natural science, and social science. Delivery of the Master of Education in Education (064) online will allow students access to advanced degree options which would not be available to them through a traditional face-to-face format. Working professionals will have the opportunity to maintain professional obligations while completing advanced degree requirements needed to support the growth in the field. In recent years, select courses have been offered online and enrollment in those courses has increased. SWOSU believes having the entire program online will boost enrollment and help to raise graduation rates.

Delivery method. SWOSU will utilize the learning and course management system, Canvas, for the instructional delivery of the existing degree program. Instructors will make full use of the online features including discussion boards, electronic assignment submission, video assignments, required reading, and direct access to instructors and the program director.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on February 29, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on March 14, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

Master of Education in Special Education (081)

Demand. The Master of Education in Special Education (081) provides students advanced knowledge and pedagogy in special education. Online delivery of the program will allow students access to advanced degree options which would not be available to them through a traditional face-to-face format. In recent years, select courses have been offered online and enrollment in those courses has increased from 5 in Fall 2012 to 22 in Fall 2015. Additionally, the number of graduates has risen from 1 in 2013 to 22 in 2016. Working professionals will have the opportunity to maintain professional obligations while completing advanced degree requirements needed to support the growth in the field. SWOSU believes having the entire program online will boost enrollment and help to raise graduation rates.

Delivery method. SWOSU will utilize the learning and course management system, Canvas, for the instructional delivery of the existing degree program. Instructors will make full use of the online features including discussion boards, electronic assignment submission, video assignments, required reading, and direct access to instructors and the program director.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on February 29, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on March 14, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-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 May 26, 2017, State Regents' staff received a SARA renewal application from the institution listed below:

- Oklahoma City University.

As a result of meeting the SARA eligibility requirements, this institution was approved by the Chancellor for annual renewal of its participation in SARA. State Regents' ratification is requested.

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AGENDA ITEM #21-d:

Brad Henry International Scholarship Program.

SUBJECT: Ratification of the Brad Henry International Scholarship Program 2017-2018 Scholarship Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Brad Henry International Scholarship Program Awardees for the 2017-2018 academic year and ratify payment of the scholarship award.

BACKGROUND:

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

POLICY:

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

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

Due to budget constraints in FY16, the OSRHE was unable to fund participants from every Oklahoma regional university and implemented a new scholarship selection procedure where each institution would have the opportunity to participate on a randomly selected rotation. For institutions who did not have a nominee or was not selected in FY16, those institutions moved to the top of the rotation for this year.

It is recommended that the State Regents approve the following randomly selected individuals as 2017-2018 Brad Henry International Scholars recipients:

Fall 2016
Ms. Ofelia Chavoya – Rogers State University
Ms. Bethany Hinman – Northeastern State University
Ms. Patricia Pixler – Northwestern Oklahoma State University

Spring 2017
Ms. Avery Alexis – University of Science and Arts of Oklahoma
Mr. Jared Robinson – Southeastern Oklahoma State University

Swansea recently updated their tuition structure and now charges tuition based on semester and STEM or non-STEM courses. Scholarship amounts detailed below include tuition, fees, accommodations, the OSRHE $1,500 stipend and are close estimates due to currency exchange fluctuations.

Student Name	**STEM Courses**	**Duration of stay**	**Cost in UK pounds**	**Cost in US dollars**
Ofelia Chavoya	Non-STEM	Fall	$9,081	$11,624
Bethany Hinman	STEM	Fall	$9,984	$12,780
Patricia Pixler	STEM	Fall	$9,984	$12,780
Jared Robinson	STEM	Spring	$10,560	$13,517
Avery Alexis	Non-STEM	Spring	$9,654	$12,359
		TOTAL	**$49,263**	**$63,060**

Institutions that were not selected to participate in the 2017-18 academic year (Cameron University, Oklahoma Panhandle State University, Southwestern Oklahoma State University, University of Central Oklahoma, Langston University and East Central University) will have top priority in selection for the next academic year.

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AGENDA ITEM #21-e:

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 25, 2017 and April 30, 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 25, 2017 and April 30, 2017, there is one purchase in excess of $25,000 but not in excess of $100,000.

Core

1) Quartz Mountain Resort Arts and Conference Center in the amount of $33,891.20 for the 2017 Counselor and Indian Education Institute to allow the opportunity for PK-12 Counselors and Indian Education Coordinators throughout the state of Oklahoma to collaborate with one another, share best practices and build professional networks. (Funded from 210-Core).

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AGENDA ITEM #21-f:

Memorandum of Understanding.

SUBJECT: Ratification of the Memorandum of Understanding for tribal outreach for higher education initiatives.

RECOMMENDATION:

It is recommended that the State Regents ratify the Memorandum of Understanding between the Oklahoma State Regents for Higher Education and the Tribal Education Departments National Assembly on Technical Assistance regarding Tribal Outreach for Higher Education Initiatives.

BACKGROUND:

In 2011, the State Regents became part of Complete College America's initiative designed to increase the number of college graduates by 67 percent by the year 2023. These degree holders will meet the workforce and economic development needs of Oklahoma. The 2016 Employment Outcomes Report indicates that 84 percent of Oklahoma residents who graduated with a college degree in 2016 remained in the state and are employed in the state one year after graduation.

To meet this goal and develop workforce talent in Oklahoma, every important sector of Oklahoma's population must be engaged in the effort. In 2016, State Regents' staff, through State Regents' programs in Student Preparation and Reach Higher, started discussions with the Tribal Education Departments National Assembly (TEDNA) and leadership among individual tribes to expand partnerships for enhanced focus on higher education for American Indian and Native Alaskan students in Oklahoma.

Founded in 2003 through funding from the U.S. Department of Education to the Native American Rights Fund, TEDNA is an independent national non-profit organization that retains active membership of Tribal Education Departments and Tribal Education Agencies. TEDNA's mission is to:

- Assemble and represent collectively indigenous sovereign nations' departments of education;
- Respect and honor each nation's distinct spiritual, cultural, linguistic, and economic identities;
- Foster effective relationships with other governmental and educational agencies, organizations, and entities;
- Facilitate communication and cultivate consensus amongst members by, among other things, providing current, accurate, and pertinent information to members; and
- Support and encourage goals for sovereign nations' students, families, and communities wherever they may be located.

TEDNA fully supports higher education programs which are providing long-needed assistance to tribal nations to better support providing effective higher education opportunities to sovereign nation populations, and has become an invaluable partner with the State Regents and Oklahoma institutions in

ensuring higher education academic and social support resources are made available to members of sovereign nations headquartered in Oklahoma.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other entities.

ANALYSIS:

State Regents staff and State System institutions have many existing relationships with individual tribal nations for educational activities, however, to date, there is no overarching commitment between Oklahoma higher education and sovereign tribal leadership for a concerted effort to promote college degree completion among tribal members. This new MOU with TEDNA will open conversations on broad topics of better serving American Indian and Alaskan Native students, as well as specific activities for serving individual students in partnership with tribal sovereign leadership.

The MOU was developed by TEDNA and State Regents staff, and a brief summary of the expected outcomes from the MOU is presented below, with the full MOU attached:

Summary of Outcomes and Activities from the MOU
• State Regents and TEDNA will use their resources, expertise and personnel to provide technical assistance to Tribal Education Departments (TEDs) involved in Oklahoma higher education initiatives. • State Regents and TEDNA will plan and host specific joint meetings or gatherings for TEDs, prepare and disseminate appropriate documentation and materials, and develop other joint initiatives. • State Regents and TEDNA representatives will meet monthly to review the work supported by the MOU, share relevant information, report progress and barriers to progress, and identify potential new areas of collaboration. • No exchange of funds will occur under this MOU.

Attachment

MEMORANDUM OF UNDERSTANDING

between

the Oklahoma State Regents for Higher Education and the Tribal Education Departments National Assembly On Technical Assistance regarding Tribal Outreach for Higher Education Initiatives

I. OVERVIEW

This Memorandum of Understanding (MOU) is entered into by and between the Oklahoma State Regents of Higher Education, hereinafter referred to as the (OSRHE), and the Tribal Education Departments National Assembly, hereinafter referred to as (TEDNA), to collaborate and support Tribal Education Departments and Tribal Education Agencies (TEDs and TEAs) in their sovereign efforts under federal law, programs, and funding.

II. BACKGROUND

A. OSRHE

As stated in the Oklahoma Constitution, Article XIII A, Section 2 "The Regents shall constitute a coordinating board of control for all State institutions described in section 1 hereof, with the following specific powers; (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution, and (5) it shall have the power to recommend to the Legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature."

B. TEDNA

Founded in 2003 through funding from the U.S. Department of Education to the Native American Rights Fund (NARF), TEDNA is an independent national non-profit organization that retains active membership of TEDs and TEAs. It is the mission of TEDNA to: Assemble and represent collectively indigenous sovereign nations' department of education; Respect and honor each nation's distinct spiritual, cultural, linguistic, and economic identities; Foster effective relationships with other governmental and educational agencies, organizations, and entities; Facilitate communication and cultivate consensus amongst members by, among other things, providing current, accurate, and pertinent information to members; and, Support and encourage goals for its students, families, and communities wherever they may be located.

TEDNA fully supports higher education programs which are providing long-needed assistance to tribal nations to effectuate sovereignty over education. Consistent with its organizational mission, TEDNA provides the following relevant services, including but not limited to:

1. Information and resources to ensure TEDs and TEAs have accurate and current guidance regarding tribal, state, and federal education laws;

2. Technical assistance and facilitation with planning, development, implementation, and revision of tribal education codes using promising practices and accurate and current legal information and resources including those provided by NARF;

3. Evaluation, testing, and strengthening of federal, state, and tribal policies and procedures affecting data and reports produced by and for TEDs and TEAs;

4. Development of partnerships between TEDs, TEAs, State Education Agencies, Local Education Agencies, and federal agencies, to better meet the needs of American Indian and Alaska Native students; and

5. Support for innovative TED and TEA activities to implement early college and community based college career readiness strategies for American Indian and Alaska Native students;.

III. PURPOSE AND SCOPE

A. Statement of Mutual Interest

The OSRHE and TEDNA share a mutual interest in the exercise of tribal sovereignty over higher education to improve educational opportunities and outcomes for American Indian and Alaska Native students.

B. Statement of Commitments

1. Where appropriate, and subject to applicable laws, regulations, and availability of funding, the OSRHE and TEDNA will use their resources, expertise, and personnel to provide technical assistance to TEDs involved in Oklahoma higher education initiatives. To the extent possible, OSRHE and TEDNA will work cooperatively in providing such technical assistance. The OSRHE will encourage TEDs to partner with and / or utilize TEDNA in the provision of such technical assistance.

2. In addition to or in connection with the provision of technical assistance to TEDs and coordination for higher education initiatives in Oklahoma, the OSRHE and TEDNA will endeavor to: 1) plan and host specific joint meetings or gatherings; 2) prepare and disseminate appropriate documentation and other materials; and, 3) develop other specific joint initiatives.

3. To ensure that the mutual interest and commitments of this MOU are pursued in a meaningful, continuing and timely fashion, the OSRHE may request TEDNA to make available a representative to confer or meet with OSRHE on at minimum a monthly basis to: 1) review the work supported by this MOU; 2) share relevant information; 3) report on progress and barriers to progress; and, 4) identify potential new area(s) of collaboration.

4. No exchange of funds will occur under this MOU. This MOU does not obligate the OSRHE or TEDNA to spend funds on any particular project or purpose, even if funds are available.

IV. EFFECT, DURATION, MODIFICATION, REVIEW AND TERMINATION

This MOU shall become effective upon execution by both parties. This MOU shall remain in effect until terminated. This MOU may be modified upon mutual written agreement of both parties. Each party must respond to request for modification(s) within forty-five (45) days of receipt. This MOU will be reviewed annually from its effective date. This MOU can be

terminated by either party upon issuance of written notice to the other party no less than 45 days before the proposed termination date; provided that, the 45 days' notice may be waived by mutual written consent of all parties to this MOU.

V. AUTHORIZED SIGNATORIES OF PARTIES

The individuals whose signatures appear below attest to having the right, power, and due authority to enter into this MOU on behalf of each entity.

For the Oklahoma State Regents of Higher Education

_____ Date: _____

Glen D. Johnson, Chancellor
Oklahoma State Regents for Higher Education

For the Tribal Education Departments National Assembly

_____ Date: _____

Gloria Sly
President, Tribal Education Departments National Assembly gloria-sly@cherokee.org

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AGENDA ITEM #21-g:

Non-Academic Degree.

SUBJECT: Ratification of a request from the University of Oklahoma to award an Honorary Degree.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's request to award an Honorary Degree.

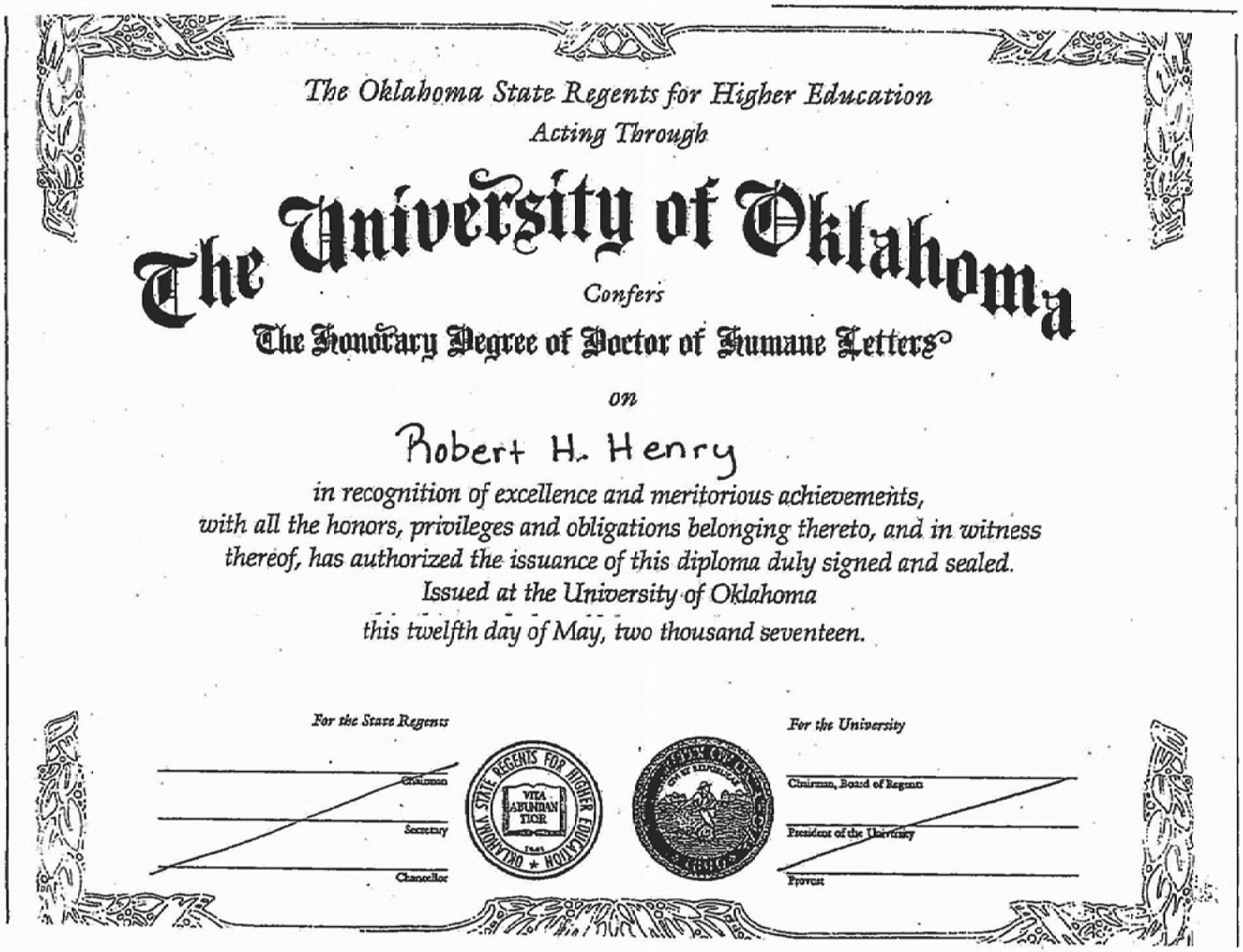
STAFF ANALYSIS:

A request has been made from the University of Oklahoma to award an Honorary Doctor of Humane Letters degree to Robert H. Henry, in recognition of his distinguished career and significant public service activity.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The OU request meets the requirements of the State Regents' policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.



The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Robert H. Henry

in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this twelfth day of May, two thousand seventeen.

For the State Regents

Chairman

Secretary

Chancellor

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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For the University

Chairman, Board of Regents

President of the University

Provost

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AGENDA ITEM #21-h:

Resolution.

This item will be available at the meeting.

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AGENDA ITEM #21-I (1):

State Regents Task Force on the Future of Higher Education.

SUBJECT: Ratification of Additional Members for the State Regents' Task Force on the Future of Higher Education.

RECOMMENDATION:

It is recommended that the State Regents ratify additional members to serve on 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.

At their meeting on April 20, 2017, the State Regents accepted the following individuals as members of 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 Jeff Hickman
- 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

ANALYSIS:
The following additional individuals have been added as members of the State Regents' Task Force on the Future of Higher Education:

- Designee for Governor Mary Fallin – Secretary of Education and Workforce Development and President of Oklahoma State University – Oklahoma City Natalie Shirley
- Designee for Speaker Charles McCall – Representative Jadine Nollan
- Designee for Senate President Pro Tempore Mike Schulz – Mr. Jeff Greenlee, President, NBC Oklahoma

Lieutenant General Lee K. Levy II, Commander, Air Force Sustainment Center, Air Force Materiel

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AGENDA ITEM #21-I (2):

State Regents Task Force on the Future of Higher Education.

This item will be available at the meeting.

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AGENDA ITEM #22-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.

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AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Acceptance of the Chiropractic Education Scholarship Program 2016-17 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $30,165 from appropriations made by the 2016 Oklahoma Legislature for the 2016-17 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Scholarship Program for the 2016-17 academic year. The award distribution to each participating institution for the 2016-17 academic year is indicated below.

Institution	2016-17	
	Awardees	Amount
Cleveland College Kansas City, KS	11	$15,892
Parker College Dallas, TX	5	$8,494
Sherman College Spartanburg, SC	1	$469
Logan College of Chiropractic Chesterfield, MO	2	$5,004
TOTAL	**19**	**$29,859**

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AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Acceptance of the Future Teachers Scholarship Program 2016-17 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $75,412 from appropriations made by the 2016 Oklahoma Legislature for the 2016-17 Future Teachers Scholarship. Funding was also available from previous year carryover. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2016-17 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Special Education, English/Language Arts, Elementary Education, Early Childhood Education, Health Education, Career and Technical Education, Library Sciences, Arts and Music, Business, Humanities, and Computer Science. Ninety students at twenty institutions were approved for program participation for the 2016-17 academic year. Expenditures totaled $81,942.

The attached report reflects the award distribution to each participating institution for the 2016-17 academic year. Because of sufficient program reserve funds, the number of scholarship recipients was not impacted in 2016-17 by state appropriation reductions. However, due to the depletion of the reserves, fewer recipients are anticipated in 2017-18.

Oklahoma State Regents for Higher Education
Future Teachers Scholarship
2016-17 Year End Report

Institution	Awards	Students
University Of Oklahoma	7,382	8
Oklahoma State University	8,650	7
Cameron University	5,546	9
East Central University	5,000	7
Northeastern State University	18,914	20
Northwestern Oklahoma State University	3,000	3
Oklahoma Panhandle State University	1,175	1
Southeastern Oklahoma State University	3,750	3
Southwestern Oklahoma State University	3,625	3
University of Central Oklahoma	14,675	17
University of Science and Arts of Oklahoma	1,950	2
Northeastern Oklahoma A&M College	500	1
Western Oklahoma State College	500	1
Bacone College	250	1
Oklahoma Baptist University	1,285	2
Oklahoma Christian University	1,500	1
Oklahoma City University	1,175	1
Oklahoma Wesleyan University	1,065	1
Southern Nazarene University	1,500	1
St. Gregory's University	500	1
Totals	**$81,942**	**90**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #22-b (3):

Annual Reports.

SUBJECT: Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2016-17 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the "1921 Tulsa Race Riot Reconciliation Act of 2001" which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The family income of the recipients may not exceed $70,000. The scholarships are one-time awards of $1,000.

ANALYSIS:

Two students received awards during the 2016-17 academic year at an award level of $1,000. The recipients attended two different Oklahoma institutions—one at the University of Oklahoma and one at Tulsa Community College.

TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2016-17

Nominating High School	Institution	Award
McLain High School	Tulsa Community College	$1,000
Booker T. Washington High School	University of Oklahoma	$1,000
	Total	**$2,000**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #22-b (4):

Annual Reports.

SUBJECT: Acceptance of the William P. Willis Scholarship 2016-17 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

In 1986, the Oklahoma Legislature created the William P. Willis Scholarship to honor the former Speaker of the House from Tahlequah who served in the Legislature from 1959-1986. The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached report shows the award distributions to twenty-five students totaling $45,000 for the 2016-17 academic year.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with $1 million provided over the first four fiscal years. For many years the trust fund provided adequate earnings for the program scholarship costs. However, due to statutory restrictive investment requirements, the program trust fund balance and earnings have declined in recent years. The fund balance as of March 31, 2017 was about $826,000. Interested accrued to the fund for FY2017 through March 31 was only $11,000 compared to expenditures of $45,000. Current trends will eventually require either additional funds, changes in the statutory investment requirements, modification of program awards, or a combination of program changes to preserve the viability of the program.

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2016-17 Year End Report

Institution	Awards
Cameron University	$ 2,400
Carl Albert State College	$ 2,000
East Central University	$ 2,400
Eastern Oklahoma State College	$ 1,000
Langston University	$ 1,200
Murray State College	$ 1,000
Northeastern Oklahoma A&M College	$ 2,000
Northeastern State University*	$ 3,600
Northern Oklahoma College	$ 2,000
Northwestern Oklahoma State University	$ 2,400
Oklahoma Panhandle State University	$ 2,400
Oklahoma State University	$ 3,000
Redlands Community College	$ 1,000
Rogers State University	$ 1,200
Rose State College	$ 2,000
Southeastern Oklahoma State University	$ 2,400
Southwestern Oklahoma State University	$ 2,400
Tulsa Community College	$ 2,000
University of Central Oklahoma	$ 1,200
University of Oklahoma	$ 3,000
University of Science and Arts of Oklahoma	$ 2,400
Western Oklahoma State College	$ 2,000
TOTAL	**$ 45,000**

*By statute, NSU is allotted two nominees-one must be history major.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #22-b (5):

Annual Reports.

SUBJECT: Acceptance of the George and Donna Nigh Scholarship 2016-17 Year-End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

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

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

ANALYSIS:

For the spring 2017 semester, each recipient of the George and Donna Nigh Scholarship has been awarded $1,000. Attached is a roster of recipients who received awards totaling $31,000. The number of scholarship recipients in 2017 was not impacted by state appropriation cuts because the budget reductions for the program were addressed through decreases in non-scholarship expenses.

Oklahoma State Regents for Higher Education
George and Donna Nigh Scholarship
2016-17 Year End Report

Institution		**Amount**
Cameron University		$1,000
Carl Albert State College		$1,000
Connors State College		$1,000
East Central University		$1,000
Eastern Oklahoma State College		$1,000
Langston University		$1,000
Murray State College		$1,000
Northeastern Oklahoma A&M College		$1,000
Northern Oklahoma College		$1,000
Northeastern State University		$1,000
Northwestern Oklahoma State University		$1,000
Oklahoma City Community College		$1,000
Oklahoma Panhandle State University		$1,000
Oklahoma State University		$1,000
Oklahoma State University-Oklahoma City		$1,000
University of Oklahoma		$1,000
Redlands Community College		$1,000
Rogers State University		$1,000
Rose State College		$1,000
Seminole State College		$1,000
Southeastern Oklahoma State University		$1,000
Southwestern Oklahoma State University		$1,000
Tulsa Community College		$1,000
University of Central Oklahoma		$1,000
University of Science and Arts of Oklahoma		$1,000
Western Oklahoma State College		$1,000
Oklahoma Baptist University		$1,000
Oklahoma Christian University		$1,000
Oklahoma City University		$1,000
Southern Nazarene University		$1,000
St. Gregory's University		$1,000
Total		**$31,000**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #22-b (6):

Annual Reports.

SUBJECT: Acceptance of the Teacher education annual report on system wide review.

RECOMMENDATION:

It is recommended that the State Regents accept the nineteenth teacher education annual report on system wide review.

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

Prior to 2010, Oklahoma consistently ranked in the top fifteen in "Improving Teacher Quality" in the Education Week Quality Counts Report. Following this period, Oklahoma's rank fell to twenty-four in the "Teaching Profession" category and has continued to remain in the bottom tier of overall education quality since that time.

Oklahoma's decline in rank followed the 2010 moratorium placed on the Oklahoma Teacher Residency Year program which eliminated mentoring support for novice teachers designed to enhance their professional growth and practice. Additionally, in recent years, Oklahoma has failed to maintain a stable system of standards and assessments which has dramatically impacted teacher preparation, as well as student outcomes.

In 2014, recognizing the need for such support structures, a teacher residency program was reinstated for novice teachers. Further legislation has recently established new standards for Oklahoma with appropriate assessments to follow.

BACKGROUND:

The State Regents initiated teacher education reform efforts in the summer of 1992 with the External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State

Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, the need for question four (4), "grade inflation in the field of education," was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Praxis Core Academic Skills for Educators Test). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade 'inflation' was more the result of these criteria than from any other source. Thus, the report now answers six (6) questions instead of seven (7), omitting question four (4) on grade inflation.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the nineteenth annual report, covers the 2015-2016 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the Office of Educational Quality and Accountability (OEQA) in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents' commitment to efficiency and excellence.

ANALYSIS:

Over 20 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Director of Teacher Education meets regularly with teacher education deans across the State System to maintain the gains in quality of teacher education programs. Consequently, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2015-2016, the colleges of education conditionally admitted 211 teacher education graduate students. Those who moved forward in their respective programs completed the required remediation to meet admission requirements.

- The 12 universities constantly examine elementary education requirements. For 2015-2016, colleges of education have transitioned their curriculum towards alignment with the new Interstate Teacher Assessment and Support Consortium (InTASC) standards, as well as the Oklahoma Academic Standards (OAS). Additionally, the colleges are continuing to focus on

content knowledge instruction and constructive response strategies so candidates would have greater success in passing the Oklahoma Subject Area Tests (OSAT) Elementary Subtest 1. Other areas of concentration include working with pre-service teacher candidates to prepare them for the Teacher and Leader Effectiveness (TLE) evaluation process, improve instructional strategies for the classroom, modify reading and literacy assessments, as well as emphasize professional growth that impacts student learning.

- Although institutions were impacted negatively by the budget shortfall, colleges of education report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to Smart Boards and video/audio equipment. A number of universities also reported purchases that included repairs, replacements and upgrades to printers, laptops, projectors and other hardware. Some institutions purchased iPads, lab equipment for instructional technology, 3-D printers, and other interactive technology (i.e. webcams, digital recording devices etc.), to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Additionally, some institutions upgraded network infrastructures, installed wireless equipment, and established web-based data collection systems. Emphasis is placed on instructional and technical support, as well as general maintenance.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- All 12 colleges of education report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and sciences faculty on a variety of committees in the teacher education college. Arts and sciences faculty assist colleges of education in coursework for pre-service teachers, as well as data analysis. Arts and sciences faculty members also make recommendations to colleges of education for program improvement. Additionally, the ongoing Elementary and Secondary Education Act (ESEA), Title II, Part A, Improving Teacher Quality (ITQ) ESEA grants provide opportunities for arts and sciences faculty, teacher education faculty and K-12 teacher collaborations.

REPORT ON RECOMMENDATIONS:

1. **Graduate programs should be examined to assure that they are rigorous, vigorously administered and adequately supported with resources.**

Number of Graduate Students Admitted Conditionally	
Universities	**Admitted Conditionally**
Cameron University	*50
East Central University	28
Langston University	1
Northeastern State University	0
Northwestern Oklahoma State University	0
Oklahoma Panhandle State University	N/A
Oklahoma State University	14
Southeastern Oklahoma State University	24
Southwestern Oklahoma State University	16
University of Central Oklahoma	74
University of Oklahoma	4
University of Science and Arts of Oklahoma	N/A
*Due to procedural changes during the 14-15 academic year, advanced candidates are no longer being admitted conditionally.	

2. **The appointment of a Regents' staff member to coordinate teacher education should be continued.**

   Dr. Goldie Thompson has served as Director of Teacher Education and the Oklahoma Teacher Connection since September 2012.

3. **Academic preparation in elementary education should be strengthened.**

   Cameron University (CU)
   During 2015-2016 a few significant changes were made to all programs, including elementary education:

   Program Changes:
   The program faculty work alongside the Assessment Advisory Committees to analyze data and develop recommendations to improve teacher preparation programs and candidate performance. Some examples of data-driven changes in 2015-2016 include:

Data Examined	**Change Made**	**Reasoning**
Dispositional data for initial and advanced	Development of new dispositions	Dispositions had not been revisited since initial development in 2006; incorporates InTASC, TLE, and CAEP standards
Student Teaching Evaluation data	Creation of new Student Teaching Evaluation and Rubric	Needed to shift alignment from OK15 to InTASC standards as well as incorporate TLE to ensure smooth transition to first year

		teaching
Student Teaching Content Addendum Data for English Education and Special Education	Update Content Addenda for English Education & Special Education to update Specialized Professional Associations (SPA) standards	Needed to shift alignment to latest SPA standards

Candidate Portfolios:
The only changes to candidate portfolios in 2015-2016 were administrative with a shift in Chalk & Wire support responsibilities from a single faculty member to all program faculty with administrative assistant support and offering multiple year licenses to candidates to save money.

Clinical Partnerships & Practice:
Unit and school partners work together regularly on standing committees, all of which consider field experiences part of their charge. Since all of the assessments used with field experiences are based on the conceptual framework, it is vital all partners meet as a Conceptual Framework Committee to consider revisions to the framework and to review the alignment of all programs to the conceptual framework and dispositions.

The Field Experiences Committee, chaired by the Coordinator of Field Experiences (CFE), includes faculty representatives and is responsible for reviewing data and policies regarding field experiences. Data regarding student teacher performance and mentor teacher effectiveness are shared with the Field Experiences Committee annually with the expectation that related recommendations for improvement are made to Teacher Education Council (TEC).

TEC includes representatives from all education programs as well as candidates and public school representatives. The council meets monthly and serves in an advisory capacity to the Director of Teacher Education. Duties of the council include reviewing regulations and proposed changes including those that involve field experiences; making recommendations regarding the professional education sequence, which includes clinical practice; and making recommendations regarding the selection, admission, and retention of teacher education candidates.

Advisory Committees for the unit meet during the fall to review data and share other information about candidate performance. Each program has its own advisory committee comprised of P-12 faculty, professional community members, candidates, graduates, and unit faculty. The membership of each committee provides a combination of stability, with some members participating year-to-year, and fresh perspectives, with new members joining each year.

The unit also provides input and support to the school partners and their programs as evidenced through shared communication and professional development opportunities.

Cameron education administrators meet regularly with area principals and superintendents as part of a cooperative hosted by Great Plains Technology Center. These meetings help to maintain close connections with P-12 as well as regular sharing of information.

The HATS Off (Helping Aggie Teachers Succeed) program was developed by Cameron in fall 2010 to provide support for its graduates during their first year in the classroom when Oklahoma put a moratorium on its residency program. University supervisors observe and provide feedback to graduates. The HATS Off program provides follow-up data from university supervisors, graduates, and principals regarding unit effectiveness. During 2015-2016, Lawton Public Schools

contracted with Cameron University to provide HATS Off support to all of their first-year teachers.

Cameron hosted a professional development in conjunction with Lawton Public Schools. Candidates, classroom teachers, and faculty participated side-by-side in a special education workshop titled *Making a Difference in a Child's Life* featuring David Bowker from Purdue University and breakout sessions provided by LPS educators.

East Central University (ECU)

The following changes have been made to strengthen the elementary education program:

- Constructed response prompts have been implemented in various professional education and Elementary Education methods courses.
- Faculty members are preparing teacher candidates to use the Oklahoma Academic Standards.
- Monthly faculty meetings are used to analyze various aspects of this report's data throughout the upcoming year for continual improvement of the Elementary Education Teacher Preparation program.
- Education Teacher Performance Assessment (EdTPA) was utilized as the culminating performance assessment in student teaching (spring, 2016)
- Education faculty members are reaching out to partner more closely with area school districts to better mentor education majors into the profession. A Cooperating Teacher Forum was held in August 2015 and January 2016 for all area teachers and administrators who work with ECU teacher candidates. The Teacher Forum is an important networking venue where university faculty members can partner with area public schools to support and nurture candidates into the teaching profession. Feedback from these cooperating teachers and administrators is used to enhance this partnership with area stakeholders.
- Dr. Mark Jones and Dr. Shelli Sharber hosted CampTechTerra 3-day workshop in July 2016 for innovative teacher training within the newly renovated education building, incorporating Makerspaces, Robotics, 3D Printing, and Digital Storytelling.
- Elementary faculty engaged in alignment activities to ensure that all elementary standards are addressed at various points in the program.

Langston University (LU)

Revised plans of study were fully implemented during the fall, 2015 semester effectively reducing the number of credit hours from 140 to 124. All course schedules were revised to meet the enrollment needs of the program and to create larger sized cohorts of students. We believe that the larger cohorts will be mutually beneficial to both the program and the students and will assist in better planning for course offerings. Candidates will receive a broader range of peer support, ultimately impacting retention.

In the Spring 2016 semester, the unit began looking at instruction across all courses in comparison to competencies assessed on the Elementary Oklahoma Subject Area Test (OSAT). Using the passage rate data, aggregated and disaggregated across sub-areas, the unit was able to identify areas that were missing in instruction. As a result of this work, changes are being made to courses, including replacing courses that do not have any relation to what candidates need to know and replacing them with more intensive pedagogical courses. Additionally, the unit is adding 19 hours of special education courses to the elementary plan, to provide candidates with the widest range of possibilities for knowledge and employment. The unit is in the process of submitting the changes for approval.

Northeastern State University (NSU)
One hour courses have been offered to teacher candidates to assist them in preparing for the Elementary Education (ELED) OSAT and the Mild/Moderate Disabilities OSAT.

Elementary Education faculty developed a proposal to revamp the program in order to embed more opportunities to gain significant knowledge in content areas, more pedagogy courses with application opportunities to implement the pedagogy strategies learned, and one hour special topic courses focused on OSAT constructive response strategies. The revamped ELED program proposal went through a rigorous college and university committee process, received Regents approval, and the new revised program has been implemented since fall 2016.

Northwestern Oklahoma State University (NWOSU)
Modifications made the previous year to performance assessments have been implemented for the elementary education program. OSAT tutoring sessions, both individual and group, are available to assist candidates in preparing for the examination and include testing strategies and study skills. Strategies for success in writing constructed response items continue to be imbedded in coursework.

Field experiences have been modified in the Integrated Literature course to include ten hours in a middle school setting and 54 hours in an elementary setting to allow for a more diverse experience.

Oklahoma Panhandle State University (OPSU)
No changes have been made to the elementary education program.

Oklahoma State University (OSU)
The program continued to modify the content of early field placement courses so that pre-service teachers are more actively involved with the facilitation of lessons. Students are now asked more explicitly, though it has long been the intent, to participate in the classroom instead of just "observing." Further, these expectations are communicated regularly with partner sites, principals, and mentors upon making placements, to ensure they wish to partner on the placement and are willing to allow candidates the opportunity to apply their learning. Thus, candidates are able to teach a lesson to either the entire class or to a small group of students. The unit has also continued to work with new partnerships for these field placements, and has maintained a number of existing relationships. As indicated below, the program also restructured field work to provide earlier urban and rural experiences, affording greater flexibility and longer term placements for internships while maintaining the program's strong commitment to diverse placements.

Southeastern Oklahoma State University (SEOSU)
The revised elementary education program was phased in during the 2015-16 school year. The new reading and language arts course for older readers were implemented during spring 2016.

Southwestern Oklahoma State University (SWOSU)
The unit is currently reviewing course objectives, assignments, and rubrics for curriculum alignment with the new Council for the Accreditation of Educator Preparation (CAEP) standards to ensure all teacher candidates receive the content knowledge, pedagogical skills, and field experience needed to teach diverse students in grades 1-8. This process has included a review of all courses delivered within the program to determine where specific standards are addressed, what specific measures are utilized, and to what level students are developing understanding of the standard being addressed.

University of Central Oklahoma (UCO)
The ELED program submitted program changes in the 2015-2016 academic year to address the needs of candidates in two (2) specific areas: Science, Technology, Engineering and Math (STEM) and English Language Learner (ELL). The proposals will require candidates to complete a course in STEM pedagogy and to complete a course in working with K-8 ELL students. These requested changes were a direct result of feedback from partner schools, former and current students, accreditation feedback and state/national trends. Additionally, during this year the ELED Program began implementing a new two-course sequence for assessing reading. ELED 4263 Assessment and Intervention Practices for the Teaching of Reading in Grades K-3 and ELED 4273 Assessment and Intervention Practices for the Teaching of Reading in Grades 4-8 replaced the course ELED 4063 Assessment and Intervention Practices for the Teaching of Reading in Grades K-8. These courses are part of a 15 hour reading core, and they provide candidates a more focused examination of and experience in assessing and providing appropriate interventions for students in the primary and upper elementary grades.

University of Oklahoma (OU)
The elementary education program continually monitors a variety of data on student progress and attainments and uses these data to improve the program. In the past year they have focused on strengthening preparation for classroom management.

University of Science and Arts of Oklahoma (USAO)
The Elementary Education Program Response to Conditions Report was submitted in September 2015 and came back with approval and national recognition without conditions in February 2016. New rubrics for some of the assessments were developed prior to the fall ’15 submission and remain in effect. We will continue to collect data as indicated on this last report. New CAEP Elementary Education Standards were scheduled to be released in January 2017. During last year’s Elementary Education Program Assessment Meeting, the proposed CAEP Elementary Education Standards were reviewed and discussed, and program faculty members were encouraged to submit comments and recommendations on these draft standards. Once released, the new standards will be reviewed by program faculty, and program adjustments or additions will be considered. A newly identified Science Study Guide has been recommended for OSAT prep.

4. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.

In 1996-1997, the State Regents funded more than $1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses, and support technology upgrades. As technology continues to evolve, expenditures reflect current technology needs.

CU
Due to budget cuts, no money was spent during 2015-2016 on technology resources.

ECU
For the 2015-2016 academic year approximately $24,300.00 was spent on Technology. $5,000.00 was spent on software licensing, $5,000.00 was spent on WebEx, $7,500 was spent on

Chromebooks, and $3,500.00 was spent on faculty computers. Other teaching technology included the following: Dash and Dot Wonder Pack, $279.00; Little bits Steam Student set (QTY-2) $599.00; Cubelets Robotics (20 piece), $499.00; OSMO, Tiggly Words, Tiggly Math, $159.85; 3D printer, glow in the dark filament, orange filament $396.00; Hummingbird (robots) $765.00; webcams - $600.00. The Chromebooks allow pre-service teachers and in-service teachers to practice using teaching apps during their program or during workshops. The WebEX and the webcams were purchased to stay in contact with student teachers in addition to the three to five visits. The rest was spent on teaching technology so university faculty can model technology to use in the K-12 classroom.

In addition to the money spent on teaching technology, the unit secured a $25,000 donation of STEM maker space kits from PITSCO, Inc. and also secured a $350,000 gift to pay for the start-up cost of an Institute for Math and Science Education. This should increase teacher education enrollment in Math and Science.

LU

All computers in the department were updated to support instruction and candidate use in the following ways:

- Replacement of broken or inoperable computers ($900 each x10)
- Purchased printers for faculty (non-networked) use ($300 each x 2)
- Updated web browsers to support the most current versions of search engines
- All software was updated to support the most current versions of instructional tools
- Faculty participated in courses designed to certify them as online course instructors through Quality Matters ($250/person x 3)

Approximate Total Technology Expenditures for 2015-2016 = $10,350.00

NSU

During the 2015-2016 Academic Year, the College of Education spent approximately $23,000 for technology purchases. Technology funds come from the college's portion of student fees, as well as other funds distributed at the institutional level. These funds supported instruction directly and included the purchase of classroom technology such as VEX robotics kits, field & game elements, Starstruck kit, Osmo wonder kits and coding sets, and an all in one printer/scanner/copier for our robotics labs. These labs are utilized in our emerging technologies courses. We added a demo model EKG machine to our Health & Kinesiology lab. For our two reading labs, we purchased Scholastic Bookflix reading software, Anywhere Learning Systems and Read Naturally software for students to use while tutoring elementary age children from local schools. For our experimental psych labs, we purchased Sona cloud based research & participant software, Fantamorph software, Fitbit activity monitors, a GoPro video camera, and Superlab response pads. The unit also purchased four new projectors for various classrooms and labs. These purchases enhanced learning of teacher candidates and provided opportunities for faculty to model effective use of technology in K-12 classrooms.

NWOSU

The computer lab in the Education Center was updated with new computers with the most up to date technology and software, as well as a new printer. This year $3,336.00 was spent to purchase a Promethean Board for the new Early Childhood Center and is available for candidate use. Ten Toshiba Android Tablets were given to the Division of Education by the library. These tablets

will be available for candidate use in addition to twenty-one Apple iPads already available. Also received was a Dell Projector for use in the Education Center conference room and lab for the Educational Seminar course. Additionally, a technology course is now a program requirement for Teacher Education candidates that may require the purchase of other technology equipment in the future.

OPSU

A little over $8,500 was spent for resources to support instructional technology during the 2015-2016 year. This was used to purchase/replace printers, desktops/laptops, and light bulbs for projectors. All equipment is relatively new and in excellent working condition. Additionally, about $10,000 was received from alumni for the purchase of a large 3-D printer and a Smart Table.

OSU

Agricultural Education (AGED)

Students in AGED utilized AGH 439 for laboratory practicums. These courses focused on teaching and learning and the acquisition and practice of effective teaching behaviors in the context of agricultural education. It is the goal of the practicums to provide a replica of a school-based agricultural education classroom. The modern classroom utilizes interactive technology and integrates computers and handheld devices to engage students with content and facilitate hands-on/minds-on learning. The technology in AGH 439 was updated with Swivel Cameras and I-pads to facilitate the capture of 360o video to be used in the analysis of micro-teaching lessons.

Education

College of Education Technology currently provides technology services in support of the College in the areas of Technical Support, Instructional Support, and Administrative Applications.

College of Education (COE) Administrative Applications - **$41,930**

The Administrative Applications area of COE Technology is dedicated to the development of college-wide or mission critical network applications for streamlining administrative processes and functions. These activities include the design, development, and implementation of multi-user network database applications for assisting in the performance of COE administrative functions and in streamlining and automating day-to-day COE operations. This area also manages the collection of information, encompassing all COE activities, for online distribution. This includes the collection of academic, program, faculty and staff information for the COE and its dissemination through the internet and other media, the development of online calendars for COE activities, and development and design of web pages to promote COE events and course offerings.

College of Education Computer Support - **$371,567**

The COE Technical Support area is responsible for support of COE hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The COE Technical Support area provides not only technology resources, in terms of hardware and software, but it also provides personnel support for technology related problems and individualized training. Desktop computer support is provided for faculty and staff including acquisitions, new installations, upgrades, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical

support staff maintain computing and multimedia equipment within all COE offices, classrooms, and student computer labs.

College of Education Instructional Support - **$539,401**

COE Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students, and with traditional media and equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday evenings, and on weekends during the fall and spring semesters; a reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the COE. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools.

Changes to technology resources that occurred within the academic year

Implementation of interactive displays in all COE classrooms
Computer replacements for Willard 007 computer lab
Computer replacements for Colvin computer lab
Printer replacements for Willard and Colvin computer labs
Replacements for student checkout cameras
Equipped COE Technology Playground
Implementation of device mirroring capabilities for classrooms
Replacement of information displays in Willard and Colvin
Scheduled replacement of faculty and staff computers

Early Childhood Education (ECE)

In fall 2015, ECE faculty members wrote a technology funding proposal, which was submitted to the OSU College of Human Sciences Technology Committee and successfully funded for $4,589. The funding was used to purchase a new SMART Board for the ECE classroom, which is used by ECE instructors in all of the program courses. Not only can ECE faculty model use of the technology, but the SMART Notebook software and new, more functional SMART Board are used by students to design lesson plans and practice implementation of lesson activities. Developing SMART Board skills has been particularly beneficial to students in their field placements, as most of the classrooms where they are placed use SMART boards, and cooperating teachers expect pre-service teachers to be adept at using this technology.

The ECE Advisory Board's discussion at the annual retreats in 2015 and 2016 strongly reinforced the need to continue to foster pre-service teachers' technology skills. Throughout the duration of

their time in the ECE program, students create and maintain a digital professional portfolio on the LiveText platform; they also use the Desire2Learn platform, which hosts course sites for each class in their degree plan. Students regularly interface with technology in the Early Childhood Model Teaching Classroom, including the new SMART Board, 10 Samsung Galaxy tablets, 20 MacBook laptop computers, 5 Mac desktop PC's, digital still cameras, digital video cameras, and digital audio recording devices. The ECE program maintains a subscription to Videatives, an online streaming video resource used to share instructional and educational videos related to course content. The ECE program-designated technology is meaningfully and intentionally integrated into ECE courses by instructors via lecture, discussion, modeling, small group activities, student presentations, and out-of-class assignments. Objectives for the use of technology include: equipping pre-service teachers with contemporary technology skills that administrators expect new teachers to possess; preparing pre-service teachers to be astute and discerning consumers of educational technology so as to benefit the young children in their classrooms; providing pre-service teachers with opportunities to learn how tablets and apps can enhance their instruction in math, science, social studies, literacy, and creative expression/the arts; and enhancing pre-service teachers' understanding of how technology can be used for family engagement and classroom management. Additionally, students are required to take EDTC 3123: Applications of Educational Technologies prior to admission to the ECE program.

Family and Consumer Sciences Education (FACSED)

The Department of Human Development and Family Science, where the FACSED program resides, has made substantial monetary investments in the FACSED program over the last few years since the program began. During this reporting period, no additional technology resources were requested.

Substantial financial support was provided for the Program Coordinator to attend conferences where instructional technology was a major topic. As noted above, the coordinator both presented and attended sessions related to instructional technology.

SEOSU

Expenditures for education technology are estimated at $12,000 for the 2015-16 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, and purchase laptops for classrooms and faculty. Four additional iPads were purchased for use in the ELED 4444 - Reading Diagnosis classes for elementary, special and Early Childhood majors.

SWOSU

The amount of IT expenses allocated to the Department of Education for the 2015-2016 fiscal year is $89,363. Unfortunately, that amount was put on hold and all computer rotation expenses were delayed by one year due to the budget shortfall at the state level. However, the unit bought two large mobile projector screens, two projectors, and some software with its operating account.

The unit is housed in the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning, previously known as the Center for Distance Education. The sharing of this facility continues to prove advantageous to our unit since the classrooms are equipped with a computer for the instructor, a video projector, and a document camera. Three of the classrooms are also equipped with SMART Boards. Several digital cameras are still available for check out by teacher candidates or faculty. A computer lab is located on the 2nd floor of the building with 30 workstations. The Hibler Education Center is equipped with wireless Internet and all faculty have desktop and/or laptop computers that are upgraded every 5 years.

The 2016 Income and Expense Report (SRA 6) to the OSRHE listed $29,968 as the ITS Allocation to the Education Department.

UCO

The Instructional Technology Center (ITC) is the technology support arm of the College of Education and Professional Studies*. The chart below represents the spending during the reporting year:

Resources Used to Support Instructional Technology	Expense
Equipment, software, infrastructure maintenance	$ 145,074.82
Professional staff (ITC, network, lab)	$ 248,251.15
Student wages (resource center, labs, e-portfolio)	$ 47,840.00
Misc. (supplies, lamps, batteries, etc.)	$ 16,540.84
TOTAL	**$457,706.81**

*Note: The College of Education & Professional Studies does not divide the spending between the Teacher Education side of the "house" and the Professional Studies side. Both sides have access to the resources provided through the budget above. These figures do not include technology resources provided through other colleges' budgets (CLA, CMS & CFAD) for the Educator Preparation Program faculty members housed there or for the candidates who have access to additional resources from their major college.

OU

Technology related expenditures are covered by OU-Jeannine Rainbolt College of Education (JRCoE) technology course fee generated each year based on the number of credit hours produced within the college. Currently, the technology fee is $31.35 per credit hour. The budget for technology needs is $596,434, an increase of 16% over the previous year. This budget covers the salaries and benefits for four IT Technicians, a newly appointed Technology Integration Specialist who provides professional development opportunities for students, faculty and staff on technology related software programs, apps, classroom technologies, and conducts needed workshops and training. This budget also covers several undergraduate student lab technicians as well as maintenance and upkeep of all computer technologies, hardware & software within the JRCoE.

This past year twelve classrooms and three conference rooms with analog projection capability were replaced with digital projection capabilities. All of those receiving new 70" to 90" multiple projection screens and backlit white boards for instructional use. Three of these classrooms were equipped with dual cameras, web enabled and added instructor controls as new resources for blended learning initiatives. Two innovative classrooms have had increased use by many JRCoE faculty throughout this past year.

The JRCoE has continued with its iPad initiative holding its first ever "Ipadapalooza" event this past year. The JRCoE has received the Apple Distinguished Educator Award for the second time -- a three-year distinction. Our Integrative Technology Specialist has assisted faculty learning the new CANVAS system that the university implemented this past year. Our Integrative Technology Specialist has also provided numerous training workshops for preservice teachers, students and staff.

USAO

The following was spent on technology:

Equipment Description	Quantity	Price Per Unit	Total Price
Epson PowerLite 955WH LCD projector (3200 Lumens)	1	$717.00	$717.00
Logitech C310 HD webcam	3	$33.69	$101.07
Lexmark MS315dn B&W laser printer	2	$198.55	$397.10
Microsoft LifeCam Studio 1080p HD webcam	1	$54.95	$54.95
TOTAL			**$1,270.12**

5. Professional development should be focused on university faculty members' ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.

Funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students. Many faculty members continue to support first year teachers through mentorship activities after successful completion of their programs. Such a process gives faculty an opportunity to observe, assess and model best practices.

Please note that beginning with the 2015-2016 school year, under the provisions of House Bill 2885, the State Department of Education is charged with administering a residency program for teachers, requiring participation from all school districts. Unlike the previous mandate that was state funded and required one teacher education faculty member to serve on the residency committee of the novice teacher, the new mandate has no appropriations and makes participation of a teacher education faculty member optional.

<u>CU</u>
The unit has policies and practices that encourage all faculty to be continuous learners. Based upon needs identified in faculty evaluation, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices. The unit encourages all professional faculty to be continuous learners, mentor new faculty, and support scholarly work related to the conceptual framework. The education unit places high priority on professional development for staff. Funds identified as supporting teacher education at the unit level is earmarked for annual professional development travel and events.

Unit faculty members engage in regular on-campus professional development activities featuring CU faculty and invited presenters. In 2015-2016, this included a faculty book study on the work of Carol Dweck, working with diverse learners and creating accessible teaching materials, technology tools for student engagement, helping students manage failure, and increasing student learning.

Faculty are also able to tailor their professional development to their own needs through the conferences that they attend, which in 2015-2016 included the Oklahoma Association of Colleges for Teacher Education (OACTE), the Oklahoma Association of Teacher Educators (OATE), the Office of Educational Quality and Accountability (OEQA), CAEP, the American Association of

Colleges for Teacher Education (AACTE), Literacy for All, the Council for Exceptional Children Division of Early Childhood, the American Council on Rural Special Education (ACRES), the Oklahoma Council for the Social Studies, and the Oklahoma Council for English Teachers.

In addition, all unit faculty members submit documentation of at least fifteen hours of professional development to the Director of Teacher Education on an annual basis. The Faculty Development Committee reviews all documentation and provides feedback to the faculty member.

ECU

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Faculty have been provided faculty Professional Development on the ECU campus in the following areas:

Field of Specialization	**Professional Development Activities to Improve Teaching**
Secondary Social Studies	2016 Ohio River National Freedom Corridor Conference
Special Education	TIP Seminar ECU, 2016 WEBeX Training ECU, 2016 OEQA: Mild/Moderate Disabilities Content Advisory Committee for Certification Examinations for Oklahoma Educators (CEOE) Autism and Asperger's Syndrome Super Conference, 2015 Independent Applying the QM Rubric (APPQMR): Statewide Systems, 2016 Teacher Induction Program Spring Conference ECU, 2016) Special Education-Oklahoma Directors of Special Services, EdPlan Training - Ada, 2016 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty, 2016 Quality Matters Training, 2015 Lions Quest Workshop ECU, 2015 Autism Super Conference, - Dallas/Ft. Worth, 2015 Oklahoma Transition Institute State Conference - Norman, 2015 Oklahoma Council for Exceptional Children State Conference - Mustang, 2015
Professional Education	Teaching with the Creative Mindset Webinar, 2016 WebEx training Quality Matters training, 2016 EngageOK Conference and EdCamp – OKC, 2015 OACTE/OATE/OEQA Conference, 2015 Oklahoma Network of Teachers of Psychology Conference - Stillwater, 2015 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016

English	Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016
School Counseling	Quality Matters training, 2016 Chalk and Wire training, 2016 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016
Speech and Drama	Oklahoma Speech Theatre Communication Association meeting, 2015 Dallas Children's Theatre - Dallas, 2015 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016
Math Education	Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016 SE-OK Math consortium
Professional Education/Elementary	Lion's Quest Character Development Curriculum training, 2016 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016 OEQA Program Review Training, 2015 Quality Matters Independent Improving Your Online Course training, 2015 Oklahoma Council of Teachers of English, 2016
Early Childhood	Ag in the Classroom Summer Conference, 2016 Scissortail Creative Writing Festival
Educational Technology	Applying the QM Rubric (APPQMR) Workshop and Certification Improving Your Online Course (IYOC) Workshop and Certification, 2015 International Society for Technology in Education Conference, 2015 Engage OK EdCamp, 2015 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016
Elementary Education	Quality Matters training, 2016 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016
Library Media	Quality Matters training, 2016 Camp TechTerra, 2015 OACTE/OATE/OEQA Conference, 2015 EGoogle Workshop, 2015 Straight Outta Brittanica: The Real Story Behind Research webinar, 2015

Science Education	Quality Matters training, 2016 Chalk and Wire training, 2016 Online training on "Preventing Discrimination and Sexual Violence," 2016 Online training on "Unlawful harassment Prevention for Higher education faculty," 2016
School Psychology	Oklahoma Network for Teaching of Psychology 8th Annual Conference - Stillwater, 2015 OACTE/OATE/OEQA Conference, 2015 Et. al.

LU
Unit faculty participated in the following professional development activities:

- Participated in Professional Development sessions with middle and high school teachers from Glencoe, Oklahoma as part of College Ready Writers Program sponsored by the National Writing Project
- Presented at various conferences, workshops and meetings
- Participated in various webinars
- Reviewed and submitted various grants
- Attended CAEP training
- Attended OACTE meetings
- Helped in preparation of choir at Northeast Academy to participate with the Langston University Choir for the Holiday Concert
- Attended and participated in National Recreation and Parks Association meetings
- Attended and participated in Oklahoma Recreation Park Society meetings
- Attended Oklahoma Recreation Park Society meeting with Oklahoma Municipal League
- Presented at Oklahoma State University College of Education Community Outreach Poster Presentation
- Completed Oklahoma 4-H: Working with Minors course sponsored by Oklahoma Cooperative Extension Services
- Attended Course Equivalency Project (CEP) meeting

Faculty engaged in instructional courses to be certified as online instructors

NSU
Unit faculty participated in the following professional development activities:

- Educational Leadership Department - As the unit works within the department to offer program delivery for most programs with an online option, much individual professional development has concentrated on online delivery strategies. Individuals teaching the online courses will have completed both OEC 1 and OEC 2 before the programs are offered with an online option. Two faculty work diligently to continuously improve and provide professional development for the college and at university-wide collaborative experiences. One faculty member in the program is working continuously with the Center for Teaching and Learning on developing and providing online professional development. The department chair and faculty is working with Quality Matters as an online reviewer.

- COE Fall/Spring Meeting--Each semester the college faculty and staff convene for a semester opening meeting. The COE professional development committee meets with a member of the leadership team to determine the goals of the meetings. The most recent meeting focus has been on assessment, accreditation, and the validity and reliability of the assessment instruments used in teacher education. Additionally, the opening meeting provides opportunities to highlight outstanding staff and faculty in teaching, service and research.
- The CAEP Standard Chairs discussed the need for and began making plans to hold an annual or semi-annual "data day" to provide faculty and stakeholders a time and place to come together to discuss assessment data and make decisions based upon the findings. (This began in the Fall of 2016.)
- The department of Curriculum and Instruction provided training on Google apps (Docs, Sheets, Slides, and Hangouts) to 14 participants. The training was geared toward members of the CAEP Standards Committees, but faculty and staff from the College of Education, teacher preparation faculty from the College of Science and Health Professions, as well as the College of Liberal Arts, were invited to participate as space allowed. Faculty may use the knowledge gained to use these tools for collaborative work, and to model the use of these technological tools to support instruction in the classroom.

NWOSU

The OACTE/OATE/OEQA Fall Conference and SPA training were attended by the Teacher Education Faculty. Other conferences attended include the Oklahoma Higher Education Reading Council Critical Literacy Seminar, OACTE/Oklahoma Education Forum, AACTE Conference, Oklahoma State Regents for Higher Education Reading Conference, and a variety of other state and national conferences related to specific content areas. Ten faculty members presented at various professional development workshops for area schools as well as state and national conferences.

NWOSU professional development workshops on Assessment Day are offered to the faculty across campus, as well as several presentations in public schools and career tech. Some of these trainings included Common Core, Agricultural Education, Teachers of Physics and Physical Science (ToPPS), and Connecting across Cultures. Some examples of other professional development offered on campus: Diversity training, Career Day, Common Core, SPA Training, Advisement Training. Education faculty who were not presenting these workshops attended for their own professional development.

OPSU

All Teacher Education Council (TEC) faculty members attended the OACTE/OATE/OEQA conventions in 2015 and 2016. Three TEC members presented at the 2016 OACTE/OATE/OEQA Conference. Others have attended and presented at national conferences.

Additional professional development meetings have been held, and are continually scheduled to be held, on the OPSU campus. Three faculty members are working toward a terminal degree.

OSU

Agricultural Education

Faculty (4.25) and graduate students (4) attended various professional development events conducted by the American Association for Agricultural Education (AAAE). Specifically, members from the unit participated in the AAAE Southern Region Conference (Feb. 2016), the AAAE Western Region Conference (September 2015), and the National AAAE Conference

(May 2016). Faculty also took part in professional development seminars offered through OSU's Institute for Teaching and Learning Excellence unit.

Art

In fall 2015 and spring 2016 there were 5 art education students enrolled in the CIED 4213: Introduction to Visual Arts class, the elementary methods class for art education students. All the students worked in groups to study Caldecott Books, which are recognized for their exemplary illustrations. The students develop art projects and lesson plans based on the illustrations, the characters, or the story-line of the books, which can be used in the elementary classroom. Students are provided with specific suggestions to improve their draft lesson plans. The students re-write and re-submit them following the groups' class presentations.

During the studio art labs of CIED 4213, the art education candidates gain experience in teaching art, as they are called up to assist and advise non-art majors in the course as they work on their eight in-class-art projects. Students are given the art educator candidates feedback based on observations of these peer pedagogy opportunities.

One program faculty member completed a week-long summer 2015 professional development at the Crystal Bridges Summer Vision in Bentonville, Arkansas, sponsored by the National Art Education Association.

Early Childhood Education

ECE faculty members are active in ongoing professional development, presenting and attending a variety of conferences and trainings during 2015-2016. This includes national conferences such as the Southern Early Childhood Association (SECA); the Society for Research in Human Development (SRHD); AAIDD (American Association on Intellectual & Developmental Disabilities; TASH (formerly known as The Association for Persons with Severe Handicaps); International Congress on Infant Studies; World Congress of the World Association for Infant Mental Health; and Birth to Three Institute (virtual). ECE faculty also attended and presented at regional and local conferences such as the Early Childhood Leadership Institute (ECLI), Great Expectations, Oklahoma Transition Institute, CECPD Educator Conference; Region IV Head Start Conference; and the OSU Chautauqua. Faculty not only *attended* sessions related to pedagogy, classroom management, engaging learners, math/science/literacy content, sensory integration, learning environment assessments, candidate dispositions, technology, leadership, and family resilience, but they also *presented* on a variety of important topics such as developmental disabilities, inclusion, classroom guidance and management; infant mental health; early intervention; home visiting; teacher-child relationships; learning environments; mindfulness; teacher professional development; leadership; diversity; and assistive technology at these national, regional, and local conferences. Two faculty members and eight early childhood undergraduate candidates presented collaboratively at a national conference (SECA); this presentation focused on their research related to implementing guidance strategies in their field experience classrooms. Several faculty members completed OSU's "Preparing Online Instructors" course, which strengthens skills in online teaching and technology. Collectively, these professional development experiences enhance faculty members' abilities as teacher educators.

Elementary Education

Program faculty has a wide variety of professional development options available to them through the university as well as other professional organizations. Faculty members are considered experts in teaching through inquiry methods, group discussion, and collaborative learning. Many attend and present at national and international conferences throughout the year.

However, the faculty is also reflective and reflexive and continues to strive for improvement in their teaching by learning at content specific professional conferences. Many faculty actively supervise students in their field placements, and all of the faculty spend significant amounts of time each semester working with P-12 schools and educators, working with them in their classrooms, in order to stay abreast of current educator and student needs.

English

English Education faculty and adjuncts have been trained on collaborative and co-teaching models as part of the internship supervision training. In addition, each seeks professional development in areas of need, particularly at state, regional, and national conferences. The Oklahoma Council of Teachers of English, the OSU Writing Project/National Writing Project, and the National Council of Teachers of English serve as the main professional organizations for the field.

Family and Consumer Sciences Education (FACSED)

Professional development efforts during this time period provided updates in several areas related to teaching and learning. The conferences attended included information that was 1) shared with students as they prepared for their teaching career, and 2) used as professional development resources for teaching and learning at the university level by the FACSED Program Coordinator.

Conferences attended were:

- American Association of Family and Consumer Sciences Annual Conference and Expo, Bellevue, WA
- Oklahoma Association of Family and Consumer Sciences Annual Meeting, Enid
- Oklahoma Department of Career Technical Education August Conference, Oklahoma City
- Family and Consumer Sciences Teachers Association of Texas Annual Conference, Dallas, TX

Library Media

Faculty and graduate students in this program are actively involved in the following organizations' international, national, and state conferences: Association for Educational Communication & Technology (AECT), the Association for the Advancement of Computing in Education (AACE), American Association of School Libraries (AASL), Oklahoma Technology Association (OTA), Oklahoma Association of School Libraries (OASL) and the Oklahoma Association for Colleges of Teacher Education (OACTE). The program worked with Professional Education candidates to host OSU's first edCamp experiences in fall 2015 and spring 2016. Faculty members continually called upon to present on effective teaching topics for OSU's Institute for Teaching and Learning Excellence and for the Professional Education Workshop Series. Three current doctoral candidates in the Ph.D. in Education/Educational Technology program were hired as faculty in Educational Technology/Library Media programs at the University of Central Oklahoma and Northeastern State University this year.

Literacy

Literacy faculty members attend conferences at which they continue to stay abreast of research and new teaching practices. Two faculty members participated in a reflective self-study of technology usage with colleagues from science and social studies. Faculty members also participate in the Research Ideas and Conversations in Education (RICE) faculty research development opportunities within the department.

One faculty member reads over 200 new books each year as a reviewer for the Notable Books Global. This activity provides engagement in dialogue with other professionals, which informs and enhances teaching on children's literature.

OSUTeach with an Option in Secondary Mathematics Education
The mathematics education faculty regularly read education journals and attended related conferences that enabled them to stay current with their own professional development.

OSUTeach with an Option in Secondary Science Education
The science education faculty regularly read science education journals and attended related conferences that enabled them to stay current with their own professional development.

Physical Education
All faculty members have attended at least one state or national conference during the year that is physical education specific. Further, each has presented at a state or national conference on physical education-related topics.

School Administration
School Administration faculty members have been involved in a comprehensive effort to improve leadership preparation programs through the University Council of Educational Administration. Involvement in this consortium provides a platform for faculty to investigate and understand evolving practices in leadership preparation. Involvement in this Networked Improvement Community has served as enhanced training in collaborative learning, group discussion and inquiry as each member contributes to meeting project goals. Additionally, faculty members participate in training offered by the Institute for Teaching and Learning Excellence, including Brightspace (digital course platform) training and training for online learning. Faculty members attend professional development training through the University Council of Educational Administration and the American Educational Research Association. Annual meetings of these organizations offer professional development training.

School Psychology
Junior faculty members are mentored by senior faculty through regular consultation and observation of instructional delivery to ensure effective teaching is occurring in the classrooms. In addition, course sequences and instructional responsibilities are based on content area expertise of the faculty. Faculty members attend state and national conferences for continued learning. Program faculty also participated in policy dialogue at the state level regarding dyslexia education during this academic year.

Social Studies
One program faculty member traveled to the TeachLive conference in Orlando to explore ways the program could use the interactive simulations in courses to teach candidates how to utilize collaborative learning, discussion, and to improve classroom management. This individual also attended a workshop jointly offered by the U.S. Holocaust Memorial Museum and Tulsa's Sherwin Miller Jewish Museum of Art on teaching about propaganda using inquiry methods.

One faculty member was invited to attend the 2016 Advanced Placement Human Geography reading in Cincinnati, OH. January 2015. This individual also led several professional development workshops for teachers at the Oklahoma Technology Association's Encyclomedia conference (Oklahoma City, OK), Oklahoma Council for the Social Studies fall conference (Norman, OK), and the National Council for the Social Studies Conference (New Orleans, LA).

These workshops modeled both inquiry teaching methods and collaborative learning in social studies.

Special Education
The Special Education faculty attended various professional development events and activities related to special education and higher education. One attended training at OSU ITLE to learn about online teaching, effective questioning techniques, and effectively engaging students in large lecture courses.

One faculty member attended five trainings to broaden knowledge about equity issues in education, providing culturally relevant learning opportunities, reading strategies for struggling students, and disability related transition issues. Two attended and presented at an ITLE training that covered a broad range of topics related to effective teaching strategies. One also attended trainings related to transition into adulthood for students with disabilities.

Workforce and Adult Education (WAED)

- AERA - American Education Research Association meeting in Washington, DC
- Preparing Online Instructors by Institute for Teaching and Learning Excellence
- Crucial Conversations
- New Faculty development meetings, College of Education
- ACTER – Association for Career and Technical Education Research
- University Council for Workforce and Human Resource Education (UCWHRE) webinar – The World is Changing: Are we ready? – University of Georgia; attended with 10 of the program's doctoral students.

<u>SEOSU</u>
The teacher education faculty members have many opportunities to develop new knowledge and skills through in-service education, conference attendance, workshops, and working in PK-12 schools. During 2015-16, teacher education faculty members attended a variety of professional development activities. The following list indicates the types of professional activities in which the faculty had the opportunity to participate: Texas Association of School Administrators, National Association of Literacy Educators and Researchers; Annual Bill Martin Memorial Symposium of Teaching Reading; Texas Rural Education Summer Conference; Conference Society of Philosophy and History of Education; Annual meeting of the Education Law Association; Quality Matters Training- Applying the QM Rubric; Black Board Training; SMART Board Training, Oklahoma Rural Schools Fall Conference; Oklahoma Music Educator's Conference; Oklahoma Choral Director's Association Conference; Native American Symposium; Southeastern Faculty Symposium; BrainStorm 2016; Texoma Association for Public School Improvement (TAPSI) Staff Development – Standing in the Gap.

<u>SWOSU</u>
Most Department of Education (DOE) faculty members were able to attend Dave Burgess' "Teach like a Pirate" and Rick Wormeli's Re-do's and Re-takes: Rationale, Myth-Busting, and Practicalities workshops. Both of these conferences modeled effective teaching styles using inquiry, discussion, and collaborative learning groups. The workshops provided options for teaching to greater levels of learning and mastery for students at all levels as well as boosting creativity and student engagement in the classroom. In addition, faculty members have attended a variety of national and state conferences within the last year including, American Association of Colleges for Teacher Education, National Council Teachers of Mathematics National Conference, Texas Computer Education Association State Conference, Educators' Leadership Conference,

Oklahoma Service Learning Conference, Campus Compact Heartland Conference, National Social Science Association Conference, Oklahoma Council for the Social Studies Conference, and the University of Central Oklahoma's Annual Transformative Learning Conference among numerous online seminars.

UCO

All EPP faculty members participated in annual faculty development as part of the promotion, tenure, and post-tenure review processes in place at the university. Numerous professional development opportunities were provided on campus, including opportunities for dialogue and intellectual exchange with contemporary national and state leaders in education. UCO's Center for Excellence in Transformative Teaching and Learning (CETTL) continued to provide professional development opportunities in numerous areas focusing on transformational learning, including inquiry, group discussion and collaborative learning (http://www.uco.edu/academic-affairs/cettl/). This office, with participation from faculty across all of our colleges, hosted it annual international Transformative Learning Conference (http://www.uco.edu/central/tl/conference/2017conference/). University-wide, faculty participated in Student Transformative Learning Record (STLR) training to advanced class activities to enrich our candidates' experiences with UCO's Central Six: discipline knowledge, global and cultural competencies, health and wellness, leadership, service learning and civic engagement, and research, scholarly and creative activities (http://www.uco.edu/central/tl/stlr/). Inquiry, group discussion and collaboration are pivotal processes in our Central Six, and UCO has developed a learning record (the STLR) to provide evidence of candidates' engagement in these activities as they are aligned to course activities implemented by our professors in class and through sponsored extracurricular activities.

Off campus, EPP faculty continued to present at and participate in national, state and local conferences to keep current with the latest research and pedagogies. On campus, faculty from the EPP continued to host and participate in conferences such as the 33rd annual Multicultural Education Institute, the annual Inez Miller Conference on Communication Sciences and Disorders, the Oklahoma Association of Bilingual Education (OABE) conference and a second annual Classroom Management through Behavioral Interventions that Work conference, made possible through funding support from the Oklahoma Teacher Connection through the Oklahoma State Regents for Higher Education. P-12 partner schools sent faculty and administrators to these events for professional development. Through numerous avenues, unit faculty members developed their instructional strategies and have shared their expertise with colleagues. EPP also presented during P-12 faculty in-service trainings throughout the metropolitan area.

Faculty tenure and promotion dossiers (and annual evaluations, as appropriate) provide a long list of activities and engagement in professional growth and continued learning. This information is available for all EPP faculty members through Digital Measures at all times through the Teacher Education Services office upon request.

OU

In the OU JRCoE faculty development is continuous and takes many forms. All teacher education faculty are actively involved in a variety of national and international professional organizations that support and disseminate education research and provide professional development on topics ranging from effective pedagogy and pedagogical content knowledge, to quantitative, qualitative, and action research methodologies. Not only are OU faculty attending research and professional development sessions at these national and international venues, they are often the presenters.

All teacher education faculty members actively conduct and publish educational research in their areas of expertise. The JRCoE provides $15,000 per academic year strictly for support of faculty professional development. In addition, the college provides approximately $100,000 per academic year for support of faculty professional travel. There is an additional $18,000 available each summer to support faculty research efforts.

USAO

Professional development opportunities included institutional offerings such as the Festival of Arts and Ideas, Abelson Reconciliation Lectures, Giles Symposium, Emerson-Weir Symposium, and the summer History Symposium. Other professional development opportunities specific to the teacher education faculty included the annual Fall Work/Learning Day, Read Across America opportunities, and monthly SNEA speakers. The timing of the OACTE/OATE/OEQA Fall Conference and the CAEP onsite visit precluded participation in 2016; however, the 2015 Conference included some faculty.

Specifically, on campus opportunities included:

- Fall Work/Learning Day – 10/30/15
- Abelson Religious Reconciliation Lecture - 11/9/15
- Festival of Arts and Ideas – From the Mountaintop: Why Dreams Matter - 1/18/16
- Emerson/Weir Symposium – 2/16/16 – 2/19/16
- Giles Symposium – 10/8/15

Faculty and students regularly attend area Reading Council events. Faculty and students attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:

- "Teach Like Me" - 9/9/15
- "The Secret of Teaching – The One Thing"- 10/7/15
- "Classroom Management Tips, Cautions, and Legal Implications"-11/4/15
- "Engaging Curious Minds" – 11/9/15
- First Year Teacher Panel – 1/18/16
- "Keep Calm, We are all Special!"- 2/3/16
- African American Read-In – 2/3/16
- "Bully>Buddy" – 3/2/16
- "Teaching Peace through Anti-bias Ed"- 3/9/16
- Student Teacher Panel – 4/1/16

6. The State Regents should continue to acquaint and involve education and arts and sciences faculty in the implementation of H.B. 2246 (now H.B. 1549).

The 1996 State Regents' emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools of arts and sciences, because many entities contribute to the success of teacher education programs. Teacher candidates are required to have in-depth knowledge of the subject matter that they plan to teach which is assessed with the OGET and the OSAT. Since academic core coursework in elementary, early childhood, special education and secondary subject major courses are taught by the arts and sciences faculty, they play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects. The ongoing No Child Left Behind (NCLB), Elementary and Secondary Education Act (ESEA), Title II, A, Improving

Teacher Quality (ITQ) grants provide opportunities for arts and science faculty, teacher education faculty, and K-12 teacher collaborations.

CU

Faculty from arts and sciences are involved in Cameron's education programs in multiple ways. As members of the Assessment Advisory Committees for each program, faculty members engage in data analysis and making recommendations for program improvement.

Program Quality Improvement Reports (PQIR) are required annually for all programs at the university. Each PQIR includes student learning outcomes, measures with benchmarks/targets, report of findings, and action plans. All PQIRs undergo annual review by university's assessment committee which includes representatives from arts and sciences. Because faculty cannot review programs in their own area, education programs are always reviewed by faculty from arts and sciences.

Also, a representative from the arts and sciences faculty serves on the Teacher Education Council. Duties of the council include: examining candidate data at program admission and making recommendations regarding the selection, admission, and retention of teacher education candidates; regular reviews of state test scores; assessment of the capacity and effectiveness of the unit's assessment system; and reviewing regulations and approving proposed curriculum changes.

ECU

Arts and Sciences faculty currently represent their certification area and thus contribute to the education of pre-service teachers in several different ways. First, each content certification area has a representative who serves on the Teacher Education committee. The coordinators of each of the certification programs attend the faculty retreat at the beginning of the year and share testing data related to their field. At the yearly retreat, all but one content area faculty member attended. During the retreat issues related to teacher education are discussed. Many Arts and Sciences faculty and students participate in the Cooperating Teacher Forum, Teacher of the Year lecture and The Education Scholarship and Awards Banquet in both the fall and spring semesters.

Education faculty members work with content faculty members to write grants. Currently, education and science faculty are collaborating on a STEM grant to attract more candidates into the Science Education field.

LU

Faculty in Arts and Sciences are included on the Teacher Education Council, which oversees the program's policies and procedures, curriculum, admission requirements, candidate dispositions, as well as approval of candidates for admission to Teacher Education and Clinical Teaching. The committee is comprised of faculty from English, Mathematics, Chemistry, Biology, Music, and Physical Education along with faculty from Elementary, Special and Early Childhood Education.

Faculty from Arts and Sciences were completely involved in the National Council for Accreditation of Teacher Education (NCATE) Accreditation process along with the faculty in the School of Education and Behavioral Sciences. Faculty from Arts and Sciences served on the various committees related to the NCATE standards.

Faculty in the different content areas worked very closely with the education faculty along with the Director of Assessment in writing the program reports. All Arts and Sciences faculty are asked to provide an account of monthly activities that detail meetings, changes to programs,

scholarship, service, major accomplishments, and impact on candidate learning to the Dean of the School of Education.

NSU

College of Education works diligently to partner with other colleges across the university on decision making and formal partnership opportunities. Faculty members from the College of Liberal Arts are invited to facilitate sessions with the Second Century Advisory Council, the Teacher Education Council and the Curriculum Committee. The College of Education has a key partnership with Broken Arrow Public Schools, and College of Liberal Arts (COLA) faculty teach multiple sessions to Broken Arrow 6th-8th grade students at two separate schools. All Colleges and Departments with the exception of H&K, and all colleges on campus have been collaborated in our partnerships.

2nd Century Advisory Council which includes faculty facilitator members from COLA and College of Science and Health Professions (CSHP) the faculty, assistant dean and department chairs work with 2nd Century Advisory. The advisory council meets twice per academic year. The goals and objectives from these meetings are shared with all stakeholders and teacher education faculty in undergraduate elementary and secondary programs.

Secondary Teacher Candidates are required to contact their COLA or CSHP faculty to schedule a faculty observation. The COLA or CSHP faculty members observe the teacher candidate a minimum of two times during their clinical experiences. University Coordinators collaborate with COLA and CSHP faculty during the full internship experience to ensure that the student is competent in the COLA or CSHP subject matter as well as competent in theory and pedagogy. COLA and CSHP faculty work together with the University Coordinators to provide valuable feedback to the teacher candidates to improve their teaching skills. Teacher education faculty from the COLA and CSHP colleges serve on the CAEP Standards Committees. Teacher preparation faculty from COLA and CSHP were invited to participate in Google App professional development training in November, 2015.

Members of the CSHP and COLA were actively involved in the planning of Data Day to enhance pre-service teacher experiences through their membership on the CAEP Standards Committees and Assessment Committee. Representatives from COLA and CSHP were instrumental in revising the rubrics used to assess teacher candidates' portfolio artifacts. This process was begun in April 2016 and continued into the next fall.
Finally, Arts and Sciences faculty collaborate with education faculty on multiple CAEP Standard Committees and COE Committees.

NWOSU

The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program from the arts & sciences. The TEF members met on a monthly basis and during a retreat to ensure all members were kept abreast of educational issues at the local, state and national levels. The TEF make recommendations to the governing unit, Teacher Education Committee (TEC), as needed. Members of the TEF serve on the TEC, the body through which policy is created and monitored. Arts and Sciences faculty are members of candidate admission and exit interview committees and assess candidate portfolios across all content areas.

OPSU

All secondary education degree programs (Math, Music, Agriculture Education) are housed in the Arts and Sciences departments. Representatives of each program offered at OPSU are active members of the Teacher Education Council (TEC) which meets monthly.

Additionally, members from English and Social Studies are now attending TEC meetings with plans to submit program reviews for these two area in either March or September 2017. Health and Physical Education is also going to submit this year. Hopefully, OPSU will have three additional program offerings by this time next year.

OSU

Art

Art faculty educate the art candidates in art history and production, while art education faculty supplement this content knowledge and instruct candidates in pedagogy. Some of the art faculty support teaching and are members of the professional organizations Oklahoma Art Education Association/National Art Education Association, to which the COE Art faculty member also belongs. For the fall Oklahoma Art Education Association (OAEA) conference, Arts & Sciences faculty travel with the art education students and faculty, attending sessions together to later share ideas and thoughts. The art education faculty is considering ways to build a more systematic collaboration with Arts & Sciences colleagues.

Elementary

To date, Arts and Sciences faculty continue to be responsible for the delivery of the general education courses for all elementary education. In math education, there continue to be courses taught in the math dept. that were collaboratively designed to serve the needs of program candidates. One Elementary/Literacy faculty member completed and published (in book form) a collaborative research project with an English Education colleague on implementing writing centers in elementary schools.

English

The faculty of Arts and Sciences are responsible for the teaching of the content area courses for the English Education major. There are conversations that have taken place informally with faculty in Arts and Sciences, but most communication between programs happens at the advisor level.

Library Media

The School Library Media certification program collaborates with the OSU Library extensively. The Dean of Libraries worked with the program to develop an excellent scholarship for candidates seeking certification. The program shares a Graduate Research Associate with the OSU Library working specifically on an Open Educational Resources (OER) project, and collaboration continues between the program and OSU Library on the Wise Open Textbook Initiative.

Literacy

Because there are content specialists in the program's own department (math, science, social studies, art) most collaborations occur there, rather than with colleagues in Arts and Sciences. Such collaboration involved a faculty member working with math and science education faculty to integrate literacy resources, strategies, and skills into math and science units of study. This has resulted in eight published units of study.

OSUTeach with an Option in Secondary Mathematics Education
One faculty member is a member of the mathematics department curriculum committee to help with the collaboration of the joint secondary mathematics education degree. This has been a very successful collaboration.

Each semester an advisory group made up of both mathematics/science education faculty and Arts and Science faculty meet to discuss both curricula and logistics related to secondary mathematics education and secondary science education degrees.

Two Arts and Sciences and two mathematics/science education faculty members jointly administer a National Science Foundation (NSF) grant that provides scholarships and recruitment internships (Noyce Grant).

OSUTeach with an Option in Secondary Science Education
College of Education Science faculty members work closely with STEM faculty to provide preservice science teachers (PSTs) with authentic research experiences. During SMED 4613: *Teaching Nature of Science Through an Inquiry Approach,* PSTs conduct a minimum of 64-hours of research under the mentorship of a STEM faculty member. Then in class, Education Science Faculty facilitate PSTs in transitioning their research experience into a standards-based lesson. As a result of conducting research, many of the PSTs have submitted poster abstracts and presented their research at national conferences such as the National Association of Biology Teachers and the Society of College Science teachers (a sub-organization of the National Science Teachers Association).

The freshman BIOL 1114 lab is taught through an inquiry approach. During this course, biology students develop hypotheses, design and conduct experiments, collect and analyze data, draw conclusions and submit a research manuscript to the *Journal of Introductory Biology Investigations* (https://undergradsciencejournals.okstate.edu), a publication created for students. Throughout the semester biology students conduct four cycles of this learning process. In collaboration with a faculty member (Integrative Biology and Director of the BIOL 1114 course), when PSTs take *SMED 4713 – Teaching Science,* the professor positions PSTs in the BIOL 1114 labs to learn how to facilitate students through this learning process. By the time PSTs take SMED 4713, they have already taken SMED 4613 and conducted their own research. During SMED 4713, they are learning the theory behind inquiry teaching and have an opportunity to put the theory into practice.

An Education Science faculty member serves as the Co-PI or education consultant on several funded NSF grants with Arts and Science STEM faculty. These collaborative relationships provide STEM faculty with an avenue for broader impact (disseminating their research) and preservice and in-service teachers with authentic research apprenticeships.

School Psychology
This program is a graduate student only program and does not educate candidates to serve as teachers in the school system; however, some of the foundation courses in psychology have been taught by Arts and Sciences faculty (Biological Basis of Behavior and Social Psychology).

Social Studies
The Arts & Science faculty in the History, Geography, Psychology, and Sociology are integral to our undergraduate Secondary Social Studies education degree as teacher candidates take courses in these areas. The COE Social Studies faculty member has worked with faculty in History and Geography to determine the best courses for candidates to take in these departments, and faculty

members from these areas are invited to participate in the Social Studies Education program advisory groups each year. During the 2015-2016 year, a faculty member worked with the Arts & Sciences faculty in History to streamline courses needed to complete a double major in History and Secondary Social Studies Education.

SEOSU

The faculty from the School of Arts and Sciences are included in the Teacher Education Council (TEC) which is the governing body of the teacher education program at Southeastern. The TEC is comprised of one representative from each of the program areas which provide a teacher education program. Six programs are from the School of Education and Behavioral Sciences and six programs are from the School of Arts and Sciences. Each program has equal representation and opportunity to participate in the development of the teacher education unit. TEC sub-committees are designed to include faculty from both schools and various departments to maintain a balance among the academic units.

SWOSU

The unit continues to collaborate with the Arts and Science departments on campus to ensure candidates receive instruction from faculty with public school teaching experience in their methods courses. The Department Chair continues to communicate with the instructors who teach ART 4452 CMM Art for Elementary Teachers and SECED 4893 Teachers Course in Science for Secondary Natural Science to ensure that the Oklahoma General Competencies are being addressed in the curriculum. Last fall, the unit collaborated with faculty members from the Art Department to submit the Art Education program report to the Office of Educational Quality and Accountability. The program report was reviewed and recognized. Additionally, the unit worked with the Science Department to submit the Response to Conditions Report to CAEP and was successfully recognized.

Each semester, the Field Experience Coordinator provides an orientation seminar for university supervisors from Arts and Sciences and Education faculty of teacher candidates. The Field Experience Coordinator explains the role of the university supervisor and shares important data on student teaching numbers, employment data from prior graduating classes, and other pertinent information, such as assessment schedules and procedures of teacher candidacy.

UCO

The EPP includes faculty from the Colleges of Liberal Arts (CLA), Math and Science (CMS), and Fine Arts and Design (CFAD) as ten of the initial preparation programs are housed there: English education, history education and modern languages education in the CLA; math education and science education in the CMS; and art education, dance education, music (instrumental and vocal) education and theatre education in the CFAD.

Faculty from all colleges with teacher preparation programs participated in unit governance through representative membership on the Council on Teacher Education (CTE). CTE faculty members held membership on the three committees that make up that Council: Admissions & Retention, Assessment, and Curriculum. These members also served on the Full Council and attended and participated in Teacher Education Faculty (TEFAC) meetings during which program updates, program-level and unit-wide data, and accreditation items were shared. Members of the EPP from all four colleges participated in focus group sessions to provide input to the College of Education and Professional Studies administration, Teacher Education Services staff and national and state reviewers during the accreditation site review. A strong, healthy relationship continued to exist between the four undergraduate colleges that house teacher preparation programs.

OU

Arts and Sciences faculty members serve on each of our certification area committees and on the Education Professions Division (EPD), the teacher education steering committee in the College.

College faculty members collaborate with Arts and Sciences faculty advisors to encourage Arts and Sciences students in the STEM areas, world languages, English, and history/political science to add teacher certification to their bachelor's programs.

Arts and Sciences Modern & Classical language faculty assist with advising of OU-JRCoE world language education students on efficient completion of their language courses.

USAO

The Teacher Education Committee with representatives from all certification programs meets monthly (P12 stakeholders and teacher candidates are also members of the committee). The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to the Professional Trimester. Faculty representing Math, Science, English, Social Studies, Art, Music, and PE are outside the Division of Education.

Arts and Science faculty teach courses required for Elementary (Art in the Public School, 12 hours of math, Music in the Elementary School, 13 hours of science classes, a minimum of 9 hours of language arts content, 12 hours of social studies content, PE in the Elementary), Early Childhood (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Ed (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content).

The annual 2015 Fall Work/Learning Day was held October 30, 2015 with teacher education faculty from all program areas. Since the Workday was the day before Halloween and CAEP self-study was active, the theme included webs, cauldrons, witches, spiders, and spells. Faculty looked at CAEP Standards, reviewed and discussed assessment data from the prior year and five year trends, and completed inter-rater reliability training, and validity activities. The day ended with a "spell" by casting CAEP poison and USAO Program positives into a "boiling" cauldron.

The annual 2016 Fall Work/Learning Day was held October 14, 2016 with teacher education faculty from all program areas. Since the Workday was just a few weeks before the CAEP on-site visit, the theme was the "little engine that could" Faculty reviewed and discussed assessment data from the prior year and five year trends, participated in training for evaluating portfolios using the newly revised portfolio process, and finalized preparations for the CAEP visit. Each program received disaggregated data for review and consideration by program faculty.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 26, 2017

AGENDA ITEM #22-b (7):

Annual Reports.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Eighty-First Meeting

April 20, 2017

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

Minutes of the Seven Hundred Eighty-First Meeting
April 20, 2017

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Eighty-First Meeting
of the
Oklahoma State Regents for Higher Education
April 20, 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 10:00 a.m. on Thursday, April 20, 2017, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 13, 2016. 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, and Andy Lester. Regent Mike Turpen joined the meeting at 10:20 a.m.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' regular meeting on March 23, 2017. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, 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 Dr. Bob Daffenbach's remarks on a college educated workforce at the April 19, 2017 Committee of the Whole meeting and an article detailing the events of Oklahoma's Promise Day at the Capitol on April 18, 2017.

6. **STUDENTS.** Mr. Shane Timmons, a student at Carl Albert State College (CASC), spoke about his higher education experience. Mr. Timmons stated that he is from Spiro, Oklahoma and that

his parents focused on the importance of leadership qualities. He is a member of the Choctaw Nation Chiefs' Leadership class and without that experience and higher education he would not have been able to pursue his goals. He thanked the State Regents for their work and all that they do and encouraged them to keep education and students a priority.

7. AWARDS.

a. Regent Massey made a motion, seconded by Regent Parker, to recognize the 2017 Newman Civic Fellows for their achievements. The 2017 Oklahoma Newman Civic Fellows were: 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; and Jaylon Thomas, University of Central Oklahoma. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin and White. Voting against the motion were none.

b. Regent Parker made a motion, seconded by Regent Lester, to recognize the 2017 Oklahoma Online Excellence Awards. The award winners were: Dr. Maria Christian, Assistant Professor of Higher Education Leadership at Northeastern State University and the Learning Design Team, Center for eLearning and Connected Environments at the University of Central Oklahoma. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

8. NEW PROGRAMS.

a. Regent Holloway made a motion, seconded by Regent Stricklin, to approve the request from the University of Oklahoma 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. Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Rogers State University to offer the Certificate in Paramedic Studies. Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

c. Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Redlands Community College to offer the Associate in Applied Science in Sustainable Agroecosystem Technology, the Certificate in Sustainable Food Systems, the Associate in Applied Science in Equine Science Assisted Therapy and the Certificate in Equine Therapeutic Instructor Training. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

d. Regent Holloway made a motion, seconded by Regent Helm, to approve the request from Rose State College to offer the Certificate in Native American Studies. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Turpen. Voting against the motion were none.

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

e. Seminole State College requested to delete the Associate in Science in Mathematics and the Associate in Science in Physical Sciences.

Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Turpen and Massey. Voting against the motion were none.

10. POLICY.

a. Regent Holloway made a motion, seconded by Regent Lester, to approve policy revisions

to the *In-State/Out-of-State Status of Enrolled Students* policy. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey and Stricklin. Voting against the motion were none.

b. Regents reviewed the proposed *Concurrent Enrollment* policy and revisions to the *Institutional Admission and Retention* policy. This item was for posting only.

c. Regents reviewed the proposed revisions to the *Undergraduate Transfer and Articulation* policy. This item was for posting only.

11. STATE AUTHORIZATION. Regent Holloway made a motion, seconded by Regent Lester, to approve the continued participation in the State Authorization Reciprocity Agreement. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin and White. Voting against the motion were none.

12. E&G BUDGET. Regent Stricklin made a motion, seconded by Regent Parker, to approve the allocation of $467,242.22 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, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

13. TUITION AND FEES.

a. Regents reviewed the posting of legislative tuition and mandatory fee limits and request for changes to academic service fees for Northwestern Oklahoma State University Doctors in Nursing Practice for Fiscal Year 2018.

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.

14. **REVENUE BONDS.** Regent Stricklin made a motion, seconded by Regent Parker, to approve the transmittal to the Attorney General of Oklahoma State University's Statement of Essential Facts for 2017A Refunding Bonds. Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

15. **CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve the following purchases for amounts in excess of $100,000:

a. Dobson Technologies Transport and Telecom Solutions in the amount of $139,069.08 to relocate the Oklahoma Community Anchor Network fiber located in Woodward.

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

c. A change order for Oklahoma Western Telephone Company in the amount of $22,500 to upgrade Nashoba Elementary School.

Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

16. **INVESTMENTS.** Regent Parker made a motion, seconded by Regent Stricklin, to approve new investment managers Noble Hospitality Fund IV. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

17. **STATE REGENTS TASK FORCE ON THE FUTURE OF HIGHER EDUCATION.** Regent Lester made a motion, seconded by Regent Holloway, to approve the member recommendations for the State Regents' Task Force. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Turpen. Voting against the motion were none.

18. **COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Lester, 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, Turpen and Massey. Voting against the motion were none

19. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

20. **CONSENT DOCKET.** Regent Stricklin 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. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

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

e. Agency Operations.

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

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

f. Non-Academic Degrees.

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

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

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

Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey and Stricklin. Voting against the motion were none

21. **REPORTS.** Regent Turpen made a motion, seconded by Regent Stricklin, to accept the following reports:

a. Programs. Current status report on program requests.

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

Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin and White. Voting against the motion were none

22. REPORT OF THE COMMITTEES.

a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

d. Investment Committee. The Investment Committee had no additional items for Regents' action.

27. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Massey announced that the next regular meetings are scheduled to be held on Thursday, May 25, 2017 at 10:30 a.m. and Friday, May 26, 2017 at 9:00 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, April 19, 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 11:00 a.m. on Wednesday, April 19, 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 April 14, 2017. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Andy Lester, and John Massey. Regent Jay Helm joined the meeting at 12:30 p.m. Regent Massey called the meeting to order and presided.

3. **HIGHER EDUCATION AND THE ECONOMY.** Dr. Bob Dauffenbach, the University of Oklahoma, gave a brief presentation on higher education and the economy. Dr. Dauffenbach started by stating that he is concerned with economic trends and how they affect Oklahoma. Specifically, since 1992 the United States workforce has grown by a third but workers who have a high school degree or some college have remained the same while workers with some type of college degree have increased by 30 million in 25 years. There has been a 32 million gain in employment growth by college graduates while high school graduates, associate degree graduates and those with some college have remained relatively the same over the last 25 years. Additionally, those with a bachelor's degree or higher have an extremely low unemployment rate and much higher mean annual earnings per year. Oklahoma is the second highest state in the nation in shares of the adult population with a high school diploma or less, only behind Arkansas.

   Dr. Dauffenbach ended by stating that Oklahoma is doing well but does need improvement in its capacity to produce a college educated workforce.

   Regent Parker asked if he had an economic theory that would be beneficial for this situation. Dr. Dauffenbach stated that the importance needs to be placed on, for instance, educating more students to become engineers, instead of welders.

   Regent Turpen asked Dr. Dauffenbach what he thought about online classes versus face-to-face classes. Dr. Dauffenbach stated that he questions online education because there is no way to validate that any learning has taken place.

4. **EXECUTIVE SESSION.** State Regents voted 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, Parker, Holloway, Lester, Massey and Stricklin. Voting against the motion were none.

   Following executive session discussions, Regents returned to open session.

5. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that the monthly collections increased slightly and she will continue to monitor discussions on the FY 18 budget.

6. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Todd Pauley stated that the Oklahoma's Promise Day at the Capitol went extremely well. The original author of the Oklahoma's Promise bill, Senator Maxine Horner, was in attendance as well as several other legislators. He stated that SB 529 would raise the Oklahoma's Promise income limit from $50,000 to $60,000 over the next three years.

7. **ANNUAL REPORT.** Associate Vice Chancellor Angela Caddell, gave a brief update on the 2016 Annual Report. The report contains an overview of public higher education, the Oklahoma State Regents for Higher Education's public agenda, key initiatives and outlines programs and services in several areas. The report also includes a profile for every public higher education institution in the state and lists some of the most popular fields of study. Associate Vice Chancellor Caddell stated that the report also details the cost of tuition and mandatory fees for Oklahoma institutions and shows Oklahoma ranking fourth lowest for average student cost at a public four-year institution in the nation.

8. **ADULT PROMISE.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the OSHRE submitted an application to SHEEO for the Adult Promise program. If awarded, the grant would be a $775,000 match and would be adult-focused.

9. **REACH HIGHER PROGRAM**. Vice Chancellor Blanke stated that the Reach Higher Program Graduation Reception was held April 8, 2017 at the Oklahoma City National Memorial and Museum and was well attended with 38 students from 16 institutions.

10. **TASK FORCE REPORTS.**

    a. **Online Education Task Force.** Vice Chancellor 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 sessions.

    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 gathering training opportunities and their next meeting will be on June 7, 2017.

11. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the April 2017 update on institutional activities via e-mail.

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

- 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. – Deep Fork Grill.

- 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 – The Task Force on the Future of Higher Education meeting – 1 p.m. – in the PHF Colloquium Room
- 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.

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

ATTEST:

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John Massey, Chairman	Jay Helm, Secretary