OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

June 29, 2017

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 29, 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 June 29, 2017.

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

A G E N D A

Thursday, June 29, 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.

STUDENTS

6. **Award.** Chancellor Hans Brisch Scholarship Program Awards. Presentation of selections for Chancellor's Scholars for the 2017-2018 academic year. (Supplement) Page 3.

7. **Students.** Students reports on higher education's impact. Page 5.

FISCAL

8. **E&G Budgets.**

   a.   Approval of FY18 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 7.

   b.   Final Ratification of FY2017 Reduction to Allotments due to Oil Gross Production Shortfall. Page 9.

   c.   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 15.

b. Oklahoma State University. Approval to offer the Master of Engineering in Electrical Engineering. Page 83.

c. Cameron University. Approval to offer the Associate in Applied Science in Radiologic Technology. Page 91.

d. Northeastern State University. Approval to offer the Master of Social Work in Social Work. Page 99.

e. University of Central Oklahoma. Approval to offer the Master of Fine Arts in Illustration, the Bachelor of Arts in Music, the Graduate Certificate in Historical Performance, the Certificate in Financial Planning, the Graduate Certificate in E-Learning, and the Graduate Certificate in Student Personnel-Program Management. Page 107.

f. Oklahoma State University Institute of Technology. Approval to offer the Certificate in Industrial Maintenance Technologies-Level 1 and the Certificate in Industrial Maintenance Technologies-Level 2. Page 133.

g. Rose State College. Approval to offer the Associate in Science in Baccalaureate-Track Allied Health, the Certificate in Hospitality and Event Management, and the Certificate in Cyber Security, and the Certificate in Digital Forensics. Page 139.

18. **Program Deletions.** Approval of institutional requests for program deletions. Page 155.

19. **Policy.** Approval of revisions to the Academic Programs Approval policy. Page 157.

20. **Policy Exception.** Request for approval of policy exceptions for a pilot project proposed by the University of Oklahoma. Page 173.

21. **Intensive English Programs.** Approval to offer Intensive English Programs. Page 175.

22. **Authorization of Private Institutions.** Authorization of private institutions to operate in Oklahoma. Page 179.

23. **Oklahoma Tuition Aid Grant.** Approval of the 2017-2018 Oklahoma Tuition Aid Grant Award Schedule. Page 183.

24. **Teacher Education.** Acceptance of Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A, Supplemental Allocation of State Grant Program funds from the United States Department of Education. Page 187.

25. **Temporary Assistance to Needy Families.**

a. Approval of amendments to the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families (TANF) Program. Page 191.

b.   Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Department of Human Services. Page 197.

26.   **Scholars for Excellence in Child Care.**

a.   Approval of contract and contract modification between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Scholars for Excellence in Child Care program. Page 199.

b.   Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services. Page 205.

27.   **Memorandum of Understanding.**   Approval of the Memorandum of Understanding between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Health. Page 207.

EXECUTIVE

28.   **Policy.**

a.   Approval of proposed revisions to the State Regents' Brad Henry International Scholarship Program policy. Page 213.

b.   Approval of proposed revisions to the State Regents' Council on Information Technology policy. Page 217.

29.   **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 221.

30.   **Executive Session.** Page 225.

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

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

   a. Programs.

       (1) Program Modifications. Approval of institutional request. Page 227.

       (2) Program Suspensions. Ratification of institutional requests. Page 249.

   b. Reconciliation. Approval of an institutional request for a degree program inventory reconciliation. Page 251.

   c. Electronic Delivery.

       (1) Oklahoma State University. Approval to offer the Master of Science in Educational Leadership and Policy Studies, the Master of Agriculture in International Agriculture and the Master of Science in International Agriculture through online delivery. Page 253.

       (2) East Central University. Approval to offer the Master of Science in Water Resource Policy and Management through online delivery. Page 257.

       (3) Northeastern State University. Approval to offer the Master of Science in Higher Education Leadership and the Bachelor of General Studies in General Studies through online delivery. Page 259.

   d. GEAR UP. Ratification of GEAR UP Partnership Support for Oklahoma School Districts. Page 263.

   e. Agency Operations.

       (1) Ratification of purchases in excess of $25,000 for FY2017. Page 267.

       (2) Approval of the renewal of the contract for legal services with the Office of the Attorney General for Fiscal Year 2018. Page 269.

   f. Resolution honoring retiring State Regents staff for their service. Page 273.

REPORTS

32. **Reports.** Acceptance of reports listed.

   a. Programs. Current status report on program requests. Page 275. (Supplement)

   b. Annual Reports.

       (1) Acceptance of the Low Producing Programs Annual Report. Page 277.

        (2)   Acceptance of the Academic Policy Exception Quarterly Report. Page 281.

        (3)   Acceptance of the Faculty Salary Report, FY2016. Page 283.

33.   **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.

34.   **Officers.** Election of State Regents' officers for 2017-2018.

35.   **Recognition.** Recognition of outgoing Chairman John Massey.

36.   **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."

37.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, September 6, 2017 at 10:30 a.m. and Thursday, September 7, 2017 at 9 a.m. at the State Regents Office in Oklahoma City.

38.   **Adjournment.**

AGENDA ITEM #5:

> **Report of the Chancellor.**

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of May 12, 2017 through June 15, 2017

RECOMMENDATION:

> **This is an information item only.**

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of May 12, 2017 through June 15, 2017:

- Attended University of Oklahoma (OU) Regents Alumni Awards ceremony and reception at OU in Norman.
- Attended University of Oklahoma (OU) Honorary Degree Luncheon at OU in Norman.
- Attended Oklahoma State University (OSU) commencement ceremony as part of the platform party at OSU in Stillwater.
- Participated in conference call with Dr. Brit Kirwan, Association of Governing Boards, to discuss State Regents Task Force on the Future of Higher Education.
- Attended and provided comments at Oklahoma State University-Oklahoma City (OSU-OKC) commencement ceremony at the State Fair Arena in Oklahoma City.
- Attended presentation of resolution honoring Regent Jimmy Harrel in the Oklahoma House of Representatives at the State Capitol in Oklahoma City.
- Met with Secretary of Education and Workforce Development Natalie Shirley, Superintendent Joy Hofmeister, and CareerTech State Director Marcie Mack at Oklahoma State University-Oklahoma City (OSU-OKC) to discuss K-12, CareerTech, and higher education issues.
- Participated in conference call with East Central University (ECU) President Katricia Pierson to discuss higher education issues.
- Met with Denise Castelli in Oklahoma City to discuss higher education and Oklahoma Educational Television Authority (OETA) issues.
- Met with Attorney General Mike Hunter in Oklahoma City to discuss higher education issues.
- Met with Oklahoma EPSCoR State Director Jerry Malayer in Oklahoma City to discuss EPSCoR issues.
- Participated in conference call with Dr. Brit Kirwan, Association of Governing Boards, to discuss State Regents Task Force on the Future of Higher Education.
- Participated in conference call with Redlands Community College (RCC) President Jack Bryant to discuss higher education issues.
- Attended tour of the University of Oklahoma (OU) Innovation Hub in Norman.

- Met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina to discuss higher education issues.
- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Met with Tulsa Community College (TCC) President Leigh Goodson and Dr. Kay McClenney to discuss higher education issues.
- Attended Oklahoma Business Roundtable membership meeting at Southern Hills Golf and Country Club in Tulsa.
- Met with Assistant Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Participated in phone interview with *Tulsa World* reporter Randy Krehbiel to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King, Superintendent Joy Hofmeister, and University of Oklahoma (OU) Dean of Student Affairs Clarke Stroud to discuss OETA issues.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Participated in conference call with Secretary of Science and Technology Kelvin Droegemeier to discuss higher education issues.
- Attended State Regents Task Force on the Future of Higher Education College Degree Completion and Workforce Development Initiatives Subcommittee meeting at the State Regents offices in Oklahoma City.

AGENDA ITEM #6:

> **Award.**

SUBJECT: Chancellor Hans Brisch Scholarship Program Awards. Presentation of selections for Chancellor's Scholars for the 2017-2018 academic year.

RECOMMENDATION:

> **It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2017-18 academic year and ratify payment of the scholarship award.**

BACKGROUND:

The Chancellor's Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate $200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Glen D. Johnson continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 59 nominees for this year's award and identified the top 2 candidates. It is recommended that the State Regents approve the FY 2017-18 Chancellor's Scholars recipients as follows:

- **Jace Konner Neal,** Broken Bow High School
- **Andrea Dawn Hopper**, Sharon-Mutual High School

Supplement

AGENDA ITEM #7:

Students.

This is an oral presentation.

AGENDA ITEM #8-a:

E&G Budgets.

AGENDA ITEM #8-b:

> **E&G Budgets.**

SUBJECT: Final Ratification of FY2017 Reduction to Allotments due to Oil Gross Production Shortfall.

RECOMMENDATION:

> **It is recommended that the State Regents ratify revised FY2017 allocations in response to the final FY2017 oil gross production revenue shortfalls from funds appropriated to the Oklahoma State Regents.**

BACKGROUND:

In response to the declaration of a general revenue shortfall by the OMES for the current fiscal year, the Chancellor, on February 21, 2017, notified institutional presidents that in accordance with 70 O.S. 2001, §3903(g), institutional allotments of state appropriations would be reduced by an annualized 0.7 percent for the remainder of the fiscal year.

Revenue shortfalls in the FY2017 oil gross production revolving funds appropriated to the Oklahoma State Regents and available for allocation in FY2017 will require an additional decrease in institutional, program and agency operations allotments. On June 7th, the final oil gross production revenue collections for the fiscal year were received from oil gross production revenue that resulted in a reduction equal to 0.8 percent of the total original appropriation of $810 million. This reduction in allotments ensures that the State Regents for Higher Education maintain allotments equal to the total revenue available for FY'17 while preserving the ability to remit all required debt service payments due in FY'17. The reductions to the debt service line items will be charged back to the participation institutions.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANALYSIS:

Oil Gross Production

The FY2017 appropriations to the Oklahoma State System of Higher Education included $41.2 million from both the Higher Education Capital Revolving Fund and the Oklahoma Tuition Scholarship Revolving fund, for a combined total of $82.4 million. The source of revenue to the two revolving funds was oil gross production proceeds.

The shortfall in revenue available for allocation from these two revolving funds is due to June collections not being available for allocation in the current fiscal year (FY2017). The revised final collections are $38.1 million to be received from each the two funds, resulting in a shortfall of approximately $3.1

million to each, with the total shortfall being $6.3 million or 7.6 percent from the original FY2017 total appropriation from that funding source. The final reduction schedule is included and results in an additional reduction of approximately $6.3 million for the June allotments.

ALLOCATION OF STATE APPROPRIATED FUNDS
Fiscal Year 2017

	FY'17 Total State Alloc. Funds	FY'17 March GR Reduction	FY'17 Oil GP Adjustments	FY'17 Total Adj. State Alloc. Funds	Adj. FY'17 $ Chg From Orig. FY'17	Adj. FY'17 % Chg. From Orig. FY'17
University of Oklahoma:						
OU, Norman	104,552,676	(589,768)	(806,530)	103,156,377	(1,396,298)	-1.3%
Mesonet	1,212,665	(6,340)	(9,355)	1,196,470	(16,195)	-1.3%
Technology Transfer Office	269,856	(1,522)	(2,082)	266,252	(3,604)	-1.3%
OU Initiatives	1,896,001	(10,695)	(14,626)	1,870,680	(25,321)	-1.3%
Oklahoma Museum of Natural History	2,404,957	(13,566)	(18,552)	2,372,839	(32,118)	-1.3%
Sutton Aviary Research Center	380,191	(2,145)	(2,933)	375,114	(5,077)	-1.3%
Center of Educational Excellence	186,892	(1,054)	(1,442)	184,396	(2,496)	-1.3%
Subtotal, OU:	110,903,238	(625,591)	(855,519)	109,422,128	(1,481,110)	-1.3%
OU Health Sciences Center	71,801,013	(405,070)	(553,880)	70,842,112	(958,901)	-1.3%
Nursing & Allied Health - Tulsa	1,550,301	(9,745)	(11,959)	1,529,597	(20,704)	-1.3%
Nursing - OKC	439,583	(2,480)	(3,391)	433,713	(5,871)	-1.3%
Nursing Lawton	157,242	(887)	(1,213)	155,142	(2,100)	-1.3%
Allied Health	383,174	(2,161)	(2,956)	378,057	(5,117)	-1.3%
Geriatrics Matching Funds	413,161	(2,331)	(3,187)	407,643	(5,518)	-1.3%
Pharmacy - Distance Learning	719,951	(4,061)	(5,554)	710,336	(9,615)	-1.3%
George Nigh Rehabilitation Center Salary Support	277,534	(1,566)	(2,141)	273,828	(3,706)	-1.3%
Subtotal, OUHSC:	75,741,959	(427,251)	(584,281)	74,730,427	(1,011,532)	-1.3%
OU Tulsa	6,654,451	(37,537)	(51,333)	6,565,581	(88,870)	-1.3%
OU Law Center	4,859,509	(27,412)	(37,487)	4,794,611	(64,899)	-1.3%
TOTAL, OU:	198,159,157	(1,117,790)	(1,528,620)	195,512,747	(2,646,411)	-1.3%
Oklahoma State University:						
OSU, Stillwater	97,843,218	(551,921)	(754,773)	96,536,524	(1,306,614)	-1.3%
Technology Transfer Office	269,856	(1,522)	(2,082)	266,252	(3,604)	-1.3%
Fire Service Training Program	1,367,556	(7,714)	(10,549)	1,349,292	(18,264)	-1.3%
Subtotal, OSU:	99,480,630	(561,157)	(767,404)	98,152,069	(1,328,561)	-1.3%
OSU Agriculture Experiment Station	21,659,538	(122,179)	(167,084)	21,370,276	(289,263)	-1.3%
Cooperative Extension Division	23,635,900	(133,327)	(182,330)	23,310,243	(315,657)	-1.3%
OSU Center for Health Sciences	11,512,468	(64,940)	(88,808)	11,358,719	(153,749)	-1.3%
School of Veterinary Medicine	8,842,676	(49,880)	(68,213)	8,724,582	(118,094)	-1.3%
OSU, Oklahoma City	9,459,370	(53,359)	(72,971)	9,333,040	(126,330)	-1.3%
OSU Institute of Tech, Okmulgee	11,735,649	(66,199)	(90,550)	11,578,920	(156,729)	-1.3%
Mid-America Industrial Park-Pryor	67,464	(381)	(520)	66,563	(901)	-1.3%
Subtotal, OSUIT-OKM	11,803,113	(66,580)	(91,050)	11,645,483	(157,630)	-1.3%
OSU-Tulsa	9,160,774	(51,675)	(70,667)	9,038,432	(122,342)	-1.3%
Subtotal, OSU-Tulsa:	9,160,774	(51,675)	(70,667)	9,038,432	(122,342)	-1.3%
TOTAL, OSU:	195,554,469	(1,103,097)	(1,508,528)	192,942,844	(2,611,625)	-1.3%

	FY'17 Total State Alloc. Funds	FY'17 March GR Reduction	FY'17 Oil GP Adjustments	FY'17 Total Adj. State Alloc. Funds	Adj. FY'17 $ Chg From Orig. FY'17	Adj. FY'17 % Chg. From Orig. FY'17
University of Central Oklahoma	43,262,907	(244,040)	(333,735)	42,685,132	(577,775)	-1.3%
TOTAL, UCO:	43,262,907	(244,040)	(333,735)	42,685,132	(577,775)	-1.3%
East Central University	14,076,881	(79,406)	(108,591)	13,888,885	(187,996)	-1.3%
McAlester Learning Site	67,464	(381)	(520)	66,563	(901)	-1.3%
Nursing Program – Durant	168,661	(951)	(1,301)	166,408	(2,252)	-1.3%
TOTAL, ECU:	14,313,006	(80,738)	(110,412)	14,121,857	(191,150)	-1.3%
Northeastern State University	26,323,148	(148,485)	(203,060)	25,971,603	(351,545)	-1.3%
Broken Arrow campus	3,773,742	(21,287)	(29,111)	3,723,344	(50,398)	-1.3%
TOTAL, NSU:	30,096,890	(169,773)	(232,171)	29,694,947	(401,943)	-1.3%
Southeastern Oklahoma State University	14,021,222	(79,092)	(108,163)	13,833,969	(187,253)	-1.3%
McCurtain County Branch	1,127,524	(6,360)	(9,698)	1,112,466	(15,058)	-1.3%
McAlester Learning Site	134,928	(761)	(1,041)	133,126	(1,802)	-1.3%
TOTAL, SOSU:	15,283,674	(86,213)	(117,900)	15,079,561	(204,113)	-1.3%
Southwestern Oklahoma State University	18,363,127	(103,584)	(141,655)	18,117,888	(245,239)	-1.3%
Business Research/Econ Development Center	101,196	(571)	(781)	99,845	(1,351)	-1.3%
Sayre Branch Funding	60,718	(342)	(468)	59,907	(811)	-1.3%
TOTAL, SWOSU:	18,525,041	(104,497)	(142,904)	18,277,639	(247,401)	-1.3%
Cameron University	17,343,432	(97,832)	(133,289)	17,111,811	(231,621)	-1.3%
Duncan branch campus	323,989	(1,828)	(2,499)	319,662	(4,327)	-1.3%
TOTAL, CU:	17,667,421	(99,660)	(136,288)	17,431,473	(235,948)	-1.3%
Langston University	9,950,664	(56,130)	(76,760)	9,817,774	(132,891)	-1.3%
Langston Statewide Plan	1,016,149	(5,732)	(7,839)	1,002,578	(13,571)	-1.3%
Federal Langston Research Match	1,754,287	(9,896)	(13,533)	1,730,859	(23,428)	-1.3%
LU-Tulsa Branch	1,941,120	(10,950)	(14,974)	1,915,196	(25,924)	-1.3%
Agricultural Exper Station Funds	277,578	(1,566)	(2,141)	273,871	(3,707)	-1.3%
Langston Honors Scholarship Program	178,779	(1,008)	(1,379)	176,392	(2,388)	-1.3%
Langston Honors Program Admin	99,831	(563)	(770)	98,498	(1,333)	-1.3%
TOTAL, LU:	15,218,408	(85,845)	(117,396)	15,015,167	(203,241)	-1.3%
NW Okla State University						
Alva	7,834,852	(44,193)	(60,439)	7,730,218	(104,634)	-1.3%
Enid	471,573	(2,660)	(3,638)	465,276	(6,298)	-1.3%
TOTAL, NWOSU:	8,306,425	(46,855)	(64,077)	8,195,493	(110,932)	-1.3%
Oklahoma Panhandle State University	5,899,501	(33,278)	(45,509)	5,820,713	(78,788)	-1.3%
TOTAL, OPSU:	5,899,501	(33,278)	(45,509)	5,820,713	(78,788)	-1.3%
Rogers State University	11,459,194	(64,640)	(88,397)	11,306,157	(153,037)	-1.3%
TOTAL, RSU:	11,459,194	(64,640)	(88,397)	11,306,157	(153,037)	-1.3%
University of Science & Arts of Okla	6,014,571	(33,927)	(46,307)	5,934,247	(80,324)	-1.3%
3rd Trimester Waivers	38,361	(216)	(296)	37,849	(512)	-1.3%
TOTAL, USAO:	6,052,933	(34,144)	(46,693)	5,972,096	(80,837)	-1.3%

	FY'17 Total State Alloc. Funds	FY'17 March GR Reduction	FY'17 Oil GP Adjustments	FY'17 Total Adj. State Alloc. Funds	Adj. FY'17 $ Chg From Orig. FY'17	Adj. FY'17 % Chg. From Orig. FY'17
Carl Albert State College	5,262,512	(29,685)	(40,596)	5,192,231	(70,281)	-1.3%
TOTAL, CASC:	5,262,512	(29,685)	(40,596)	5,192,231	(70,281)	-1.3%
Connors State College	5,449,152	(30,738)	(42,035)	5,376,379	(72,773)	-1.3%
Muskogee Branch Campus	113,760	(642)	(878)	112,241	(1,519)	-1.3%
TOTAL, CSC:	5,562,912	(31,380)	(42,913)	5,488,620	(74,293)	-1.3%
Eastern Oklahoma State College	5,308,722	(29,946)	(40,952)	5,237,824	(70,898)	-1.3%
TOTAL, EOSC:	5,308,722	(29,946)	(40,952)	5,237,824	(70,898)	-1.3%
Murray State College	4,726,690	(26,663)	(36,462)	4,663,565	(63,125)	-1.3%
TOTAL, MSC:	4,726,690	(26,663)	(36,462)	4,663,565	(63,125)	-1.3%
Northeastern Oklahoma A&M College	7,275,867	(41,042)	(56,127)	7,178,698	(97,169)	-1.3%
TOTAL, NEOAMC:	7,275,867	(41,042)	(56,127)	7,178,698	(97,169)	-1.3%
Northern Oklahoma College						
Tonkawa	7,283,888	(41,087)	(56,189)	7,186,612	(97,276)	-1.3%
Enid	1,063,906	(6,001)	(8,207)	1,049,698	(14,208)	-1.3%
TOTAL, NOC:	8,347,795	(47,089)	(64,396)	8,236,310	(111,485)	-1.3%
Redlands Community College	4,840,156	(27,303)	(37,337)	4,775,516	(64,640)	-1.3%
Royce Ranch Capital Plan	379,200	(2,139)	(2,925)	374,136	(5,064)	-1.3%
Total, Redlands:	5,219,356	(29,442)	(40,263)	5,149,652	(69,704)	-1.3%
Seminole State College - Campus Operations	4,887,462	(27,570)	(37,702)	4,822,190	(65,272)	-1.3%
Total, SSC:	4,887,462	(27,570)	(37,702)	4,822,190	(65,272)	-1.3%
Western Oklahoma State College	4,712,159	(26,581)	(36,350)	4,649,228	(62,931)	-1.3%
Total, WOSC:	4,712,159	(26,581)	(36,350)	4,649,228	(62,931)	-1.3%
Oklahoma City Community College	20,652,763	(116,500)	(159,318)	20,376,946	(275,817)	-1.3%
Total, OCCC:	20,652,763	(116,500)	(159,318)	20,376,946	(275,817)	-1.3%
Rose State College - Campus Operations	17,008,184	(95,941)	(131,203)	16,781,040	(227,144)	-1.3%
Total, Rose:	17,008,184	(95,941)	(131,203)	16,781,040	(227,144)	-1.3%
Tulsa Community College - Campus Operations	29,965,039	(169,029)	(231,153)	29,564,857	(400,182)	-1.3%
Total, TCC:	29,965,039	(169,029)	(231,153)	29,564,857	(400,182)	-1.3%
Southern Oklahoma Higher Education Center, Ardmore	525,062	(2,962)	(4,050)	518,050	(7,012)	-1.3%
Total, Ardmore HEC:	525,062	(2,962)	(4,050)	518,050	(7,012)	-1.3%
Section 13 Offset Funds (see attached schedule)	7,612,023	(42,938)	(58,720)	7,510,365	(101,658)	-1.3%
OSF Charges	113,430	(640)	(875)	111,915	(1,515)	-1.3%
OneNet Higher Education User Fees	2,530,583	(14,275)	(19,521)	2,496,787	(33,796)	-1.3%
Quartz Mountain	909,349	(5,130)	(7,015)	897,205	(12,144)	-1.3%
Ponca City Learning Site	530,880	(2,995)	(4,095)	523,790	(7,090)	-1.3%
Institutions, Constituent Agencies, Centers & Learning Sites Subtotal	710,949,815	(4,010,376)	(5,484,341)	701,455,098	(9,494,717)	-1.3%

	FY'17 Total State Alloc. Funds	FY'17 March GR Reduction	FY'17 Oil GP Adjustments	FY'17 Total Adj. State Alloc. Funds	Adj. FY'17 $ Chg From Orig. FY'17	Adj. FY'17 % Chg. From Orig. FY'17
Governance & Operations Support:						
State Regents' Core Operations	5,268,441	(29,719)	(40,641)	5,198,081	(70,360)	-1.3%
Regents' IT	2,057,167	(11,604)	(15,869)	2,029,693	(27,473)	-1.3%
Oklahoma Teacher Connection	300,963	(1,698)	(2,322)	296,943	(4,019)	-1.3%
Scholarship Administration	474,975	(2,679)	(3,664)	468,632	(6,343)	-1.3%
Governance & Operations Support Subtotal	8,101,545	(45,700)	(62,496)	7,993,349	(108,196)	-1.3%
Financial Aid Programs:						
Academic Scholars Program	6,755,414	(38,106)	(52,112)	6,665,196	(90,218)	-1.3%
Chiropractic Scholarships	30,336	(171)	(234)	29,931	(405)	-1.3%
Concurrent Enrollment Tuition Waiver for HS Seniors	2,910,001	(16,415)	(22,448)	2,871,138	(38,863)	-1.3%
George & Donna Nigh Scholarships	53,088	(299)	(410)	52,379	(709)	-1.3%
National Guard Tuition Waiver Program	1,551,393	(8,751)	(11,968)	1,530,674	(20,719)	-1.3%
Oklahoma Tuition Aid Grant Program	16,065,846	(90,625)	(123,934)	15,851,287	(214,559)	-1.3%
Oklahoma Tuition Equalization Program (Private Schools)	2,812,462	(15,865)	(21,696)	2,774,901	(37,560)	-1.3%
Prospective Teacher Scholarships	75,840	(428)	(585)	74,827	(1,013)	-1.3%
Regional University Scholarships	799,737	(4,511)	(6,169)	789,056	(10,680)	-1.3%
International Scholarship Program	97,324	(549)	(751)	96,025	(1,300)	-1.3%
Tulsa Reconciliation Scholarships	37,920	(214)	(293)	37,414	(506)	-1.3%
Sub-Total Financial Aid Programs	31,189,361	(175,935)	(240,598)	30,772,828	(416,533)	-1.3%
Other Special Programs:						
Adult Degree Completion Program	359,683	(2,029)	(2,775)	354,880	(4,804)	-1.3%
Endowed Chairs Program	9,956,726	(56,165)	(76,807)	9,823,754	(132,972)	-1.3%
EPSCoR/Research	1,982,341	(11,182)	(15,292)	1,955,867	(26,474)	-1.3%
Grant Programs/Economic Dev/OEIS	317,996	(1,794)	(2,453)	313,749	(4,247)	-1.3%
Jane Brooks School - USAO	19,450	(110)	(150)	19,190	(260)	-1.3%
Debt Service	43,045,385	(242,813)	(332,057)	42,470,515	(574,870)	-1.3%
Scholar-Leadership Program	220,041	(1,241)	(1,697)	217,103	(2,939)	-1.3%
Statewide Literacy Program	52,678	(297)	(406)	51,975	(704)	-1.3%
Student Preparation Program	845,047	(4,767)	(6,519)	833,761	(11,286)	-1.3%
Summer Academies Program	431,620	(2,435)	(3,330)	425,855	(5,764)	-1.3%
System Shared Resources						
Academic Library Databases	294,940	(1,664)	(2,275)	291,001	(3,939)	-1.3%
System Legal services	37,882	(214)	(292)	37,376	(506)	-1.3%
System Safety, Health & Environmental Resource Center	48,823	(275)	(377)	48,171	(652)	-1.3%
Internet 2	1,100,091	(6,205)	(8,486)	1,085,399	(14,692)	-1.3%
Teacher Shortage Incentive Program	289,683	(1,634)	(2,235)	285,814	(3,869)	-1.3%
Sub-Total Other Special Programs	59,002,385	(332,825)	(455,151)	58,214,410	(787,975)	-1.3%
Capital and Master Lease	779,002	(4,394)	(6,009)	768,598	(10,404)	-1.3%
TOTAL Allocation	810,022,108	(4,569,230)	(6,248,595)	799,204,284	(10,817,825)	-1.3%

AGENDA ITEM #8-c:

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 $603,053.48 to Oklahoma State University Center for Health Sciences (OSU CHS) and $603,053.48 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 $1,206,106.96. This amount is sufficient for a transfer of $603,053.48 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 $73,236,054.48.

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	$5,707,375.33

AGENDA ITEM #9-a:

Tuition and Fees.

SUBJECT: Approval of FY18 Academic Service Fees.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for Fiscal Year 2018 as reported in the supplemental schedules.

BACKGROUND:

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

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

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2018 were posted at the State Regents' meeting held March 23, 2017. A public hearing was held on Thursday, April 20 2017 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

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

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2018. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by

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

Of the twenty-five public institutions and six constituent agencies in The State System, twenty-six requested changes in academic services fees for Fiscal Year 2018 and five had no requests for changes in these fees. The institutions requested 153 changes in Special Instruction Fees, 23 changes in Facility/Equipment Utilization Fees, 25 changes in Testing/Clinical Services Fees, 342 changes in Classroom/Laboratory Supply and Material Fees, and 94 changes in various Other Special Fees.

A total of 637 changes have been requested to academic services fees for Fiscal Year 2018, an increase of 163 requests (34%) when compared to FY17 requests. The complete listing of requests for posting is attached.

It is recommended that the State Regents approved these institutional requests for changes to academic services fees for Fiscal Year 2018.

(Supplement)

AGENDA ITEM #9-b:

Tuition and Fees.

AGENDA ITEM #10-a:

> **EPSCoR.**

SUBJECT: Approval of Contract and Allocation of Matching Funds for the National Science Foundation.

RECOMMENDATION:

> **It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of $800,000 for this program for FY 2018.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

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

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;

- the recruitment and retention of high quality science and engineering faculty; and

- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of climate research. The award, "Adapting Socio-ecological Systems to Increased Climate Variability," will facilitate research and learning opportunities for college faculty, college students and K-12 students. The NSF award is a multi-

institutional collaborative project that includes researchers from Oklahoma State University, The Samuel Roberts Noble Foundation, the University of Oklahoma and the University of Tulsa.

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

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

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 29th day of June 2017.

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

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

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

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

THEREFORE, the parties agree that:

1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to $800,000 for the period of June 1, 2017 through May 31, 2018. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.

2) OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:

   a. The Principal Investigator (PI) shall have final budget authority for all expenditures of State Regents matching funds.

   b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.

   c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.

   d. A no-cost extension may be requested for any unspent funds at the end of this agreement.

e.   OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.

3)   This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.

4)   OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

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

Oklahoma State University   Oklahoma State Regents for Higher Education

By: _____   By: _____
   Vice President for Research   Chancellor

Date:_____   Date: _____

AGENDA ITEM #10-b:

EPSCoR.

SUBJECT: Approval of INBRE Grant Allocations.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

State Regents' funding has greatly expanded the INBRE network to include more institutions in the NIH-funded Oklahoma INBRE program. While the six primarily undergraduate campuses and four community colleges cited above are formally included in the INBRE network, five other campuses have only been able to participate due to support by the State Regents. These include East Central University,

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

State Regents' funding will further enhance the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improve the science curriculum and STEM education offered to undergraduate students, encourage students to consider STEM careers, and enhance the biomedical research pipeline in the state of Oklahoma. The requested funds will extend State Regents' support for INBRE activities during the fourth year of the five-year award for the 2017-2018 academic year.

AGENDA ITEM #10-c:

> **EPSCoR.**

SUBJECT: Approval of NASA Matching Funds.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

In March 2016, the State Regents committed $150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*High Efficiency Flexible Dilute Nitride solar Cells for Space Application*." In September 2016, the proposal submitted by the University of Oklahoma was awarded federal funding in the amount of $750,000 over the three-year period. It is recommended that the State Regents approve the allocation of $50,000 for the second year of this award.

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

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

AGENDA ITEM #10-d:

> **EPSCoR.**

SUBJECT: Approval of Contract/Agreement for Facilities.

RECOMMENDATION:

> **It is recommended that the State Regents approve the FY 2018 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2017.**

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

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

MEMORANDUM OF AGREEMENT

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

This agreement, effective July 1, 2017, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

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

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

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

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

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

1.   The OSRHE will dedicate, from space it currently leases from OU, one office for INBRE use.

2.   One person identified to the OSRHE by OU will have full access to the designated space for the conduct of INBRE business and will, at all times, be subject to the same rules and requirements of tenants within the OSRHE space.

3.   OU will pay to the OSRHE the amount of $481.41 per month as per the attached supplement.

4.   This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and OU.

5.   This Agreement will terminate June 30, 2018, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.

6.   This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

BOARD OF REGENTS OF THE UNIVERSITY OF OKLAHOMA

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

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

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma INBRE according to the following schedule for the period of July 1, 2017 to June 30, 2018:

	Square Footage	Term Cost 7/1/17 - 6/30/18 $16.00 sf for July 2017 $17.00 sf for August, 2017 – June, 2018
Dawn Hammon office	228	3,857.00
Central Services		1,500.00
OneNet		180.00
Parking		240.00
Annual Cost		**$5,777.00**
Monthly Cost		**$481.41**

AGENDA ITEM #10-e:

EPSCoR.

SUBJECT: Acceptance of the 2016 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

> **It is recommended that the State Regents accept the 2016 Oklahoma EPSCoR Advisory Committee Annual Report.**

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

During 2016, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

Oklahoma's EPSCoR/IDeA Program remained robust in 2016, participating in federal EPSCoR/IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, and the Department of Energy.

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

Per a recommendation from a recent National Academy of Sciences report on EPSCoR, the National Science Foundation renamed the program as "The Established Program to Stimulate Competitive Research". This change is codified in the American Innovation and Competitiveness Act (S.3084, section 103), passed and signed January, 2017. We have begun to use this name in accordance with National Science Foundation policy. Because Oklahoma statute Title 70 O.S. 2001 70§ 3230.1 does not reference the federal program, we believe it is not necessary to modify the statute.

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

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

Oklahoma again competed successfully in major EPSCoR/IDeA grant competitions and participated in the following federal EPSCoR/IDeA or equivalent programs during 2016:

National Science Foundation
The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The five-year program theme is "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma". This project will continue our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma. Through 2016, this effort has generated an additional $330,538,000 in new research funds for Oklahoma (total does not include RII or State funds)

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in

Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities, with emphasis on the current RII science theme where appropriate. EPSCoR outreach and education programs reached more than 14,000 Oklahomans in 2016. Individuals representing every group within the science, technology, engineering and math (STEM) pipeline were served to ensure that the state's emerging high tech businesses and research labs will have a highly qualified and diverse applicant pool to draw from in the foreseeable future.

The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma's 13 public universities). Recognized as a national model for intrastate collaboration, the initiative has served over 100 institutions and facilitated over $200 million in external funding. Every researcher in Oklahoma has access to state-of-the-art supercomputing facilities through the OneOklahoma Cyberinfrastructure Initiative.

A new Track-1 proposal for 2017-2022 is in preparation. In 2016, the State EPSCoR Advisory Committee chose Food, Energy and Water Systems as the theme of the new program. This theme plays into strengths in Oklahoma's institutions in studies of climate, water resources, agriculture, and energy. Proposals were solicited and reviewed, teams selected, and specific project goals and objectives determined. The proposal will be submitted in August 2017.

National Institutes of Health
❖ The National Institutes of Health (NIH) administers three programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program. Under the Centers of Biomedical Research Excellence (CoBRE) grant program, Oklahoma has 9 current awards (12 total) valued at $215 million. Under the Clinical and Translational Research (OSCTR) program, Oklahoma has 1 current award (limit) at $20.3 million. Under the IDeA Network of Biomedical Research Excellence (OK-INBRE), Oklahoma has 1 current award (limit) with total value of $64.7 million over its lifetime.

The CoBRE programs, as well as the INBRE and OSCTR programs, generate, complement, and enrich Oklahoma's research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and build a better student pipeline for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research supported by the OSCTR program seeks to reduce health disparities in underserved and understudied populations.

Impact of NIH/IDeA in Oklahoma

RESEARCH
- ❖ Fundamental discovery from NIH awards leading to: New diagnostics, Treatment protocols, Biotech
- ❖ Infrastructure for junior clinical and research investigators to launch their careers (IDeA awards)
- ❖ Building translational research from bench-to-bedside-to-bench: Precision Medicine (OSCTR, IDeA awards, Research grants)

EDUCATION
- ❖ Builds a pipeline of new healthcare providers for next generation (INBRE/OSCTR)
- ❖ Working with Physicians to enhance best practices in rural communities (OSCTR)
- ❖ Enhancing STEM degrees – thousands of teacher and student interactions (INBRE)

WORKFORCE DEVELOPMENT

- ❖ Biotechnology program development and improvement in Oklahoma (INBRE)
- ❖ Producing scientists, educators, etc… for Oklahoma and the country (CoBRE, INBRE, OSCTR)
- ❖ Working with tribal groups to train health care workers to improve healthcare for OK tribes (OSCTR interaction with OCAITHB)

PUBLIC HEALTH
- ❖ Phase I Clinical Cancer Trials Program (NCI's National Clinical Trials Network)
- ❖ Enhancing SCC research to achieve NCI Cancer Center Designation (Research grants, NCI's National Clinical Trials Network, OSCTR, CoBREs, INBRE…)
- ❖ Clinical and translational research to improve health and healthcare for underserved and underrepresented populations and all citizens (OSCTR)
- ❖ OSCTR leveraged a $14.8 M award from AHRQ to disseminate best practices to reduce cardiovascular disease throughout Oklahoma (partnership with 300 physicians and clinics throughout Oklahoma)

National Aeronautics and Space Administration

In November 2016, Dr. Andrew Arena (OSU) was appointed Director of the Oklahoma Space Grant program and, per NASA policy, Director of the Oklahoma NASA EPSCoR program. This appointment followed a process defined by NASA and the Oklahoma Space Grant Consortium. Dr. Arena replaces our longtime colleague, Dr. Victoria Duca-Snowden in this role.

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

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

In 2016, the NASA program announced they are moving to a 2-year cycle for proposals and awards; meaning that in 2017 we may submit 2 projects, one may be funded in 2017 and the other in either 2017 or 2018, based on merit. In either case we may not submit another proposal to this program until 2019. We engaged in a state-wide open competition involving pre-preproposal review by members of the State EPSCoR Advisory Committee and selected the top 2 projects for submission. Two proposals, "Free-Space Optical Systems for Space-Based Communication and Networking" led by Dr. Hazem Refai, Professor, School of Electrical & Computer Engineering at The University of Oklahoma-Tulsa, and "Space-borne Antennas & Circuits for Condensed Radars and STEM (SPACERS)" led by Dr. Hjalti Sigmarsson, Assistant Professor, School of Electrical & Computer Engineering at The University of Oklahoma, were submitted in early 2017 and we are waiting on the review process at NASA.

In 2016 a new proposal entitled: "High Efficiency Dilute Nitrides Solar Cells for Space Applications", a multi-institutional effort led by Dr. Ian Sellers of the University of Oklahoma, was submitted to the NASA EPSCoR program, and has received approval for funding at $250,000 per year for 3 years (2016-2019). The OSRHE approved a commitment of $50,000 annually in matching funds for the three-year award.

In 2015 a new proposal entitled: "A Hybrid Photovoltaic Up/Downconversion and Biological System for Extended Space Flight", a multi-institutional effort led by Dr. Parameswar Hari of the University of Tulsa, was submitted to the NASA EPSCoR program, and received approval for funding at $250,000 per

year for 3 years (2015-2018). The OSRHE approved a commitment of $50,000 annually in matching funds for the three-year award.

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

Five-Year Return on Investment
Over the past five years, the Oklahoma State Regents for Higher Education have invested nearly $6.7 million for EPSCoR/IDeA projects. The five-year award total for Oklahoma EPSCoR/IDeA is approximately $156 million in aggregate funding.

Future Outlook
Oklahoma continues at the highest levels of funding among the EPSCoR/IDeA states in virtually all of the national EPSCoR or EPSCoR-equivalent programs. With the continued support of the State Regents, Oklahoma EPSCoR/IDeA is poised to continue as one of the key components of Oklahoma's research and development portfolio, enhancing both economic development and educational opportunities for our students.

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

The budget outlook for EPSCoR/IDeA for FY 2017 stable. Beyond 2017, however, the picture is very cloudy. FY 2018 budget proposals from the current Administration would seriously reduce science and technology funding across the federal agencies, including a 37% cut for NSF EPSCoR and 15% cut for the NIH IDeA program. EPSCoR programs at NASA and DOE are zeroed-out. There is strong support for EPSCoR, as well as for NIH, NSF and the other research and development programs, in Congress and we hope to maintain level funding in the programs. We saw an increase in funding for the IDeA program at NIH in the recent 2017 omnibus spending bill, thanks to efforts of Congressman Cole and others in support of the value of the program to Oklahoma and other eligible states. It should be kept in mind that aggregate funding for EPSCoR programs across all federal agencies amounts to less than 1 percent of the nondefense R&D budget.

AGENDA ITEM #11:

> **Revenue Bonds.**

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

> **It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the University of Oklahoma Health Sciences Center General Obligation Revenue Refunding Bonds, Series 2017A in an amount of approximately $46,860,000 (taxable) is substantially accurate.**

BACKGROUND:

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

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2017A bonds will be used (1) to advance refund a portion of the outstanding 2008A Comprehensive Cancer Center facilities bonds on the Oklahoma City Campus, and (2) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each January 1 and July 1 each of the years 2018 through 2032, with interest payments commencing on January 1, 2018, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the University of Oklahoma. These bonds are being issued on parity with the following general obligation bond issuances: 2008B, 2010A, 2010B, and 2013A. These bonds are the sixth issued under the University's General Bond Obligation authorization.

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

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

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

The refunding is estimated to save the University approximately $4.3 million, or 9.49% in interest costs without lengthening the original term of the bonds.

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

Financial data was provided by the University of Oklahoma's Health Sciences Center and reviewed by Mr. Mike Newman, Financial Consultant to the University, Terry Henson and Brad Avery at OUHSC, and internally reviewed by Sheri Mauck, Associate Vice Chancellor for Budget and Finance and Amanda Paliotta, Vice Chancellor for Budget and Finance.

AGENDA ITEM #12:

> **Capital.**

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

RECOMMENDATION:

> **It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2018-2026 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.**

BACKGROUND:

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

POLICY ISSUES:

None.

ANALYSIS:

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

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

A total of 623 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately $3.3 billion for the eight-year period.

Supplement

AGENDA ITEM #13:

> **Grant.**

SUBJECT: Approval of funds granted for the Adult Promise program through Lumina Foundation.

RECOMMENDATION:

> **It is recommended that the State Regents approve the grant of $777,300 to support the Oklahoma Adult Promise program for a three-year period funded through the Lumina Foundation.**

BACKGROUND:

Oklahoma is a leader in engaging adult students to return and complete higher education degrees. In 2007, Oklahoma designed and implemented *"Reach Higher: Oklahoma's Adult Degree Completion Program"* to allow adults statewide to return to college to complete their degree in a flexible, intensive, and online format. This program has enjoyed significant success despite budgetary limitations. In 2016, Oklahoma higher education suffered an unprecedented budget reduction of approximately 16 percent for FY17. In contrast to this budget cut is the Governor's announcement of "Launch Oklahoma" with the goal to increase the percentage of Oklahomans aged 25-64 with a degree or postsecondary credential to 70 percent of the population by 2025. This is a significant increase from the current rate of about 40 percent post-secondary educational attainment. This is an ambitious state goal that the State Regents can affect through enhancement and expansion of our existing Reach Higher initiative.

While searching for ways to support and expand Reach Higher, the State Regents were informed of an opportunity through the State Higher Education Executive Officers (SHEEO) and Lumina Foundation. SHEEO is the national association of the chief executives of statewide governing, policy, and coordinating boards of postsecondary education. Founded in 1954, SHEEO serves its members as an advocate for state policy leadership, as a liaison between states and the federal government, as a vehicle for learning from and collaborating with peers, and as a source of information and analysis on educational and public policy issues. SHEEO seeks to advance public policies and educational practices to achieve more widespread student success in postsecondary education.

SHEEO received Lumina Foundation support in calendar year (CY) 2016 to develop a feasibility study of Promise-type Aid Programs geared towards adult students. In CY 2017, SHEEO received additional funds to oversee and manage pilot programs in selected states.

Representatives from six states (Georgia, Maine, Minnesota, Oklahoma, Virginia, and Washington) participated in a two-day meeting in May 2016 to discuss and lay out parameters of the pilot programs. These states were chosen based on a number of factors, including the state's interest in better serving adult students and the importance of this cohort for the individual state's attainment goal. In addition to discussing implications and cost of promising free tuition to adult students, the conversations also focused on the important (non-instructional) support services that must be tailored to help adults navigate the postsecondary environment effectively and earn a credential of value.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

Following the May 2016 convening, State Regents staff began developing a pilot program for Oklahoma. In October 2016, a state convening occurred at the State Regents' office with stakeholders from the Governor's office, Oklahoma Works, tribal education offices, local workforce boards, colleges and universities, business and industry, core state agencies, and others to discuss a pilot program in Oklahoma. From these conversations, a final proposal was developed and submitted to the Lumina Foundation in February 2017 for funding consideration. The goal of the pilot program is to better serve adult students, ensuring the cost of tuition and fees through existing financial resources, providing sufficient academic (non-instructional) support services, and leveraging support and aid from multiple resources within the state, to allow adults to earn a valued degree in Oklahoma expeditiously. In addition, the critical occupations designated by Oklahoma Works, the workforce development entity in Oklahoma, will be targeted to develop a pipeline of credentialed individuals to fill these critical job openings in the state.

In brief, the pilot program will leverage the current Reach Higher infrastructure in concert with these partners: 1) the workforce development initiatives within multiple state agencies (*Oklahoma Works*), 2) the educational attainment initiatives within Native American Education efforts, and 3) the talent recruitment initiatives of businesses and non-profit agencies. Through the Adult Promise Project, these diverse groups will work collaboratively to drive partners' students/clients/employees to complete degrees that fulfill needs identified on the *Oklahoma Works' 100 Critical Occupations* (Attachment A).

The State Regents were notified in January 2017 that Oklahoma was one of four states still in consideration for funding, and were notified in June 2017 of the award for a three-year grant totaling **$777,300**. This action accepts these grant funds. The Lumina Foundation opportunity for the Adult Promise Project coordinated by SHEEO will allow Oklahoma to leverage existing infrastructure and resources, expand access to the degree programs to better match state employment needs, and expand the scale of our successful Reach Higher program.

Design: The program design will expand the current "Reach Higher: Oklahoma's Adult Degree Completion" statewide initiative. The current Reach Higher program offers three (3) discrete degree completion programs. The proposed program will offer assistance to individuals willing to pursue degree programs deemed by business, industry, and other state partners as degree programs to meet workforce needs as defined by *Oklahoma Works' 100 Critical Occupations*. Phase I of the program will target individuals identified by state partners who are within 15 credit hours (75 percent) of an associate degree or within 60 credit hours (50 percent) of a baccalaureate degree on the list of degrees desired by the state partners. Each participant must have a 2.0 or higher GPA in all previous college credit work and must have completed all remedial coursework. Phase II would target students 50 percent of degree requirements from both the associate and baccalaureate degree.

The program will identify individuals and connect them to existing tuition and educational assistance through employers, tribal education offices, workforce centers, non-profits, and/or other entities. The grant funding will provide non-academic services (outreach, mentoring, coaching, advising, recognition, encouragement, belonging/identifying with the program, etc.) or provide information and assistance to access services (child care, tutoring, emergency funding, book/fee assistance, transportation, nutritional assistance, housing assistance, etc.) to ensure degree completion.

Payment Date	Amount	Reporting Date (Program Report and Financial Report)
Upon receipt of the signed grant contract	**$266,000**	January 1, 2018
February 28, 2018	**$261,100**	January 31, 2019
February 28, 2019	**$249,600**	February 28, 2020
Total Funding	**$777,300**	

Accepting these grant funds will expand the work of our Reach Higher: Oklahoma's Adult Degree Completion program, enhance OSRHE efforts to increase nontraditional student college access and graduation, and further the goals of the Complete College America initiative championed by Governor Mary Fallin.

AGENDA ITEM #14-a:

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) ACT in the amount of $500,000 for the purpose of testing all sophomore students in Oklahoma. The testing window for the PreACT will be from September through November, 2017. The PreACT assessment continues to provide early monitoring of college readiness and contributes to the State Regents longitudinal data from 1993 to present which is important to understanding the effectiveness of teaching, professional development, and educational interventions. PreACT is the only assessment in Oklahoma that provides feedback to all students, parents and educators relative to college benchmarks for admission to and course placement at Oklahoma higher education institutions. Support of the PreACT is consistent with State Regents social justice policy and college completion goals to increase the percent of Oklahomans who earn college degrees. (Funded from 210-Core)

2) The Association of Governing Boards Institutional Strategies (AGBIS) in the amount of $130,000 for consulting and facilitation services provided in conjunction with the State Regents' Task Force on the Future of Higher Education. (Funded from 210- Core)

OneNet

3) University of Indiana in the amount of $328,000.00 for network monitoring services provided by the Global Research Network Operating Center (GNOC). The cost of these monitoring services will be recovered from OneNet user fees. (Funded from 718-OneNet)

GEAR UP

4) ACT in the amount of $139,500 for the purpose of testing all junior students (3,100) in the twenty-four GEAR UP school districts. The ACT test will be given on October 3, 2017 at each home school site. The provision of services for students is a major component of the 2011 GEAR UP project proposal to the U.S. Department of Education, along with college access information, partnerships with identified school districts, professional development for teachers, counselors and school administration, and parent education. While other services are provided directly to students in the GEAR UP grant, ACT Inc. will allow Oklahoma GEAR UP eleventh graders to participate in a District Choice in-School Test (DCST). ACT is an approved vendor to the State of Oklahoma. GEAR UP is in compliance with agency procedures for purchase of services and materials. This test opportunity will be provided at "no cost" to the student, teacher, counselor or school administrator, nor to the Oklahoma State Regents for Higher Education. Each participating school site will provide a testing coordinator, a safe and secure place to store materials, and a room for testing that meets the testing protocol as mandated by ACT Inc. (Funded from 730-GEAR UP).

Multiple Funds

1) Bank of America in the amount of $102,000 for FY18 P-Card charges for various department. This is not the amount spent just encumbered funds for possible purchases. (Funded from 210-Core, 701-OCAP, 718-OneNet, 720-OCAN and 730-GEAR UP).

AGENDA ITEM #14-b:

Contracts and Purchases.

SUBJECT: Approval of ACT Agreement for 2017-2018.

RECOMMENDATION:

It is recommended that the State Regents approve the 2017-2018 ACT Agreement.

BACKGROUND:

ACT's Educational Planning and Assessment System (EPAS) was adopted in Oklahoma as a social justice initiative to strengthen student academic preparation following State Regents policy action to increase admissions standards in the 1990s. In 1993, the State Regents began using ACT's Educational Planning and Assessment System (EPAS) as a student preparation initiative. Beginning with four school districts in the 1993 pilot, Oklahoma EPAS increased to include 98 percent of public schools, 70 private schools and one Bureau of Indian Affairs school. More than 98 percent of Oklahoma public school eighth graders and 99 percent of tenth graders attend a school that participated in EPAS. Each district voluntarily participated in OK EPAS as a tool to assess preparation for college, over and above the state's required testing for K-12 education, which assesses specific high school courses.

In 2015, ACT discontinued the eighth grade EXPLORE assessment and replaced the tenth grade PLAN assessment with the PreACT. The PreACT assessment continues to provide early monitoring of college readiness and contributes to the State Regents longitudinal data from 1993 to present which is important to understanding the effectiveness of teaching, professional development, and educational interventions. EPAS, now PreACT, is the only assessment system in Oklahoma that provides feedback to all students, parents and educators relative to college benchmarks.

POLICY ISSUES:

Support of the PreACT is consistent with State Regents social justice policy and college completion goals to increase the percent of Oklahomans who earn college degrees.

ANALYSIS:

Historical Research on Oklahoma Students

Since 1996, the ACT data have been collected and analyzed on the more than 90 percent of Oklahoma tenth grade students taking the PLAN (now PreACT) assessment and over 70 percent of high school graduates taking the ACT. Because of the predictive reliability of these data, Oklahoma school districts and the State Department of Education can use PLAN and now PreACT to make meaningful adjustments in curriculum and professional development opportunities between the beginning of the sophomore and the end of the senior year. The usefulness of these data will increase when up to 100% of high school

graduates take the ACT provided free to juniors through the State Department of Education's testing program.

PreACT provides a valuable opportunity for Oklahoma high schools to predict college course placement readiness for all students and to make meaningful interventions before those students enter their first year of college. This is important information for high school students, parents, teachers, and counselors as an early indicator of their level of college readiness for each subject area related to State Regents policy. Information provided in the PreACT reporting package can be used in early fall of the sophomore year to guide curricular decisions for the remainder of high school.

College Course Placement

ACT provides a periodic Course Placement Study using actual Oklahoma student performance on the ACT and in college freshman courses taught at State System institutions. This research is reviewed by State Regents staff to determine cutscores for remediation. The PreACT assesses and provides subscores for English, Math, Reading, and Science. This information is helpful to target specific subjects that need to be addressed to meet the Oklahoma State Standards provided by the Oklahoma State Department of Education.

Feedback Reports

ACT mails PreACT feedback reports to high schools within two to four weeks of when the school chooses to administer the test. State Regents Student Preparation and GEAR UP staff provide training to school counselors, teachers, and administrators on the use of ACT data for implementing changes to teaching and advising to address weaknesses found in individual student test results. This professional development supports efforts to increase the number of college graduates by preparing all students for college.

Career Guidance

The Oklahoma State Department of Education has made career guidance and exploration a priority through many initiatives, including the New Skills for Youth (NSFY) grant from J.P. Morgan Chase. In the NSFY initiative, each student will create an individual career and academic plan (ICAP) in the sixth grade that will be updated annually until the student completes high school and moves into postsecondary education.

The tenth grade PreACT offers a Career Fit scale based on a career interest inventory and the student's scores in English, Reading, Math and Science. This personalized assessment is a valuable tool to counselors and teachers as they advise students on their ICAPs.

Costs

The information provided by two vendors indicated the cost per assessment based on a statewide contract. ACT provides a lower costs per test booklet and bills only for tests scored. This is a cost advantage over billing for all test booklets when many students throughout the state may be absent on a testing day in any given school district.

Test Preparation and Practice

ACT provide free student test practice services through two vendors. The Khan Academy and OpenEd both provide these free services to students. OpenEd offers educators thousands of personalized instructional resources and practice quizzes for students aligned to the ACT and the PreACT through the free OpenEd learning management system. Educators can set up classrooms and assign instructional videos, quizzes, games and homework from OpenEd and track student mastery. Parents can create an account on OpenEd and track their child's progress towards mastery of ACT concepts. Students can use the same OpenEd login for personalized ACT test prep for students based on the detailed results section of their PreACT or ACT score reports.

Testing Dates

Assessing college readiness with sufficient time to offer support and interventions is key to improving success for all students. The PreACT offers flexible testing dates throughout the year (September through June; 9-month window) that can be determined by individual school districts. This is of great value to the school districts due to district priorities and local issues. State Regents staff has historically specified a fall administration, but not an exact date, to provide adequate time to address areas of weakness beginning in the spring of the tenth grade. The State Regents' commitment to this program provides professional development throughout the school year and in the summer to assist teachers to act on the assessment results to improve teaching and learning. These staff members are directly available to the teachers and counselors to assist at no cost to the school district.

Conclusion and Recommendation

Following a thorough and comprehensive review of the college readiness assessments, it is recommended that the State Regents approve the attached contract for the Pre-ACT for the 2017-18 academic year. To meet the goals of the State Regents social justice and college completion initiatives that engage the most students with early interventions to positively impact student preparation and access to college, it is the recommendation of the Academic Affairs and Student Preparation staff to continue administration of the PreACT for the foreseeable future, and plan a subsequent evaluation of the initiative when and if a majority of public school districts and higher education institutions move away from administration of the ACT as the college readiness assessment.

Attachment

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

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

RECITALS

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

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

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

TERMS AND CONDITIONS

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

1. **Definitions**

    i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.

    ii. "Assessments" means any PreACT booklets, answer folders, and score reports.

    iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.

    iv. "Customer" means the Oklahoma State Regents for Higher Education.

    v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as detailed on the Website.

    vi. "Order Information" means the information provided or selected by Customer when ordering.

    vii. "Participating Locations" means the schools identified by Customer as being eligible to test students.

viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.

ix. "Services" means ACT's scoring and reporting services for the Assessments.

2. **Grant and Scope of License.** Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.

3. **Term.** The term of this Agreement will be from the date of the last signature on this Agreement and shall remain in effect until June 30, 2018, subject to earlier termination as set forth in this agreement.

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

4. **Compensation and Payment**

   During the term of the agreement, ACT will provide the goods and services identified in **Exhibit 2**, at the unit prices in each period stated in **Exhibit 3 – 2017-2018 Fee Schedule**.

   On or about January 31, 2018, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the term of this Agreement will not exceed $500,000.00.

5. **Ownership of Materials.** ACT owns the ACT Materials and all intellectual property rights in the ACT Materials. Customer does not acquire any right, title, or interest in or to the ACT Materials. Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.

6. **Confidentiality.** Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In

the event of a breach or threatened breach of this Section 6, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.

7. **Testing Procedures.** Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.

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

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

9. **Limitation on Damages**. ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.

10. **Warranty and Limitations**. THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.

11. **Termination.** This Agreement may be terminated with or without cause at any time by either party giving thirty (30) days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.

12. **Relationship of the Parties**. The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the

other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

13. **Force Majeure.** Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.

14. **Assignment; Subcontracts.** Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.

15. **Entire Agreement.** The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all of the Exhibits attached hereto. The Agreement constitutes the entire agreement between the parties with respect to the Assessments and Services ordered by the Customer and supersedes all other prior agreements and understandings, both written and oral, regarding the Assessments and Services. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties. Notwithstanding the above, to the extent Customer has a contract with ACT for Assessments and Services, and in the event any of these Terms and Conditions conflict with the contract, the terms of the contract shall apply.

16. **General.** Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect. Headings used in the Agreement are for reference purposes only and shall not be deemed part of the Agreement.

17. **Notices.** Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

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

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

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

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

19. **Description of Services**

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2 – 2017-2018 Description of Services,** which is incorporated into this Agreement.

ACT will make one Pre-ACT test form available.

20. **General Provisions**

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

21. **Representatives**

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

For OSRHE: Mr. Matt Higdon
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, OK 73104

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

For ACT:

April Clark
Lead Program Manager, Operational Program Management
ACT, Inc.
500 ACT Dr. P.O. Box 168
Iowa City, lA 52243-0168

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

22. **Governing Law**

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

23. **Headings**

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

Executed this _____ day of _____, 2017.

ACT, INC.   **Oklahoma State Regents for Higher Education**

_____   _____
Paul J. Weeks, Senior Vice President   Glen D. Johnson, Chancellor
Date _____   Date _____

_____
Thomas J. Goedken, CFO
Date _____

Exhibit 1
General Provisions

Compliance with Laws

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

Anti-Discrimination

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

Liability

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

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

Waiver

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

Waiver of Obligations

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

Arbitration

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

selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

Severability

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

Amendment

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

Authorization

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

Confidentiality

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

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

Conflicting Terms

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

Scope Summary

This Description of Services (DOS) describes the testing services ACT will provide for the 2017-2018 PreACT State Testing Program.

Assessment Description

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

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

Test Window

PreACT can be made available to be administered on any day between September 5 and November 30, 2017. The actual dates to be published to sites will be determined in agreement with OKRHE and ACT personnel. ACT recommends that each Participating Location administer PreACT to all of its examinees on the same day and that all examinees take the entire battery of tests within the same day.

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

Test	Testing Window Option
PreACT	September 5 – November 30, 2017

Project Milestone Schedule

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

Milestone/Activity	Due Date
School Participation	
ACT sends Organizational file layout to State.	Two to three weeks before the completed Organizational file is due back to ACT
State sends completed Organizational file to ACT for PreACT.	At least five weeks before ordering begins. Suggested dates around 7/17/17.
Communication	
ACT sends initial communication to school test coordinators and district test coordinators. This includes schedule of events and deadlines.	To be scheduled with the State and ACT personnel. At least one month prior to first activity (of ordering)
Order confirmation email is sent when the order is placed.	
ACT sends second communication to school test coordinators and district test coordinators.	To be scheduled with the State and ACT personnel.
Training	
Online training materials available, topics to include: • Preparing for testing (including ordering instructions). • Reporting and how to interpret reports.	Available at least one month prior to activity or deliverable occurring in school sites
ACT hosted webinars available.	Scheduled regularly starting in September 2017.
Test Preparation	
Districts submit online test material orders.	Two weeks before testing Customer's test material delivery date. Suggested dates: 8/21/17 – 11/16/17
Materials arrive in schools.	Week Of: Determined by school/district through ordering process. (Should order two weeks before intend to receive materials to avoid expedited shipping)
Test Window	
Testing Window for PreACT.	September 5 – Nov 30, 2017
Answer Folder Return	

School's answer folder receipt deadline. Answer folders received after this date may not be scored and/or included in district- or state-level reporting.	Two weeks after close of test window. Suggested dates: December 15, 2017
Reporting	
State-level Reporting provided.	45 business days after answer folder receipt deadline Suggested dates considering holidays: No later than March 21st, 2018
Billing	
Last invoice provided to State.	No later than May 1, 2018

Customer Service

State Contract Oversight:

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

School Customer Service:

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

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

Holidays	Dates
Memorial Day	5/29/17
Independence Day	7/4/17
Labor Day	9/4/17
Thanksgiving Day	11/23/17
Thanksgiving Friday	11/24/17
Christmas Eve	12/22/17
Christmas Day	12/25/17
New Year's Eve	12/29/17
New Year's Day	1/1/18
Martin Luther King Jr. Birthday	1/15/18
Presidents Day	2/19/18
Memorial Day	5/28/18
Independence Day	7/4/18

Communications

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

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

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

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

Training Available

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

ACT offers the following types of training and informational tools online:
- PreACT planning guide for administrators (includes test administration and understanding scores information).
- PreACT planning guide for educators
- PreACT planning guide for students
- *Successfully Achieving College and Career Readiness for All Students* video series for educators that can be accessed anytime
- Live webinars for implementation training and reports training will be made available throughout the year.

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

Site Participation and Preparation

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

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

Test Materials

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

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

Test Accommodations and Accessibility Supports for PreACT

PreACT accommodations are governed by the local educational authority and are determined, documented and implemented by local educational personnel responsible for accommodations coordination at the school level. The PreACT follows a Universal Design model that offers two levels of accessibility supports:
1. Accessibility supports that are embedded for all and do not need to be requested; and
2. More intensive and personalized supports that are called accommodation-level supports that require a local decision about user qualification. Only those supports that honor the constructs measured are permitted for use during the PreACT.

Accommodation-level supports must be well matched to the needs of an individual examinee and must be familiar and routinely experienced by the examinee. These decisions require the informed professional judgement of local education professionals. PreACT accommodation-level supports do not require ACT review or approval. Examples of accommodations that are available include, but are not limited to, audio DVD, Braille, reader's script, use by English Learners of an approved bilingual word-to-word dictionary, extended time, and testing in a familiar setting.

Instructions for marking appropriate codes on PreACT answer folders for examinees testing with accommodation-level support are contained in the PreACT *Administration Manual*. Scores from answer folders coded with extended time will not appear in any aggregate reports, but will be included in the data files. In general, accommodations listed as permitted for the PreACT are consistent with those permitted during the ACT. However, students who receive accommodations on PreACT may or may not be eligible for accommodations on the ACT. Please see related ACT test documentation for further information.

Ordering Paper Materials

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

Shipments and Return of Paper Materials

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

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

Test Administration

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

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

ACT Reporting

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

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

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

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

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

STATE LEVEL REPORTS			
Deliverable	**Description**	**Distribution**	**Delivery Date**
PreACT Educator Reports	Report summarizing the performance of examinees tested battery of assessments. One report for each school in the state, and one report for each district in the state and one cumulative for the entire state tested population.	One PDF File for State, one PDF file for each district, and one for each school encrypted and sent on secure file transfer site or mailed to State site.	As stated in the Project Milestone Schedule.
Item-Response Summary Reports	A cumulative report of item response results categorized by subject and reporting category One report for each school in the state, and one report for each district in the state and one cumulative for the entire state tested population.	One PDF File for State, one PDF file for each district, and one for each school on encrypted and sent on secure file transfer site.	As stated in the Project Milestone Schedule.
Data File - State	Provides complete PreACT data on every	PDF File (in both fixed-length and comma-separated	As stated in the Project

STATE LEVEL REPORTS			
Deliverable	**Description**	**Distribution**	**Delivery Date**
(CD)/electronic transfer	examinee tested. Include all testers including Extended Time testers in aggregate reporting at the states discretion.	text formats) delivered electronically to the state over a secure file transfer site or on CD (State prefer on CD)	Milestone Schedule.

Billing Information

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

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

Exhibit 3
Fees
Oklahoma State Regents for Higher Education
PreACT™
2017-2018 School Year

Description	Grade	Per Unit Price (per scored/processed assessment)	Estimated Number of Students	Total
Student Test Services				
PreACT	10th Grade	$11.00	45,454	$500,000.00
TOTAL Cost of Student Tests (not to exceed)				**$500,000.00**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 29, 2017

AGENDA ITEM #15:

Current Operating Income and Expenditures Report.

SUBJECT: Acceptance of the Current Operating Income and Expenditures Report, FY16.

RECOMMENDATION:

It is recommended that the State Regents accept the Current Operating Income and Expenditures Report for FY2016.

BACKGROUND:

The report, *Financing Current Operating Costs of Higher Education in Oklahoma,* first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities have been gathered, analyzed and published for every fiscal year since 1962-63 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2015-2016 with comparisons to FY2014-2015 and FY2012-2013.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2015-2016 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

Total Educational and General Part I Income: FY2016 Compared to FY2015 25 Colleges and Universities				
Income:	FY2016	FY2015	$ Change	% Chg
Tuition and Student Fees	1,012,469,871	963,118,234	49,351,637	5.1%
State Appropriations	551,031,034	634,545,841	-83,514,807	-13.2%
Gifts and Grants	89,450,538	74,026,531	15,424,007	20.8%
Other Sources	123,850,015	124,209,028	-359,013	-0.3%
Total Income	1,776,801,458	1,795,899,634	-19,098,176	-1.1%
Columns May Not Add Due to Rounding				

Total Educational and General Part I Expenditures: FY2016 Compared to FY2015 25 Colleges and Universities				
Expenditures	FY2016	FY2015	$ Change	% Chg
Instruction	772,184,281	772,132,701	51,580	0.01%
Research	69,866,034	59,985,587	9,880,447	16.5%
Public Service	28,400,071	29,455,847	-1,055,776	-3.6%
Academic Support	246,429,239	254,500,907	-8,071,668	-3.2%
Student Services	121,979,650	130,054,912	-8,075,262	-6.2%
Institutional Support	143,205,083	145,067,461	-1,862,378	-1.3%
Physical Plant	228,942,892	252,662,859	-23,719,967	-9.4%
Scholarships	223,394,110	206,801,555	16,592,555	8.0%
Total	1,834,401,360	1,850,661,829	-16,260,469	-0.9%
Columns May Not Add Due to Rounding				

For the fiscal year ending on June 30, 2016, Educational and General – Part I income for the twenty-five colleges and universities were reported at $1,776,801,458, a decrease of $19.1 million (-1.1 percent) over fiscal year 2014-2015. In FY2016, total income was comprised of $1,012,469,871 (57.0 percent) from tuition and student fees, $551,031,034 (31.0 percent) in state appropriations, $89,450,538 (5.0 percent) in gifts and grants, and $123,850,015 (7.0 percent) from other income sources.

From FY2015 to FY2016, tuition and student fees increased $49.4 million (5.1 percent). State appropriations decreased $83.5 million (-13.2 percent), gifts and grants increased $15.4 million (20.8 percent), and other sources decreased 359.0 thousand (-0.3 percent).

For the fiscal year ending on June 30, 2016, Educational and General Part I expenditures for the twenty-five institutions were reported at $1,834,401,360, a decrease of $16.3 million (-0.9 percent) over fiscal year 2014-2015. In FY2016, total expenditures were comprised of $772.2 million (42.1 percent) for instruction, $69.9 million (3.8 percent) for research, $28.4 million (1.5 percent) for public service, $246.4 million (13.4 percent) for academic support, $122.0 million (6.6 percent) for student services, $143.2 million (7.8 percent) for institutional support, $228.9 million (12.5 percent) for physical plant, and $223.4 million (12.2 percent) for scholarships.

From FY2015 to FY2016, expenditures for instruction increased $51.6 thousand (0.01 percent), research increased $9.9 million (16.5 percent), public service decreased $1.1 million (-3.6 percent), academic support decreased $8.1 million (-3.2 percent), student services decreased $8.1 million (-6.2 percent), institutional support decreased $1.9 million (-1.3 percent), physical plant decreased $23.7 million (-9.4 percent) and scholarships increased $16.6 million (8.0 percent).

Total Educational and General Part I Expenditures: FY2016 Compared to FY2015 25 Colleges and Universities				
Expenditures	*FY2016*	*FY2015*	*$ Change*	*% Chg*
Teaching Salaries	408,764,741	407,103,447	1,661,294	0.4%
Professional Salaries	307,009,116	297,526,121	9,482,995	3.2%
Other Salaries & Wages	146,276,833	145,622,203	654,630	0.4%
Fringe Benefits	298,607,775	295,536,310	3,071,465	1.0%
Sub-Total	*1,160,658,465*	*1,145,788,081*	*14,870,384*	*1.3%*
Professional Services	19,343,728	25,039,520	(5,695,792)	-22.7%
Travel	23,068,820	25,331,469	(2,262,649)	-8.9%
Utilities	63,340,961	67,511,605	(4,170,644)	-6.2%
Supplies & Other Operating Expenses	209,024,406	196,244,433	12,779,973	6.5%
Property, Furniture & Equipment	58,686,716	70,743,728	(12,057,012)	-17.0%
Library Books & Periodicals	22,876,313	23,934,442	(1,058,129)	-4.4%
Scholarships & Other Assistance	229,772,534	210,489,661	19,282,873	9.2%
Transfers & Other Disbursements	47,629,417	85,578,890	(37,949,473)	-44.3%
Sub-Total	*673,742,895*	*704,873,748*	*(31,130,853)*	*-4.4%*
Total	*1,834,401,360*	*1,850,661,829*	*(16,260,469)*	*-0.9%*
Columns May Not Add Due to Rounding				

For FY2016, salaries and fringe benefits totaled $1,160.658.465, an increase of $14,870,384 (1.3 percent) over FY2015. Other operating costs total $673,742,895, a decrease of $31,130,853 (-4.4 percent) over FY2015. Teaching salaries total $408,764,741, an increase of $1.7 million (0.4 percent) over FY2015. Professional Salaries total $307,009,116, an increase of $9.5 million (3.2 percent) over FY2015. Other Salaries and Wages total $146,276,833, an increase of $654.6 thousand (0.4 percent) over FY2015. Fringe Benefits total $298,607,775, an increase of $3.1 million (1.0 percent) over FY2015. Professional Services total $19,343,728, a decrease of $5.7 million (-22.7 percent) from FY2015. Travel expenditures total 23,068,820, a decrease of $2.3 million (-8.9 percent) over FY2015. Utilities total $63,340,961, a decrease of $4.2 million (-6.2 percent) over FY2015. Supplies and Other Operating Expenses total $209,024,406, an increase of $12.8 million (6.5 percent) from FY2015. Property, Furniture & Equipment total $58,686,716, a decrease of $12.1 million (-17.0 percent) over FY2015. Library Books and Periodicals total $22,876,313, a decrease of $1.1 million (-4.4 percent) from FY2015. Scholarships and Other Assistance total $229,772,534, an increase of $19.3 million (9.2 percent) over FY2015. Transfers and Other Disbursements total $47,629,417, a decrease of $37.9 million (-44.3 percent) over FY2015.

Ten Constituent Agencies:

Total Educational and General Part I Income: FY2016 Compared to FY2015 10 Constituent Agencies				
Income:	*FY2016*	*FY2015*	*$ Change*	*% Chg*
Tuition and Student Fees	138,779,997	132,557,485	6,222,512	4.7%
State Appropriations	198,890,237	227,043,884	-28,153,647	-12.4%
Federal Stimulus	9,532,379	7,628,382	1,903,997	25.0%
Gifts and Grants	45,468,754	30,440,026	15,028,728	49.4%
Other Sources	58,914,002	72,724,290	-13,810,288	-19.0%
Total Income	*451,585,369*	*470,394,067*	*-18,808,698*	*-4.0%*

Total Educational and General Part I Expenditures: FY2016 Compared to FY2015				
10 Constituent Agencies				
Expenditures	**FY2016**	**FY2015**	**$ Change**	**% Chg**
Instruction	200,174,524	203,087,876	-2,913,352	-1.4%
Research	48,516,643	54,485,242	-5,968,599	-11.0%
Public Service	54,221,074	54,771,833	-550,759	-1.0%
Academic Support	47,681,167	54,468,753	-6,787,586	-12.5%
Sub-Total	**350,593,408**	**366,813,704**	**-16,220,296**	**-4.4%**
Student Services	14,840,291	14,971,149	-130,858	-0.9%
Institutional Support	46,407,907	43,446,492	2,961,415	6.8%
Physical Plant	50,884,563	83,266,488	-32,381,925	-38.9%
Scholarships	9,875,604	9,511,659	363,945	3.8%
Sub-Total	**122,008,365**	**151,195,788**	**-29,187,423**	**-19.3%**
Total	**472,601,773**	**518,009,492**	**-45,407,719**	**-8.8%**

For the fiscal year ending on June 30, 2016, Educational and General – Part I income for the ten constituent agencies were reported at $451,585,369, a decrease of $18.8 million (-4.0 percent) over FY2015. In FY2016, total income was comprised of $138,779,997 (30.7 percent) from tuition and student fees, $198,890,237 (44.0 percent) in state appropriations, $9,532,379 (2.1 percent) in federal appropriations, $45,468,754 (10.1 percent) in gifts and grants, and $58,914,002 (13.0 percent) from other income sources. There were no federal stimulus funds received in FY2015 or in FY2016.

From FY2015 to FY2016, tuition and student fees increased $6.2 million (4.7 percent). State appropriations decreased $28.2 (-12.4 percent), federal appropriations increased $1.9 million (25.0 percent), gifts and grants increased $15.0 million (49.4 percent) and other sources decreased $13.8 million (-19.0 percent).

For the fiscal year ending on June 30, 2016, Educational and General Part I expenditures for the ten constituent agencies were reported at $472,601,773, a decrease of $45.4 million (-8.8 percent) over fiscal year 2014-2015. In FY2016, total expenditures were comprised of $200.2 million (42.4 percent) for instruction, $48.5 million (10.3 percent) for research, $54.2 million (11.5 percent) for public service, $47.7 million (10.1 percent) for academic support, $14.8 million (3.1 percent) for student services, $46.4 million (9.8 percent) for institutional support, $50.9 million (10.8 percent) for physical plant, and $9.9 million (2.1 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2016 Compared to FY2015 10 Constituent Agencies				
Expenditures	FY2016	FY2015	$ Change	% Chg
Teaching Salaries	90,355,124	89,222,102	1,133,022	1.3%
Professional Salaries	110,053,568	105,975,590	4,077,978	3.8%
Other Salaries & Wages	41,637,938	41,288,262	349,676	0.8%
Fringe Benefits	86,061,324	83,045,751	3,015,573	3.6%
Sub-Total	328,107,954	319,531,705	8,576,249	2.68%
Professional Services	5,064,755	7,080,677	(2,015,922)	-28.5%
Travel	4,367,285	5,325,490	(958,205)	-18.0%
Utilities	13,267,657	13,625,019	(357,362)	-2.6%
Supplies & Other Operating Expenses	74,346,835	70,943,389	3,403,446	4.8%
Property, Furniture & Equipment	8,833,822	16,625,117	(7,791,295)	-46.9%
Library Books & Periodicals	4,875,527	4,573,299	302,228	6.6%
Scholarships & Other Assistance	10,254,671	9,882,260	372,411	3.8%
Transfers & Other Disbursements	23,483,267	70,422,536	(46,939,269)	-66.7%
Sub-Total	144,493,819	198,477,787	(53,983,968)	-27.2%
Total	472,601,773	518,009,492	(45,407,719)	-8.8%

For FY2016, salaries and fringe benefits totaled $328,107,954, an increase of $8.6 million (2.68 percent) from FY2015. Other operating costs total $144,493,819, a decrease of $54.0 million (-27.2 percent) over FY2015. Teaching salaries total $90,355,124, an increases of $1.1 million (1.3 percent) from FY2015. Professional Salaries total $110,053,568, an increase of $4.1 million (3.8 percent) over FY2015. Other Salaries and Wages total $41,637,938, an increase of $349.7 thousand (0.8 percent) over FY2015. Fringe Benefits total $86,061,324, an increase of $3.0 million (3.6 percent) over FY2015. Professional Services total $5,064,755, a decrease of $2.0 million (-28.5 percent) over FY2015. Travel expenditures total $4,367,285, a decrease of $958.2 thousand (-18.0 percent) over FY2015. Utilities total $13,267,657, a decrease of $357.4 thousand (-2.6 percent) from FY2015. Supplies and Other Operating Expenses total $74,346,835, an increase of $3.4 million (4.8 percent) from FY2015. Property, Furniture & Equipment total $8,833,822, a decrease of $7.8 million (-46.9 percent) over FY2015. Library Books and Periodicals total $4,875,527, an increase of $302.2 thousand (6.6 percent) from FY2015. Scholarships and Other Assistance total $10,254,671, an increase of $372.4 thousand (3.8 percent) over FY2015. Transfers and Other Disbursements total $23,483,267, a decrease of $46.9 million (-66.7 percent) over FY2015. Total FY2016 expenditures total $472,601,773, a decrease of $45.4 million (-8.8 percent) over FY2015.

Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

Total Income for the 25 College and Universities and the 10 Constituent Agencies FY2016 Compared to FY2015				
Income	*FY2016*	*FY2015*	*$ Change*	*% Chg*
E&G Part I	2,228,386,827	2,266,293,701	-37,906,874	-1.7%
Sponsored Research	489,246,387	492,249,287	-3,002,900	-0.6%
Student Aid	345,927,928	359,708,496	-13,780,568	-3.8%
Auxiliary Services	723,485,933	716,561,255	6,924,678	1.0%
Hospitals and Clinics	657,271,540	631,539,511	25,732,029	4.1%
Agency Special	68,212,238	77,686,976	-9,474,738	-12.2%
Total	**4,512,530,853**	**4,544,039,226**	**-31,508,373**	**-0.7%**

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies FY2016 Compared to FY2015				
Expenditures	*FY2016*	*FY2015*	*$ Change*	*% Chg*
E&G Part I	2,307,003,133	2,368,671,321	-61,668,188	-2.6%
Sponsored Research	489,045,749	492,273,484	-3,227,735	-0.7%
Student Aid	201,654,131	337,287,767	-135,633,636	-40.2%
Auxiliary Enterprises	614,196,574	620,381,334	-6,184,760	-1.0%
Hospitals and Clinics	642,145,534	582,108,039	60,037,495	10.3%
Agency Special	65,076,355	65,312,333	-235,978	-0.4%
Total	**4,319,121,476**	**4,466,034,278**	**-146,912,802**	**-3.3%**

For the fiscal year ending on June 30, 2016, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled $4.319 billion, a decrease of $146.9 million (-3.3 percent) over fiscal year 2014-2015. Expenditures made in fiscal year 2015-2016 include $2.307 billion (53.4 percent) for Educational and General Part I, $489.0 million (11.3 percent) for Sponsored Research and Other Sponsored Programs, $201.7 million (4.7 percent) for Student Aid, $614.2 million (14.2 percent) for Auxiliary Enterprises, $642.1 million (14.9 percent) for Hospitals and Clinics and $65.1 million (1.5 percent) for Agency Special.

From fiscal year 2014-2015 to fiscal year 2015-2016, total expenditures decreased by $146,912,802 (-3.3 percent). Expenditures for Educational and General Part I decreased $61.7 million (-2.6 percent), Sponsored Research and Other Sponsored Programs decreased $3.2 million (-0.7 percent), Student Aid decreased $6.2 million (-1.0 percent), Auxiliary Enterprises decreased $6.2 million (-1.0 percent), Hospitals and Clinics increased $60.0 million (10.3 percent) and Agency Special decreased $236.0 thousand (-0.4 percent).

AGENDA ITEM #16:

Investments.

AGENDA ITEM #17-a:

> **New Programs.**

SUBJECT: University of Oklahoma. Approval to offer the Graduate Certificate in Digital Humanities.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma's request to offer the Graduate Certificate in Digital Humanities with an option in Digital Humanities, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Graduate Certificate in Digital Humanities.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 8 students in Fall 2021; and
>   Graduates: a minimum of 4students in 2021-2022.

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
109	Degree and/or certificate programs added

Program Review

OU offers 298 degree and/or certificate programs as follows:

35	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 proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Graduate Certificate in Digital Humanities at their March 8, 2017 meeting. OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Graduate Certificate in Digital Humanities

Program purpose. The purpose of the proposed program is to orient students to current practices, issues, methods, and theories within the digital humanities and to provide training that advances students' abilities to work inter- and cross-disciplinarily and on digital humanities projects.

Program rationale and background. Digital Humanities is a rapidly-developing multidisciplinary field supporting diverse forms of scholarship, particularly those in which researchers make use of computational power and digitization to study source materials in humanistic disciplines such as history, literature, and philosophy in ways that were previously not possible. The recent creation of similar graduate certificates in the region is a strong indicator of student demand within this growing field. The proposed program will provide a pathway for individuals working in the humanities, social sciences, and sciences to advance their understanding of how methods, tools, models, applications, and theoretical frameworks are being used to expand the scope and scale of inquiry in the humanities disciplines. Earning a Graduate Certificate in Digital Humanities will expand students' research capabilities both within their specific areas of expertise as well as inter- and cross-disciplinary, and provide them with a competitive edge in their academic and professional job searches.

Employment opportunities. Students matriculating for the proposed program may be pursuing a graduate degree in other areas but wish to gain specialty focus in their discipline. Therefore, the proposed graduate certificate will serve as an added credential to students' resume and will provide an advantage to candidates in the academic job market. Dedicated Digital Humanities positions and positions that indicate a desire for applicants with experience and/or a specialization in digital humanities are increasing. According to OU, over the last five years there has been a significant rise in academic job postings for emerging doctoral degree candidates with digital humanities training and experience across a range of subject areas. For example, a recent search by OU resulted in approximately 15 tenure-track positions and 5 academic staff positions that specifically referenced digital humanities as a desirable subfield. Furthermore, a recent search on Indeed.com resulted in more than 70 career opportunities across the U.S. OU is confident that students completing the proposed graduate certificate 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	8	Fall 2021
Minimum Graduates from the program	4	2021-2022

Duplication and impact on existing programs. There are no Graduate Certificate in Digital Humanities programs offered in Oklahoma. A system wide letter of intent was communicated by email on March 16, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Core Courses	3
Guided Electives	6
Internship	3
Total	**12**

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

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

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Digital Humanities 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	$20,262	$20,262	$20,929	$20,929	$21,595
Narrative/Explanation: These amounts shown above are a portion of the current budget for the SLIS Coordinator and faculty.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$1,979	$3,958	$7,917	$11,875	$15,834
Narrative/Explanation: Tuition amounts were calculated based on enrollment of 1, 2, 4, 6, and 8 students. Current graduate tuition and fees are $329.85 per credit hour. OU anticipates students completing 6 credit hours per semester.					
TOTAL	**$22,241**	**$24,220**	**$28,846**	**$32,804**	**$37,429**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Administrative/Other Professional Staff	$666	$666	$1,333	$1,333	$1,999
Narrative/Explanation: The current School of Library and Information Studies Coordinator will perform administrative tasks related to the proposed program. Salary for administrative work was calculated based on $16.66 per hour, 1 hour per week, 40 weeks per year for the first 2 years, 2 hours per week in years 3 and 4, and 3 hours per week in year 5.					

Faculty	$19,596	$19,596	$19,596	$19,596	$19,596

Narrative/Explanation: Current faculty will teach the proposed certificate. The amounts above were based on 4 certificate students per semester and the percentage of the faculty salary designated for teaching.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$20,262**	**$20,262**	**$20,929**	**$20,929**	**$21,595**

Attachment

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DIGITAL HUMANITIES

Certificate Requirements		Credit Hours
Core Courses		**3**
HSCI 5613	Issues and Methods in the Digital Humanities	3
Guided Electives		**6**
	Select 6 credit hours from the list below or from other courses approved by the Digital Humanities Graduate Certificate Program Curriculum Committee	
AHI 5913	Visual Culture in Theory and Practice	3
CS 5093	Visual Analytics	3
ENGL 5463	Rhetoric and Technology	3
GEOG 5623	Seminar in GIS Design	3
JMC 5970	Digital and Transmedia Theories	
LIS 5343	Archival Concepts and Traditions	3
LIS 5453	Digital Collections	3
LIS 5673	Introduction to Information and Visualization	3
LIS 5623	Introduction to Data Mining for Information Professionals	3
LIS 5613	Dynamic Web Development	3
LIS 5970	Digital Curation	
Internship		**3**
HSCI 5623 or LIS 5823	Practicum/Internship in the Digital Humanities Internship in Library/Information Centers	3
Total		**12**

AGENDA ITEM #17-b:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Master of Engineering in Electrical Engineering.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the Master of Engineering in Electrical Engineering via traditional and electronic 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 Engineering in Electrical Engineering.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 6 students in Fall 2018; and
>   Graduates: a minimum of 3 students in 2018-2019.

BACKGROUND:

Academic Plan

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

- **CAS, College of Arts and Sciences**
  New academic programs to be proposed:
  - BA in Global Studies, through Geography
  - BA in Musical Theatre, through Theatre
  - Graduate Certificate in Museum Studies, through History and Art
  - Online degree for the existing BUS
  - Online degrees for the existing BA and BS degrees in Liberal Studies

- **CASNR, College of Agricultural Sciences and Natural Resources**
  New academic program to be proposed:
  - Online Masters of Agriculture, MAG

- New academic programs under consideration:
  - Professional MS program in Biochemistry and Molecular Biology, (PMS or non-thesis degree not yet determined)
  - A 3+2 program between Animal Science and UPAEP as part of an already existing blanket agreement at the university level

- A 3+1 undergraduate program between the OSU Department of Animal Science and the Poultry Department at the University of Arkansas (3 – OSU and 1 – UA)
- A minor, option, and/or certificate (undergraduate or graduate) program in Rural Appraisal
- Graduate and/or undergraduate certificates and/or degrees in swine science and other specialty areas through Animal Science to be determined as part of the AG*IDEA consortium
- A graduate certificate in Plant Virology
- Undergraduate and graduate options, or certificates, in Horticulture Agritourism and Local Food Production
- Online degree for the existing MS program in International Agriculture
- An undergraduate option in Plant Protection through Entomology and Plant Pathology

- **CEAT, College of Engineering, Architecture and Technology**
  New Academic Program awaiting OSRHE approval:
  - Master of Engineering Technology with an option in Fire Protection and Safety Engineering Technology

  New Academic Programs to be proposed:
  - ME in Electrical and Computer Engineering
  - MS in Biomedical Engineering through Chemical Engineering
  - PhD in Petroleum Engineering through Chemical Engineering

  New Academic Programs under consideration:
  - Graduate certificate in Architecture
  - Graduate certificate in Material Science Engineering
  - MS in Mechatronics through Electrical Engineering Technology and Mechanical Engineering Technology
  - Pre-Med/Pre-Vet option in Biosystems Engineering

- **COE, College of Education**
  New Academic Programs to be proposed:
  - Online MS in Educational Technology
  - Online MS in Educational Psychology

  New Academic Programs under consideration:
  - PhD programs in Counseling Psychology and School Psychology to replace those options
  - Graduate certificate program in School Administration
  - Graduate certificate program for security with the OCU Law School and the Aviation & Space program
  - Graduate certificate program for urban community health and education
  - Graduate certificate program for rural community health and education
  - Graduate certificate program for educators/education researchers in evaluation and assessment
  - BS in coaching
  - BS in Public Health, rather than an option

- **COHS, College of Human Sciences**
  New Academic Programs to be proposed:
  - Online BS in Early Care and Education through Human Development and Family Science
  - Online MS in Family and Consumer Sciences Education through Human Development and Family Science
  - PhD in Human Development and Family Science

- Graduate Certificate in Hospitality Revenue Management through The School of Hotel and Restaurant Administration
- Option in Public Health Nutrition within the existing BS in Nutritional Sciences

- **SSB, Spears School of Business**
  New Academic Programs under consideration:
  - DBA, Doctor of Business Administration
  - MS in Health Informatics or an MS in Health Analytics (in conjunction with the Center for Health Sciences and the Center for Health Systems Innovation)
  - MS in Human Resource Management
  - MS in Finance
  - Options in Financial planning within the BSBA and MS in Finance
  - Option in Data Science within the BSBA in Management Information Sciences, replacing the MSCS option

- **ITLE, Institute for Teaching and Learning Excellence**
  - A MOOC on Leadership is planned with the Spears School of Business. The course would meet a requirement for undergraduate business majors.
  - College online education managers in conjunction with ITLE are identifying programs appropriate for online degrees, such as, Sociology, Criminology, Educational Psychology, and Educational Technology.

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

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

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

Program Review
OSU offers 244 degree and/or certificate programs as follows:

31	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
90	Baccalaureate Degrees
77	Master's Degrees
46	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Engineering in Electrical Engineering at their March 3, 2017 meeting.

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

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488) ;
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);

- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Arts in Liberal Studies (443); and
- Bachelor of Science in Liberal Studies (442).

OSU requests authorization to offer these programs 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 Engineering in Electrical Engineering

Program purpose. The proposed program is designed to equip students with technical preparation for fieldwork practice.

Program rationale and background.   OSU currently offers a Master of Science in Electrical Engineering (072), which offers a thesis track that is research-oriented and prepares students for academic careers, as well as a non-thesis track.   The proposed program is the creation of a stand-alone degree for the non-thesis track and will better serve students who are working professionals and not interested in research or academia.   The Electrical Engineering Industrial Advisory Board, which consists of representative from industry in Oklahoma and surrounding states who are actively engaged in the recruitment of and hiring of engineering graduates, was surveyed in Spring 2016 regarding the implementation of the proposed program. The advisory board was strongly supportive of the proposed program due to its appeal to working professionals.

Employment opportunities. The proposed program is designed for individuals already working in the field but want to further their education for potential career advancement opportunities or desire advanced knowledge in the discipline. According to Oklahoma Employment Security Commission data, careers for Architectural and Engineering Managers and Electrical Engineers are expected to increase approximately 12 percent through 2024. OSU is confident the proposed degree will address an unmet need by providing a professional path for students who are typically employed in the industry in engineering design and management areas.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2018
Minimum Graduates from the program	3	2018-2019

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 Electrical and Computer Engineering (060)

A system wide letter of intent was communicated by email on January 26, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent March 30, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Engineering in Electrical Engineering program will consist of 33 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Requirements	6
Guided Electives	15
Technical Elective	3
Additional Electives	6
Capstone	3
Total	**33**

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

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

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

Program resource requirements. Program resource requirements for the Master of Engineering in Electrical Engineering are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$56,574	$56,574	$56,574	$56,574	$56,574

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Narrative/Explanation: Tuition and fees are calculated based on $785.75 per credit hour and maintaining a student enrollment of 6 students each year. OSU anticipates students completing 12 credit hours each academic year. Out-of-state tuition rates were used in the calculation based on the assumption that the program will primarily serve out-of-state and international students.					
TOTAL	**$56,574**	**$56,574**	**$56,574**	**$56,574**	**$56,574**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$2,000	$2,000	$2,000	$2,000	$2,000
Narrative/Explanation: The amounts above reflect a portion of the salary for administrative staff to process paperwork and assist faculty.					
Faculty	$51,000	$51,000	$51,000	$51,000	$51,000
Narrative/Explanation: The amounts above are estimates based on teaching 12 credit hours per academic year, which is the equivalent of .17 FTE. Average salary for Professor/Associate Professor/Assistant Professor is approximately $100,000 per academic year.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$3,000	$3,000	$3,000	$3,000	$3,000
Narrative/Explanation: These funds will be used for instructional materials and maintenance of equipment.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$56,000**	**$56,000**	**$56,000**	**$56,000**	**$56,000**

Attachment

OKLAHOMA STATE UNIVERSITY
MASTER OF ENGINEERING IN ELECTRICAL ENGINEERING

Degree Requirements		Credit Hours
Core Requirements		**6**
Select 2 courses from the following		
ECEN 5513	Stochastic Systems	3
ECEN 5613	Electromagnetic Theory	3
ECEN 5713	Linear Systems	3
ECEN 5763	Digital Signal Processing	3
Guided Electives		**15**
	Students must successfully complete 15 credit hours of ECEN courses that are approved for graduate credit.	
Technical Elective		**3**
	Students must successfully complete an approved graduate level course (4000 level or above) from outside ECEN.	
Additional Electives		**6**
	Students must successfully complete 6 credit hours of approved graduate level courses. Courses may be ECEN or non-ECEN courses with approval of the student's graduate advisory committee.	
Capstone		**3**
	The capstone requirement will be satisfied by an ECE graduate level course that includes a term project requirement and is approved by the student's advisory committee, or 3 credit hours of ECEN 5070 completed under the supervision of an ECE professor.	
Total		**33**

AGENDA ITEM #17-c:

> **New Programs.**

SUBJECT: Cameron University. Approval to offer the Associate in Applied Science in Radiologic Technology.

RECOMMENDATION:

> **It is recommended that the State Regents approve Cameron University's request to offer the Associate in Applied Science in Radiologic 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 Radiologic Technology.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 22 students in Fall 2019; and
>   Graduates: a minimum of 10 students in 2019-2020.

BACKGROUND:

Academic Plan

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

New degree, certificate, or program options:
- Investigate the need and demand for possible certificate programs:
    - Professional or Technical Writing
    - Spanish
    - Language Competency
    - Personal Training
    - Strength Training
    - Group Exercise
    - Medical Transcription
    - Medical Records
    - Medical Billing
    - Veterinarian Technician
    - Marketing
    - Public Relations
    - Small Business Administration
    - Bookkeeping
- Investigate the need and demand for possible Associate (AAS, AS, AA) programs:
    - Psychology

- ◆ Sports and Exercise Science
- ◆ Art
- ◆ Music
- ◆ Fine Arts
- ◆ Liberal Arts and Sciences
- ◆ Professional or Technical Writing
- ◆ Spanish
- ◆ Communication Studies
- ◆ Convergence Journalism
- ◆ Human Resources
- ◆ Radiologic Technology
- ◆ Behavioral Sciences
- ◆ Social Sciences
- Investigate the need and demand for possible Bachelor's programs:
  - ◆ Bachelor of Science in Human Resources
  - ◆ Bachelor of Science in Health Informatics or Health Administration
  - ◆ Bachelor of Science in Physical Therapy Assistant (PTA)

Programmatic changes:
- For the M.Ed., delete the Elementary Math Specialist option.
- For the BS in Biology, add an option in Medical Laboratory Science.
- For the BS in Organizational Leadership, delete an option in Communication and add an option in Sociology.
- Delete the AS and BS in Multimedia Design.
- Delete the BS in Medical Technology.

Priorities:
- Continue work on the "Top 30 Courses Project" to improve student learning, increase retention and graduation rates, and lower costs to students.
- Continue a Research Summit at Cameron University. This scholarly event will serve as a culmination of scholarly activities on campus and provide numerous opportunities to students from all disciplines to present their scholarly works via poster and formal panel presentations.
- Provide funding for focused undergraduate research to Deans to encourage student participation.
- Open the Cameron Psychology Clinic.
- Create a more robust faculty development program.
- Host Celebrating Teaching Excellence Event to recognize faculty award winners

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

26	Degree and/or certificate programs deleted
35	Degree and/or certificate programs added

Program Review
CU offers 46 degree and/or certificate programs as follows:

0	Certificates
3	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
33	Baccalaureate Degrees
6	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 CU'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
CU's faculty developed the proposal, which was reviewed and approved by institutional officials. CU's governing board approved delivery of the Associate in Applied Science in Radiologic Technology at their March 8, 2017 meeting. CU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Radiologic Technology

Program purpose. The proposed program will prepare students to sit for the National Registry Examination in Radiography.

Program rationale and background. To be eligible to sit for the National Registry Examination in Radiography applicants must earn an associate degree or higher from an accredited institution recognized by the American Registry of Radiologic Technologies. Until recently, residents of southwest Oklahoma had access to a radiologic technology program offered through a contractual arrangement between Western Oklahoma State College (WOSC) and Great Plains Technology Center (GPTC). However, WOSC's program is currently suspended and the contract between WOSC and GPTC will terminate at the end of the academic year. Therefore, to continue serving the community and workforce needs in the area, CU engaged in lengthy discussions with WOSC and GPTC before developing the proposed program. Pending approval of the proposed program, four qualified faculty currently employed by GPTC will be hired as full-time CU instructors and CU will enter into a Memorandum of Understanding with GPTC for continued usage of GPTC's facilities. Additionally, sponsorship of the program's accreditation by the Joint Review Committee on Education in Radiologic Technology will be changed from GPTC to CU. The partnership between CU and GPTC will ensure the citizens of southwest Oklahoma continue to have access to a radiologic technology program. This program is a model for the state where industry standards have changed to require a degree.

Employment opportunities. The Radiologic Technology program at GPTC has operated successfully for over 20 years and their program effectiveness data reflect strong demand for Radiologic Technologists in southwestern Oklahoma. Over the past seven years 74 out of 78 students completing the program found employment within 12 months. The Oklahoma Employment Security Commission predicts employment opportunities for Radiologic Technologists to increase 4 percent statewide through 2024. In southwest Oklahoma the projected demand for Radiologic Technologists in higher, with an expected increase of 8 percent through 2024. CU is confident that graduates of the proposed program will find employment within the 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	22	Fall 2019
Minimum Graduates from the program	10	2019-2020

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

Institution	Existing Program
Southwestern Oklahoma State University	Associate in Applied Science in Radiologic Technologies (122)
Northern Oklahoma College	Associate in Applied Science in Radiography (079)
Tulsa Community College	Associate in Applied Science in Radiography (070)
Oklahoma State University-Oklahoma City	Associate in Applied Science in Radiologic Technology (099)
Rose State College	Associate in Applied Science in Radiologic Technology (043)

A system wide letter of intent was communicated by email November 3, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent March 30, 2017. Neither OU nor any other State System institution requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions, realignment of existing partnerships, and workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Radiologic Technology program will consist of 81-86 total credit hours as shown in the following table. Eighteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours

General Education	19
Technical-Occupational Specialty	54
Technical-Occupational Support Courses	7
Additional Requirements	1-6
Total	**81-86**

Faculty and staff.   Pending approval of the proposed program, four faculty currently employed by GPTC and who serve as the instructional staff in the Radiologic Technology program offered by GPTC will become full-time CU employees at the rank of Instructor, non-tenure track, with a 12-month appointment.

Support services.   Instruction of the proposed program will be offered at two locations. All General Education and Technical-Occupational Support Courses will be taught on the CU campus. Technical-Occupational Specialty courses will be taught at GPTC through a Memorandum of Understanding.   The library, classroom, and lab space are adequate for this degree program.

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

Program resource requirements.   Program resource requirements for Associate in Applied Science in Radiologic 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	$177,750	$161,221	$143,590	$125,667	$106,641
Narrative/Explanation: The amounts above represent cost offset provided by GPTC.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$1,500	$0	$0	$0	$0
Narrative/Explanation: The above amount reflects existing funds that will be used for the purchase of a computer.					
Student Tuition	$138,024	$157,680	$178,200	$199,584	$221,832
Narrative/Explanation: Tuition revenue is estimated based on 18, 20, 22, 24, and 26 students enrolling in years 1 through 5 multiplied by the number of clinical training hours multiplied by the cost of tuition. Amounts include an estimated 2.5 percent increase in years 2 through 5. Potential revenue from student enrollment in General Education and other support courses is excluded from these calculations as these will vary by student. Additionally, mandatory fee revenue is not included in these calculations since that revenue is designated for other purposes.					
TOTAL	**$317,274**	**$318,901**	**$321,790**	**$325,251**	**$328,473**

	Year of Program				
B. Breakdown of Budget	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**

Expenses/Requirements

Administrative/Other Professional Staff	$43,723	$44,160	$44,602	$45,048	$45,498

Narrative/Explanation: The Program Director and Clinical Director will receive 25 percent reassignment for administrative duties. The cost is estimated based on 25 percent of 2016-2017 annual salary and benefits per person. The amounts shown include a 1 percent annual increase in years 2 through 5 to reflect cost of living salary adjustment.

Faculty	$269,051	$271,741	$274,188	$277,203	$279,975

Narrative/Explanation: Faculty costs are estimated based on 2016-2017 annual salaries and include a 1 percent annual increase in years 2 through 5 to reflect cost of living salary adjustment.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$500	$500	$500	$500	$500

Narrative/Explanation: Minimal additional library resource cost is anticipated based on a review of existing library resources. These expenditures will serve primarily to update print resources on an annual basis.

Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$500	$500	$500	$500	$500

Narrative/Explanation: The amounts shown above reflect costs associated with printing course and lab materials and advertising.

Telecommunications	$1,500	$0	$0	$0	$0

Narrative/Explanation: The amount above is the cost of one shared computer to be provided in a faculty office.

Travel	$2,000	$2,000	$2,000	$2,000	$2,000

Narrative/Explanation: Faculty travel is budgeted at the standard CU rate of $500/faculty member/year.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$317,274**	**$318,901**	**$321,790**	**$325,251**	**$328,473**

Attachment

CAMERON UNIVERSITY
ASSOCIATE IN APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY

Degree Requirements		Credit Hours
General Education		**19**
ENGL 1113	Composition I	3
COMM 1113	Principles of Communication	3
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History Since 1865	3
PS 1113	American Federal Government	3
MATH 1513	College Algebra	3
BIOL 1214	Human Biology	4
Technical-Occupational Specialty		**54**
*RAD 2013	Introduction to Radiologic Sciences and Health Care	3
*RAD 2113	Patient Care in Radiologic Sciences	3
*RAD 2123	Radiation Physics	3
*RAD 2133	Radiographic Procedures and Image Analysis I	3
*RAD 2204	Clinical Practice I	4
*RAD 2214	Principles of Exposure	4
*RAD 2224	Radiographic Procedures and Image Analysis II	4
*RAD 2302	Clinical Practice II	2
*RAD 2311	Basic Principles of Computed Tomography	1
*RAD 2323	Radiographic Procedures and Image Analysis III	3
*RAD 2402	Radiographic Pathology	2
*RAD 2414	Clinical Practice III	4
*RAD 2423	Digital Image Acquisition an Display	3
*RAD 2433	Radiographic Procedures and Image Analysis IV	3
*RAD 2503	Clinical Practice IV	3
*RAD 2513	Radiation Biology and Protection	3
*RAD 2523	Pharmacology and Venipuncture	3
*RAD 2533	Radiologic Technology Seminar	3
Technical-Occupational Support Courses		**7**
BIOL 2034	Human Anatomy	4
BIOL 2013	Medical Terminology	3
Additional Requirements		**1-6**

CIS 1013 or MIS 2113 or High School Course	Introduction to Computer Information Systems Fundamental MIS Tools and Skills Successful completion of a high school computer science course	0-3
UNIV 1001 or UNIV 1113	Introduction to University Life Study Strategies for College Success	1-3
Total		**81-86**

*Denotes new courses

AGENDA ITEM #17-d:

New Programs

SUBJECT: Northeastern State University. Approval to offer the Master of Social Work in Social
Work.

RECOMMENDATION:

**It is recommended that the State Regents approve Northeastern State University's
request to offer the Master of Social Work in Social Work, 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 Social Work in Social Work.** Continuation beyond Fall 2022 will
depend upon meeting the following criteria:
  Majors enrolled: a minimum of 45 students in Fall 2021; and
  Graduates: a minimum of 22 students in 2021-2022.

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 (MSW) 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
39	Degree and/or certificate programs added

Program Review
NSU offers 94 degree and/or certificate programs as follows:

7	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
60	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 proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Master of Social Work in Social Work at their January 27, 2017 meeting. NSU requests authorization to offer this degree program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Master of Social Work in Social Work

Program purpose. The proposed program will prepare graduates to practice social work in a wide range of social work agencies and allied health settings with diverse client systems and people.

Program rationale and background. There are significant problems involving the health, mental health, poverty, substance abuse and addiction, aging and child populations of Northeastern Oklahoma that can be addressed with a credentialed social workforce. The three counties surrounding NSU's Tahlequah campus average 33 percent Native American, 16 percent over age 65, and 24 percent under age 18. Oklahoma's poverty rate is 16.6 percent compared to 14.8 percent in the U.S. Furthermore, Oklahoma ranks 49th in the U.S. for mental illness among adults and 45th for drug overdose deaths. These issues and many others can be addressed by increasing the number of qualified and credentialed Social Workers. NSU believes the proposed program can address these needs by providing an avenue for graduates of NSU's Bachelor of Social Work in Social Work (102), as well as others interested in careers

in social work, to obtain the required master's degree needed to work in the field. Moreover, the proposed program is designed to address the social work needs of the Native American population in the area.

Employment opportunities. According to the Bureau of Labor Statistics, the need for credentialed Social Workers is growing faster than average, with a 12 percent increase through 2024. However, according to the Oklahoma Employment Security Commission (OESC), the need is greater in Oklahoma with careers for Healthcare Social Workers expected to increase as much as 18 percent through 2024. More specifically, in NSU's service area, career opportunities are expected to increase 20 percent. NSU has received letters of support from the Cherokee Nation, the United Keetoowah Band, the Muscogee Creek Nation, the Chickasaw Nation, and the Choctaw Nation. Each of these tribal nations express strong support in the development and implantation of the program and emphasize the demand for more qualified Social Workers. NSU is confident that graduates of the proposed program will find 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	45	Fall 2021
Minimum Graduates from the program	22	2021-2022

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

Institution	Existing Program
University of Oklahoma	Master of Social Work in Social Work (211)

A system wide letter of intent was communicated via email on December 9, 2015. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on February 16, 2017. OU submitted a letter of protest citing the following areas of concern: 1) student/employer demand and 2) exclusivity and duplication. These concerns were communicated to NSU for review. NSU responded to OU's concerns noting the support from area tribal nations, current student enrollment in the Bachelor of Social Work in Social Work (102), and employment data verifying employment growth for master's level Social Workers. Through subsequent independent communication between representatives from both OU and NSU, State Regents' staff were notified that OU agreed to withdraw their protest with the condition that NSU not offer the MSW at the Broken Arrow campus. NSU agreed to this stipulation and will offer the program only on the Tahlequah campus. Due to employment demand, distance between institutions, and the agreement between the two institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed MSW will provide two pathways to completion. The Traditional Pathway will accommodate students whose undergraduate degree is in a discipline other than social work. Students with a Bachelor of Social Work degree may apply for the MSW Advanced Standing Pathway. The proposed degree program will consist of 32-58 total credit hours, depending on the pathway, as shown in the following table. Nineteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses/Advanced Pathway	26
Electives	6
Traditional Pathway	26
Total	**32-58**

Faculty and staff. Existing faculty will teach the proposed 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 Master of Social Work in Social Work 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	$125	$125	$125	$125	$125
Narrative/Explanation: The amounts shown above represent 25 percent of current work-study funds to be dedicated to supporting the MSW program.					
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$149,243	$204,243	$204,243	$204,243	$204,243
Narrative/Explanation: The amounts shown above represent 25 percent of the total Social Work budget that will be shifted to support the MSW program.					
State Resources Available through Internal Allocation and Reallocation	$55,000	$0	$0	$0	$0
Narrative/Explanation: The amounts shown above are salary savings from two expected retirements in another department that will be reallocated to help fund the MSW program.					
Student Tuition	$125,304	$193,594	$232,630	$273,830	$317,304
Narrative/Explanation: The amounts shown above are based on 24 credit hours per academic year. Tuition and fee calculation is based on enrolling 20, 30, 35, 40, and 45 students in years 1 through 5 and an estimated tuition and fee increase of 3 percent per academic year.					
TOTAL	**$329,672**	**$397,962**	**$436,998**	**$478,198**	**$521,672**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$8,448	$8,448	$8,448	$8,448	$8,448
Narrative/Explanation: The amounts above represent 25 percent of the total current Social Work Administrative salary/benefits that will be dedicated to supporting the MSW program.					
Faculty	$187,500	$280,204	$280,204	$280,204	$280,204
Narrative/Explanation: Beginning the 2nd year, amounts represents salary/benefit costs of two new faculty lines and 50 percent of salary/benefit costs for four current faculty who will spend half of their load in support of the MSW>					

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$125	$125	$125	$125	$125

Narrative/Explanation: The amounts shown above represent 25 percent of current work-study funds to be dedicated to supporting the MSW program.

Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$57,600	$57,600	$57,600	$57,600	$57,600

Narrative/Explanation: The amounts shown above represent cost of adjunct backfill for full-time faculty calculated at 6 credit hours for 6 faculty.

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	$978	$978	$978	$978	$978

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	**$254,951**	**$347,655**	**$347,655**	**$347,655**	**$347,655**

Attachment

NORTHEASTERN STATE UNIVERSITY
MASTER OF SOCIAL WORK IN SOCIAL WORK

Degree Requirements		Credit Hours
Required Courses/Advanced Pathway (required by all students)		**26**
*SOWK 5233	Ecological Approach to Practice with Native American Children, Youth and Families	3
*SOWK 5273	Psychopathology	3
*SOWK 5323	Practice Oriented Research	3
*SOWK 5513	Advanced Social Work Practice and Ethics	3
*SOWK 5604	Advanced Practicum and Seminar I	4
*SOWK 5713	Advanced Social Work Practice/Groups	3
*SOWK 5804	Advanced Practicum and Seminar II	4
*SOWK 5903	Integrative Capstone Seminar	3
Electives (required by all students)		**6**
	Select 2 courses from the following	
*SOWK 5463	Practice in Health/Behavioral Health/Indigenous and Rural Communities	3
*SOWK 5553	Assessment of Mental Health Disorders	3
*SOWK 5753	Advanced Social Work Practice with Children and Adolescents	3
Traditional Pathway (only required for students without a Bachelor of Social work degree)		**26**
*SOWK 5003	Human Behavior in the Social Environment I	3
*SOWK 5013	Practice I	3
*SOWK 5023	Social Work Research	3
*SOWK 5103	Human Behavior in the Social Environment II	3
*SOWK 5204	Social Work Practicum I and Seminar	4
*SOWK 5313	Practice II	3
*SOWK 5404	Social Work Practicum II and Seminar	4
*SOWK 5613	Human Diversity	3
Total		**32-58**

*Denotes new courses

AGENDA ITEM #17-e:

New Programs.

SUBJECT: University of Central Oklahoma.   Approval to offer the Master of Fine Arts in Illustration, the Bachelor of Arts in Music, the Graduate Certificate in Historical Performance, the Certificate in Financial Planning, the Graduate Certificate in E-Learning, and the Graduate Certificate in Student Personnel-Program Management.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Master of Fine Arts in Illustration, the Bachelor of Arts in Music, the Graduate Certificate in Historical Performance, the Certificate in Financial Planning, the Graduate Certificate in E-Learning, and the Graduate Certificate in Student Personnel-Program Management, 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 Fine Arts in Illustration.** 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 5 students in 2021-2022.

- **Bachelor of Arts in Music.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 30 students in Fall 2021; and
  Graduates: a minimum of 20 students in 2021-2022.

- **Graduate Certificate in Historical Performance.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 6 students in Fall 2022; and
  Graduates: a minimum of 3 students in 2022-2023.

- **Certificate in Financial Planning.** This certificate is embedded within the Bachelor of Business Administration in Finance (016) and will be included in the regular 5-year program review.

- **Graduate Certificate in E-Learning.** This certificate is embedded within the Master of Education in Adult Education (156) and will be included in the regular 5-year program review.

- **Graduate Certificate in Student Personnel-Program Management.** This certificate is embedded within the Master of Education in Adult Education (156) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

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

The following programs have been approved to move forward into UCO's academic curriculum review process. Before they are submitted to the Oklahoma State Regents for Higher Education as a new program request, they must be validated in this process and also be approved in a parallel resource allocation process.

New Programs:
CLA: M.A. Museum Studies
        M.A. Technical Writing
CFAD: M.F.A. Illustration

New majors:
CEPS: CTWD - Workforce Development
CFAD: BA Music-Music
CLA: MPA - Urban Management

New Minors
CLA: Sustainability Studies
CFAD: Historical Performance

New certificates:
CEPS: E-Learning
        Program Management
CFAD: Historical Performance

Academic Affairs operational priorities:
Note: This list reflects items identified at the Provost Cabinet Retreat in October 2015 as well as the University Planning Council (UPC) during the spring 2016 semester. These items were approved for funding in 2016-17.

- Mandatory Cost Items (added to the mandatory cost request)
- Library periodicals and e-resources cost increase ($135,980)
- Accreditation cost increase ($16,951)
- Allocate funds to support the remodeling of the Santa Fe property in downtown Oklahoma City to support the metropolitan initiative and for the relocation of the UCO radio station: $250,00
- Additional full-time faculty positions to bring UCO closer to its regional and metropolitan peer average.
- Temporary Lecture positions (AY 16-17 only)
- Biology (one position funded at $40,000)
- Chemistry (one position funded at $40,000)

- Engineering and Physics (two positions funded at $40,000 each)
- Developmental Mathematics (one position funded at $35,000)
- Nursing (one position funded at $35,000)
- Criminal Justice (one position funded at $35,000)
- Mass Communication (two positions funded at $35,000 each)
- English (one position funded at $35,000)
- Three additional temporary lecturer positions were funded by the College of Education through course fees: Kinesiology (2 positions at $35,000 each) and Psychology (1 position at $35,000)
- 2 Blended Learning Lectureships were funded by the *Center for eLearning and Connected Environments:* Academy of Contemporary Music (1 position at $30,000) and History and Geography (1 position at $40,000)
- 15 temporary lecturer positions funded through course fees for FY 16 only were renewed for FY17: Biology (4), Chemistry (1 position at $40,000), Engineering and Physics (3), Mathematics and Statistics (2), Nursing (2), History and Geography (1 position at $40,000), Academy of Contemporary Music (1 position at $35,000), School of Music (1 position at $40,000)
- 1 Visiting Assistant Professor position in Marketing for FY17 was funded by the College of Business through differential tuition
- 7 Edu-Innovator temporary Instructor positions for FY17 were funded by the *Center for eLearning and Connected Environments*: Adult Education and Safety Sciences (2 positions at $45,000 each), Political Science (3 positions at $53,693 each), Professional Science Master's Program (2 positions)
- 1 Edu-Innovator Visiting Scholar position for FY17 was funded by the *Center for eLearning and Connected Environments*: Adult Education and Safety Sciences ($15,000)
- 1 Tenure-Track Assistant Professor of Criminal Justice was funded by the School of Criminal Justice through reallocation of their direct expenditure budget at a salary of $54,867 to begin in FY17
- Additional support staff for academic operations funded through course fees and/or differential tuition:
- Interdisciplinary Lab Equipment Technician (College of Mathematics and Science)
- Scenic and Lighting Designer (College of Fine Arts and Design) ($25,633)
- Athletic Trainer (College of Fine Arts and Design) (part-time at $9,494.20)
- Student Success Advisor (College of Business) ($36,590) (temporary for three years only at $35,689 annually)
- Career Counselor (College of Business) (temporary for three years only at $35,689 annually)
- Increased differential tuition:
- To help bring the College of Business faculty to market levels ($1.45/credit hour for undergraduate Business courses and $5.10/credit hour for all graduate Business courses).
- To provide much needed learning space for Nursing students in a proposed Allied Health Sciences Building ($10/credit hour for all Nursing courses)
- To fund an audiologist staff position ($8.88/credit hour for Speech Language Pathology courses)
- **TL Scholars**. The *Transformative Learning Scholars Program* is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. This program is an expansion of the Center for Undergraduate Research and Education in Science, Technology, Engineering, and Technology (CURE-STEM) in the College of Mathematics and

Science that realized a return on investment of more than 10-to-1 and has been successfully institutionalized.

Initiatives

Transformative Learning

- **Transformative Learning (TL).** The *Transformative Learning Initiative* was introduced several years ago to reframe the way UCO defines the progress and development of its undergraduates from point of entry to graduation. UCO believes the overall effect of this effort will: 1) improve retention through increased student engagement with faculty, staff, and peers; 2) enhance student readiness for careers by providing opportunities to develop "soft skills" that employers have identified as critical components to a college education; 3) provide more accurate assessment and evidence of student learning outcomes for the curricular, co-curricular, and extra-curricular activities that encompass UCO's Transformative Learning high impact practices. In 2014, UCO continued to develop the AAC&U Integrative Learning approach that connects its TL initiatives directly to its Student Success initiatives. This resulted in the coordination of efforts to review and revise how UCO assesses TL, general education, academic programs and co-curricular activities.
- **STLR**. The *Student Transformative Learning Record* (STLR) is an innovative tool that has been developed at UCO to track student progress, assess learning outcomes, and collect artifacts of student involvement in Transformative Learning practices. A STLR pilot project was conducted in fall 2014. This was a precursor to launching the project for incoming freshmen in fall 2015. This important effort is supported by a 5-year $7.8M Title III grant. Accomplishments during the 2015-2016 academic year are numerous: training an additional 150 faculty and staff in the STLR implementation and assessment process; installation of a technology process to vet student/faculty applications for student TL; training of the five TL Liaisons who, along with the TL Steering Committee, vet these proposals in advance of Spring 2016 with full implementation then in place beginning January 2016; completion of numerous student TL projects. Civitas Learning's Illume data analytics and predictive modeling tool began data ingestion Spring 2016 with full implementation slated for Fall 2016. (This will eventually assist us in tracking and measurement of STLR's impact on key objectives. It will also be used to model predictive interventions proven at other similar institutions to improve student success.) STLR has garnered much national and even international attention, including UCO's invitation to the Gates Foundation-funded, Educause-led 2015 Breakthrough Models Incubator cohort and to the Lumina Foundation-funded, AACRAO/NASPA-led Comprehensive Student Record project. Of particular import: **Collège La Cité in Ottawa, Ontario, Canada, a 6,000-student campus, is the first institution to adopt UCO's STLR model** and will launch Fall 2016 in two programs with a rapid roll-out across the entire campus immediately following. Other institutions expressing interest in adopting/adapting STLR or parts of STLR include Oregon State University, University of North Texas, and a collaborative of institutions in British Columbia considering a STLR pilot at one institution as proof-of-concept for adoption among the other institutions.
- **OHIP**. In fall 2014, UCO instituted an Office of High Impact Practices (OHIP) to provide financial support for students engaged in high-impact practices such as undergraduate research and global studies. The office oversees the Research, Creative, and Scholarly Activity (RCSA) Grant Program, which awarded 140 grants to students working with faculty mentors in 2015-16. The number of grants rose to 150 awards for 2016-17. In addition to the grant program, the office coordinates participation in regional and national student conferences including Oklahoma Research Day, attended by 660 UCO faculty and students, and the National Conference on Undergraduate Research (NCUR), attended by 64 UCO students in 2016. Although the office's focus is undergraduate research, the intent is for this program to grow and develop so that it eventually supports student activities in a range of Transformative Learning areas. Towards this

goal the office has been working on collaborative projects with the Centre for Global Competency, Experiential Learning, and the Living-Learning program.

- **TL Scholars**. The Transformative Learning Scholars program is a faculty development initiative designed to promote student engagement in high impact practices while developing opportunities to increase external funding. The pilot project began in fall 2014. Each college could recommend up to three faculty members. They were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing an undergraduate research program and submitting a grant to an external funding agency each year. The initiative was successful and has since been institutionalized. The program was modeled after a similar initiative in the College of Mathematics and Science. They found that the return on investment is more than 10-to-1. (see above)

Student Success

- **Project Persist**. Project Persist staff members reviewed ten years of student success data to identify the characteristics of students who eventually ended up on academic probation. From this list, UCO was able to identify 480 incoming freshmen who exhibited these characteristics and were therefore at greater risk. Half of these students were assigned to cohorts that require them to take a common set of core courses with highly intrusive advising and coaching, while the other half was free to select courses on their own. The program should allow us to determine the effects of common classes on success in at risk students. The first-year results revealed a slight increase in persistence from first to second year. Modifications to the program based on program evaluation have been implemented. We expect modest increases in first to second year retention this year.
- **HLC Academy for Student Persistence and Completion**. In 2014, UCO was accepted as a participant in the second cohort of the HLC Academy for Student Persistence and Completion. This is a four-year commitment to use data to identify causes that lead to student drop outs and stop outs, and then to develop actions to address these causes. UCO's project is focusing on correcting trends that show higher levels of DFWs for African American and Native American males. We are currently at the mid-point mark of the academy.
- **Central Oklahoma Regional Education (CORE) Network**. UCO is partnering with OCCC and OKCPS in a project to improve student success, retention, and graduation in all three organizations. This partnership emerged out of the College Board supported Affinity Network when that collaboration ended last year. The Network held its first meeting in spring of 2014. Subgroups met over the summer to begin developing preliminary data and ideas for collaboration.
- **Value Rubric Assessment**. UCO is revising its approach to general education assessment using AAC&U Value Rubrics to assess mid-level and capstone learning outcomes. The Value Rubrics have also been integrated into the STLR tool.

Value

- **Specialized Accreditation**. UCO programs that are preparing for additional specialized accreditation: MPA program by NASPAA; Psychology program by MPCAC, and the College of Business by AACSB.
- **Tuition waivers/scholarships**. The colleges are aggressively pursuing development opportunities to increase the number and amount of scholarships.
- **RCSA grants/Student travel**. Several colleges have established funds to assist students in presenting research and creative achievement at professional conferences. In addition, the RCSA grants fund students with a specific project. Students are required to submit a grant application. Each student is sponsored by a faculty mentor.

Place

- **Transformative Learning Quadrangle**. The Quad, UCO's new 440-bed residence hall, housed its first residents in August of 2015. The initial occupancy is nearly 100% which mirrors the other housing options on campus. This occupancy is better than the dated and less appealing Central Plaza, a converted hotel remodeled in 2005. This newest addition adds 149 additional beds while providing a living and learning environment that embraces UCO's Transformative Learning mission.
- **UCO Downtown**. UCO now has a dedicated ca. 10,000 square foot teaching facility in downtown Oklahoma City. Referred to as "UCO Downtown", the facility (Carnegie Centre) began taking enrollment during the spring semester of 2015. In 2015, an initial agreement was signed with Oklahoma City University to support students in their School of Law with UCO's Masters of Public Administration (MPA) courses. These efforts support UCO's mission as a metropolitan university and expands upon current offerings such as those at the Academy of Contemporary Music (ACM). UCO Downtown (at the Carnegie Centre) also supports professional offerings such as those provided by the Center for eLearning and Customized Education.
- **Chk/Central Boathouse.** The UCO Boathouse on OKCs boathouse row on the Oklahoma River opened in spring of 2015. The boathouse continues to be a multi-purpose facility that reinforces UCOs footprint in the metro.
- **Old North.** Construction began in the summer (2015) of Old North. The facility will be completely restored. In addition to executive offices, Old North will include a floor dedicated to an academic unit and five classrooms. The facility will be the focal point of the campus. It stands as an enduring sign and commitment to higher education in Oklahoma. Completion of the facility is expected by October 19, 2016.

APRA Implementation

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

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

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

Program Review

UCO offers 111 degree and/or certificate programs as follows:

3	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
66	Baccalaureate Degrees
39	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process
UCO's faculty developed the proposals, which were reviewed and approved by institutional officials. UCO's governing board approved delivery of the Master of Fine Arts in Illustration, the Bachelor of Arts in Music, the Graduate Certificate in Historical Performance, the Certificate in Financial Planning, the Graduate Certificate in E-Learning, and the Graduate Certificate in Student Personnel-Program Management at their February 17, 2017 meeting. UCO requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Master of Fine Arts in Illustration

Program purpose. The proposed program is designed for students seeking careers as a commercial illustrator or within higher education as a faculty member.

Program rationale and background. Proficiency in illustration is a lifelong pursuit that requires the development of technical skills as well as personal visual language. These skills often require additional formal education beyond the bachelor's degree in order to achieve professional and academic expertise. Additionally, the need for illustration in animated film, game design, graphic novels, and advertising has brought a renewed interest in the field. UCO has offered an undergraduate minor in illustration for the past five years. Currently, 44 students have declared the minor, which indicates strong interest in the discipline. The proposed program will serve as an advanced degree that offers a specialization in illustration and is expected to draw students from both graphic design and fine arts programs. According to UCO, only eight institutions in the U.S. offer a Master of Fine Arts (MFA) in Illustration program, the closest being Savannah College of Art and Design in Georgia. UCO is confident the proposed program will draw students from a wide geographical area and fill a much needed niche in the design industry.

Employment opportunities. The proposed program is expected to attract students who are interested in commercial pursuits and desire to increase their illustration abilities. The most recent employment projections from the U.S. Department of Labor's Bureau of Labor Statistics estimated that career opportunities for Fine Artists/Painters/Sculptors/Illustrators are expected to increase 2 percent through 2024. In Oklahoma, the need for employees in this field is higher, with the Oklahoma Employment Security Commission (OESC) projecting a nearly 6 percent growth through 2024. Additionally, OESC data predicts a 7 percent growth for post-secondary fine arts faculty. While growth in the field may seem low, those in the workforce that have more advanced skills, such as the proposed program provides, will have a greater opportunity for employment or career advancement. UCO believes that graduates of 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	12	Fall 2021
Minimum Graduates from the program	5	2021-2022

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

Curriculum. The proposed Master of Fine Arts in Illustration program will consist of 60 total credit hours as shown in the following table. Twelve new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	42
Guided Electives	18
Total	**60**

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

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

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

Program resource requirements. Program resource requirements for the Master of Fine Arts in Illustration are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$0	$47,532	$79,219	$87,141	$95,063
Narrative/Explanation: The amounts above were calculated based upon in-state tuition and fees of $331.20 per credit hour. UCO intends to use the first year of the program for student recruitment and enroll 6, 10, 11, and 12 students in years 2 through 5. The program is intended to be an intensive, full-time endeavor. Therefore, UCO anticipates students completing 30 credit hours per academic year. Additionally, UCO notes that tuition projections may be higher as they anticipate at least 1 out-of-state student and 2 international students each year.					
TOTAL	**$0**	**$47,532**	**$79,219**	**$87,141**	**$95,063**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$4,060	$4,060	$4,060	$4,880

Narrative/Explanation: No additional professional staff is required for this program; however, the Illustration MFA Program Director will be granted 2 credit hours of release time to administer the program. This is equivalent to 8 percent of their capacity based on 12.5 credit hour teaching load. The proposed Program Director is expected to advance to the rank of Associate Professor at the end of the 4th year.

Faculty	$0	$21,960	$21,960	$21,960	$21,960

Narrative/Explanation: The program requires delivery of a total of 12 credit hours of new courses (3 credit hours per semester will be taken through existing coursework and are not included in the funding calculation above nor the budget calculation here). Existing faculty will teach these courses, and this calculation assumes that adjuncts will be hired to teach lower division undergraduate coursework to free up faculty to teach these courses. The current adjunct pay rate is $915/hour for MFA (terminal) degree holders.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$16,250	$32,500	$32,500	$32,500

Narrative/Explanation: Space will need to be allocated to accommodate the additional students in the program. Our existing lease for the undergraduate "letterpress lab" has been used as an appropriate space for proposed program. The current budget allocation for that space is $28,000, which also includes utilities, etc. The graduate studio space will also need to be outfitted with desks, chairs, and other fixtures, which is estimated at $1500 per student based on the costs of similar equipment from the undergraduate graphic design program illustration minors. The purchase of equipment will be spread across the 5-year startup period, but existing equipment from the department and UCO surplus will be used during this period.

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$300	$600	$600	$600

Narrative/Explanation: Slideroom is an online tool that allows students to upload their digital portfolio for immediate review by the program directors and designated faculty. The yearly fee would allow the Department to provide program pre-approvals that would increase enrollment and aid in recruitment, as well as eliminate the costs associated with traveling to conduct on-site out-of-state or out-of-country portfolio reviews. One trip is easily the same cost as this online tool.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$600	$1000	$1100	$1200

Narrative/Explanation: There are lease agreements in place for the time period indicated. UCO assumes each student will require $100 printing cost per year. These values are based on the estimated total student population over the first five years. Based on existing printer leasing contracts we estimate that the $100 per year will be constant over the five years indicated.

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$3,000	$14,000	$21,000	$28,000

Narrative/Explanation: The amounts above will be used to fund tuition waivers and fellowships.

TOTAL	**$0**	**$46,170**	**$74,120**	**$81,220**	**$89,140**

Bachelor of Arts in Music

Program purpose. The proposed program will provide an alternative degree option for students seeking a degree in music outside the Bachelor of Music in Music (126).

Program rationale and background. UCO's Institutional Research Office reports a large decline in enrollment for music majors from freshman to sophomore year over a four-year period. One of the main focuses of the proposed program is to provide an alternative degree option for these students who still want a music degree but previously would not be able to complete the Bachelor of Music in Music (126) as a result of a lack of performance ability or the lack of desire to become a music educator. Graduates of the ACM@UCO are also a target population for the proposed program. Students completing one of the ACM@UCO programs who want to complete a bachelor's degree do not have a program that will meet their needs. The proposed program will give these students an opportunity to complete their education at UCO. Additionally, the proposed program provides customized tracks for performance and musical theatre, which will allow UCO to better honor the 2 + 2 agreements in place with area community colleges.

Employment opportunities. A person receiving a Bachelor of Arts in Music has developed the soft skills of reflection and communication which are in demand in almost every field. A graduate of the proposed program can think critically and creatively, as well as organize information and materials with attention to detail. These skills will open doors to a wide variety of occupations that are not directly related to the field of study. A graduate of the proposed program will be prepared to pursue careers in research, writing (reporter, music critic), music/arts advocacy, or private studio teaching. Oklahoma Employment Security Commission data show career opportunities in the Arts, Entertainment, and Recreation industry are expected to increase approximately 15 percent through 2024. Additionally, UCO also encourages continued study as the proposed program will serve as exceptional preparation for graduate school in the arts and prepares for continued education in other fields of study such as medicine, law, and other fields.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	30	Fall 2021
Minimum Graduates from the program	20	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	Bachelor of Arts in Music (305)
Oklahoma State University	Bachelor of Arts in Music (256)
Northeastern State University	Bachelor of Arts in Music (060)
Northwestern Oklahoma State University	Bachelor of Arts in Music (066)
Southeastern Oklahoma State University	Bachelor of Arts in Music (036)
Cameron University	Bachelor of Arts in Music (160)
Langston University	Bachelor of Arts in Music (027)

A system wide letter of intent was communicated by email on December 20, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to current program and course offerings at UCO, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	42-44
Major Requirements	62
General Electives	18-20
Total	**124**

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Arts in Music are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$38,640	$48,300	$57,960	$77,280	$96,600

Narrative/Explanation: The amounts above were calculated based upon in-state tuition and fees of $268.33 per credit hour. UCO anticipates enrollment of 12, 15, 18, 24, and 30 students in years 1 through 5 completing 12 credit hours in the major per academic year.

TOTAL	**$38,640**	**$48,300**	**$57,960**	**$77,280**	**$96,600**

B. Breakdown of Budget	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year

Expenses/Requirements					
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$12,740	$25,480	$34,440	$34,440	$43,400

Narrative/Explanation: Any additional sections of music core classes can be taught by adjunct faculty, many of whom are already employed at UCO as adjunct. These faculty costs are representative of adjunct pay to accommodate the additional core sections as the program grows.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$12,740**	**$25,480**	**$34,440**	**$34,440**	**$43,400**

Graduate Certificate in Historical Performance

Program purpose. The proposed graduate certificate is designed to prepare students for entry-level professional proficiency in the field of Historical Performance.

Program rationale and background. Historical Performance is a field of music performance that relies heavily on academic research and is dedicated to the recreation of period repertoires with as much historical authenticity as can be achieved today. This authenticity includes the type of instruments used, the use of historically accurate traditions of interpretation and performance both technical and intellectual, consideration for historical tunings and temperaments, and use or production of performing editions un-modified by subsequent interpretation.

Employment opportunities. Over the past two decades, Historical Performance has become a major field of special performance. Like most music performance, Historical Performance is essentially an entrepreneurial activity in which musicians essentially create their own market by personal advocacy of their own skills. Before the founding of UCO's Center for Historical Performance, early music performances were virtually non-existent in the metropolitan area, with the exception of those on the UCO campus that attracted only internal audiences. Now the Center's concerts regularly draw crowds as large as or larger than any other ensemble concerts by the School of Music, with the audience predominately being external community members. Therefore, the proposed graduate certificate is designed to serve as an additional credential for those individuals already in the field and will produce experienced period instrument performers.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2022
Minimum Graduates from the program	3	2022-2023

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

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Music Performance (408)

A system wide letter of intent was communicated by email on December 20, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Historical Performance program will consist of 14 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
Program Core	12
Capstone	2
Total	**14**

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

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

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Historical Performance 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	$10,000	$10,000	$10,000	$10,000	$10,000

Narrative/Explanation: The Center for Historical Performance has been successful in obtaining funds from external sources, including cash and in-kind donations, from private individuals and grants from private foundations. The above amounts are projected as a reasonable approximation of continued funding from such sources per annum.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Existing State Resources	$10,000	$10,000	$10,000	$10,000	$10,000

Narrative/Explanation: The Center for Historical Performance possesses no regular E&G budget line with the School of Music, but it is an official entity of UCO, the College of Fine Arts, and the School of Music and does receive support in the form of faculty salary and facilities for its activities. Additionally, it receives support from fees for library resources. This money is distributed on an as needed basis.

State Resources Available through Internal Allocation and Reallocation	$1,000	$1,000	$1,000	$1,000	$1,000

Narrative/Explanation: The Center for Historical Performance annually received funding from the Student Activity Fund generated from student activity fees. The above figures are a reasonable estimate of anticipated funding.

Student Tuition	$3,709	$8,653	$8,653	$10,508	$12,980

Narrative/Explanation: In the first year of the certificate program UCO projects an enrollment of 2 students each taking a total of 6 credit hours. In the second year of the program UCO projects a total of 4 students (2 in their first programmatic year at 6 credit hours each, and 2 in the second programmatic year at 8 hours each). In the third year of the program UCO projects an identical enrollment and credit hour allocation as in the second year. In the fourth year of the program UCO projects 5 enrolled students (3 in the first programmatic year at 6 credit hours each and 2 in the second programmatic year at 8 credit hours each). In the fifth year of the program UCO projects 6 enrolled students (3 in the first programmatic year at 6 credit hours each and 3 in the second programmatic year at 8 credit hours each). Tuition revenue was calculated based on a rate of $309.05 per credit hour.

TOTAL	**$24,709**	**$29,653**	**$29,653**	**$31,508**	**$33,980**

	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	$20,000	$20,000	$20,000	$20,000	$20,000

Narrative/Explanation: The amounts above represent 1/3 salary of an associate professor.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$2,000	$2,000	$2,250	$2,250	$2,500

Narrative/Explanation: The amounts above represent the allocation of the departmental budget needed for maintenance of library materials.

Contractual Services	$1,500	$1,500	$1,500	$1,500	$1,500

Narrative/Explanation: The amounts above will be used for travel compensation and gratuities for visiting artists.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$23,500**	**$23,500**	**$23,750**	**$23,750**	**$24,000**

Certificate in Financial Planning

Program purpose. The proposed certificate will prepare students to apply to sit for the Certified Financial Planner (CFP) Exam and for entry-level employment in the financial services industry

Program rationale and employment opportunities. UCO industry stakeholders have encouraged the Finance Department to pursue this certificate. The Oklahoma Employment Security Commission estimates careers for Personal Financial Advisors are expected to increase nearly 23 percent through 2024. Currently UCO offers approved CFP Board Registered Financial Planning coursework within their Bachelor of Business Administration in Finance (016). Although a bachelor's degree is required to obtain initial certification, it is not required to be eligible to take the CFP Certification Examination. Creating the certificate will allow students to take the CFP exam before the completion of a bachelor's degree. Additionally, the proposed certificate will officially document the completion of approved CFP coursework for students who may have a degree in another discipline. Furthermore, the proposed certificate will attract new students who already possess a bachelor's degree but need to complete the course work required for certification. Oklahoma State University, Northeastern State University, and East Central University also offer CFP Board Registered Financial Planning programs/coursework; however, these programs are located outside UCO's service area. UCO is confident the proposed certificate will meet the demand for a CFP program in the central 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 Business Administration in Finance (016) program.

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

Institution	Existing Program
Northwestern Oklahoma State University	Certificate in Personal Financial Planning (071)
East Central University	Certificate in Business Administration - Personal Financial Planning (510)

A system wide letter of intent was communicated by email on December 20, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and expected workforce demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 39-42 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Required Courses	39-42
Total	**39-42**

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

Financing and program resource requirements. The proposed certificate is embedded within the Bachelor of Business Administration in Finance (016) 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.

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Graduate Certificate in E-Learning

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Program purpose. The proposed certificate will prepare adult education practitioners to be competent in the design, development, and facilitation of adult learning in an online environment.

Program rationale and employment opportunities. As more learning is conducted in the online environment, from K-12 and online university programs to large corporate training programs, the need for educators and trainers to be competent in the design, development, and facilitation of online curriculum is high. The Adult and Higher Education Program advisory board has also asserted the need to prepare future graduates to practice adult education in online environments. In order to be competitive in job markets that continue to move learning into online environments, programs such as the proposed certificate will need to be developed.

The proposed certificate is not specifically designed to lead to employment, but will serve as an added credential and documentation of having the knowledge and skills to deliver online courses and programs. The majority of students interested in pursuing the proposed certificate will either already be enrolled in the Master of Education in Adult Education (156) program or currently employed educators and trainers who desire to add to their skillset.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Education in Adult Education (156) program.

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

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment E).

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

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

Financing and program resource requirements. The proposed certificate is embedded within the Master of Education in Adult and Higher Education (156) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current

tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Student Personnel-Program Management

Program purpose. The proposed certificate will provide student affairs professionals the knowledge and skills needed to be successful in their careers.

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, career opportunities for Postsecondary Education Administrators are expected to increase 5 percent through 2024. Nationally, the projected growth is 7 percent. Although positions within student affairs and higher education administration typically require a graduate degree, many entry-level positions will hire individuals with a bachelor's degree plus experience. The National Association for Student Personnel Administrators (NASPA) recommends that all student affairs professionals possess four competencies: 1) assessment, evaluation and research, 2) human and organizational resources, 3) leadership, and 4) ethical and professional practice. Graduates of the proposed certificate will gain these competencies and be better situated to advance within their careers.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Education in Adult and Higher Education (156) program.

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

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

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

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

Financing and program resource requirements. The proposed certificate is embedded within the Master of Education in Adult and Higher Education (156) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF FINE ARTS IN ILLUSTRATION

Degree Requirements		Credit Hours
Program Core		**42**
*DES 5206	Graduate Illustration I	6
*DES 5306	Graduate Illustration II	6
*DES 5406	Graduate Illustration III	6
*DES 5506	Graduate Illustration IV	6
*DES 5723	Portfolio Development	3
*DES 5383	Thesis Development	3
*DES 5823	Thesis Exhibition	3
DES 5483	Clocktower/Ink Tank	3
ART 5940	Field Study in Art	6
Guided Electives		**18**
Select 18 credit hours from the following courses:		
DES 5113 or *DES 5143	History of Design History of Illustration	3
CSDY 5723 or CSDY 5583 or CSDY 5573 or CSDY 5533 or CSDY 5313 or CSDY 5413 or CSDY 5423 or CSDY 5513 or CSDY 5523	Writing Comic Books and Graphic Novels Writing SciFi/Fantasy Writing for Movies/TV/Stage Writing for Television Writing Mystery/Adventure Writing for Children Writing Comedy and Satire Playwriting Screenwriting	3
DES 5843	Teaching Practicum	3
*DES 5043	Design Theory	3
*DES 5163	Business of Illustration	3
	Any 5000 level Art or Design Elective	3
*DES 5433	Contemporary Illustration Practice	3
*DES 5673	Criticism Seminar	3
Total		**60**

UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF ARTS IN MUSIC

Degree Requirements		Credit Hours
General Education		**42-44**
	Specific courses needed to fulfill General Education requirements can be found in the UCO catalog	
	Written and Oral Communication	9
	Quantitative Reasoning/Scientific Method	10-11
	Critical Inquiry and Aesthetic Analysis	6
	American Historical and Political Analysis	6
	Cultural and Language Analysis	3-4
	Social and Behavioral Analysis	3
	Life Skills	5
Major Requirements		**62**
MUS 1120	Recital Attendance (must be taken 4 times)	0
MUS 2243 or MUS 2253 or MUS 2423 or MUS 2443 or MUS 2483 or MUS 2633 or ACM 2843	World Music Music/Film Native American Music History of Video Game Music History of Rock and Roll Jazz History Ethics in the Music Industry	3
	Ensemble (enrollment required every full-time semester with at least 4 credit hours coming from the following: University Choir, Cantilena, Concert Chorale, University Singers, Chamber Orchestra, UCO Symphony Orchestra, Wind Symphony, Symphonic Band, Marching Band, Jazz Ensemble, Opera Workshop, Opera Performance, Musical Theatre Performance, Piano Ensemble, Guitar Ensemble, ACM Performance Groups.	8
	Applied Instruction (MPER or ACM)	6
ACM 3221 or MPER 3811	Performance Showcase Performance Showcase	1
	Guided Electives from 3000 or 4000 level MUS, MUED, MPER, or ACM courses.	14-16
	Select one area of study below	
	Music	
MUS 1143	Theory I	3
MUS 1183	Theory II	3
MUS 2223	Theory III	3

MUS 2593	Theory IV	3
MUS 1151	Aural Skills I	1
MUS 1161	Aural Skills II	1
MUS 2151	Aural Skills III	1
MUS 2161	Aural Skills IV	1
MPER 2731	Class Piano 1	1
MPER 2831	Class Piano 2	1
MPER 2951	Class Piano 3	1
MPER 2941	Class Piano 4	1
MUS 3433	Music History Survey I	3
MUS 3443	Music History Survey II	3
ACM 4553	Key Events in the Music Industry	3
MUS 3731	Music Technology	1
Musical Theatre		
MUS 1714	Music Theory MT 1	4
MUS 1724	Music Theory MT 2	4
MUS 3552	Vocal Sight Singing	2
ACM 2012	Songwriting 1	2
ACM 3233	Songwriting and Demo Building	3
MPER 2731	Class Piano 1	1
MPER 2831	Class Piano 2	1
MPER 2951	Class Piano 3	1
MPER 2941	Class Piano 4	1
MUS 2473	Music History for Music Theatre	3
MUS 2673	History of Music Theatre	3
ACM 4553	Key Events in the Music Industry	3
MUS 3731	Music Technology	3
ACM Performance		
ACM 1142	Music Fundamentals	2
ACM 1152	Aural Skills	2
ACM 2012	Songwriting I	2
ACM 2512	Songwriting II	2
ACM 3233	Songwriting and Demo Building	3
ACM 1222	Beginning Keyboard Skills	2
MPER 2831	Class Piano 2	1

MPER 2951	Class Piano 3	1
MPER 2941	Class Piano 4	1
ACM 1132	Music Culture	2
ACM 2422	Cultural Studies	2
ACM 4553	Key Events in the Music Industry	3
ACM 2642	Beginning Production Techniques	2
General Electives		**18-20**
	Students must complete course work so that the number of credit hours completed total 124.	
Total		**124**

UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN HISTORICAL PERFORMANCE

Certificate Requirements		Credit Hours
Program Core		**12**
MPER 5000	Applied Historical Instrument	4
MPER 5421 or MPER 5151	Advanced Chamber Music Chamber Orchestra	2
MUS 5723	History of Performance	3
MUS 5133 or MUS 5163	Baroque Music Classical Era Music	3
Guided Electives		**2**
MPER 5822	Graduate Recital	2
Total		**14**

UNIVERSITY OF CENTRAL OKLAHOMA
CERTIFICATE IN FINANCIAL PLANNING

Certificate Requirements		Credit Hours
Required Courses		**39-42**
ECON 2103	Principles of Microeconomics	3
MATH 1513 or MATH 1453 or	College Algebra College Algebra for Business High School Algebra II (with a minimum grade of 'C')	0-3
MATH 2053	Math Analysis for Business	3
ACCT 2113	Accounting I	3
ACCT 2133	Accounting II	3
ECON 2173	Principles of Business Statistics	3
ECON 2203	Principles of Macroeconomics	3
FIN 3563	Fundamentals of Business Finance	3
FIN 3523	Foundations of Insurance and Risk Management	3
FIN 4213	Investments	3
ACCT 3513	Tax Planning	3
FIN 4423	Employee Benefit Planning	3
LS 4323	Estate Planning and Administration	3
FIN 4433	Case Studies in Financial Planning	2
Total		**39-42**

UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN E-LEARNING

Certificate Requirements		Credit Hours
Required Courses		**12**
ADED 5233	Curriculum Design in Education	3
ADED 5623	Innovative Technology in Adult Education	3
*ADED 5763	Facilitating Online Learning for Adults	3
*ADED 5753	Developing Online Learning for Adults	3
Total		**12**

UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN STUDENT PERSONNEL-PROGRAM MANAGEMENT

Certificate Requirements		Credit Hours
Required Courses		**12**
ADED 5073	Management of Adult Education/Community Service	3
ADED 5353	Organization and Administration of Higher Education	3
ADED 5473	Contemporary Issues in Student Personnel Services	3
ADED 5423	Educational Evaluation	3
Total		**12**

*Denotes new courses

AGENDA ITEM #17-f:

New Programs.

SUBJECT: Oklahoma State University Institute of Technology. Approval to offer the Certificate in Industrial Maintenance Technologies-Level 1 and the Certificate in Industrial Maintenance Technologies-Level 2.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Oklahoma State University Institute of Technology's requests to offer the Certificate in Industrial Maintenance Technologies-Level 1 and the Certificate in Industrial Maintenance Technologies-Level 2, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Certificate in Industrial Maintenance Technologies-Level 1.** This certificate is embedded within the Associate in Applied Science in Energy Technologies/Natural Gas Compression (112) and will be included in the regular 5-year program review due in 2019.

> - **Certificate in Industrial Maintenance Technologies-Level 2.** This certificate is embedded within the Associate in Applied Science in Energy Technologies/Natural Gas Compression (112) and will be included in the regular 5-year program review due in 2019.

BACKGROUND:

Academic Plan

Oklahoma State University Institute of Technology's (OSUIT) 2016-2017 Academic Plan lists the following institutional priorities and new funding initiatives:

- One of the institution's primary academic priorities for 2016-2017 is to identify and implement opportunities to reorganize, redevelop, and/or reposition its programs to ensure maximization of resources and benefits to stakeholders. (See OSUIT 2016-2021 Strategic Plan: Goal C.) This includes activities such as expanding OSUIT's distance learning programs and making select OSUIT programs available at offsite locations. Based upon positive feedback and growing support from the institution's industry partners and other stakeholders, OSUIT also continues its development of a Bachelor of Technology in Technology Management (or a similarly titled) program, which the institution is uniquely equipped and situated to offer.
-

- An additional institutional priority for 2016-2017 is the continuation of the development of Associate in Science pathways into select baccalaureate programs at other colleges and universities and the expansion of the current pathways from other institutions into OSUIT's Bachelor of Technology programs, as well as the exploration of potential pathways from OSUIT's Bachelor of Technology programs into select graduate programs at other institutions. (See OSUIT 2016-2021 Strategic Plan: Goal A, Initiative 1, Strategy b; see also Goal B, Initiative 3, Strategy d.) A key initiative included under this priority is the implementation of OSUIT's Associate in Science in Pre-Professional Studies program.
-
- OSUIT is also exploring additional methods through which to augment student success in its programs, including activities such as the evaluation and alignment of program mathematics requirements and program entry requirements, exploration of the use of multiple assessment measures in student placement, and exploration of alternate models for student remediation. (See OSUIT 2016-2021 Strategic Plan: Goal B, Initiative 1, Strategy d.)

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

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

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

Program Review
OSUIT offers 40 degree and/or certificate programs as follows:

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

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

Program Development Process
OSUIT's faculty developed the proposals, which were reviewed and approved by institutional officials. OSUIT's governing board approved delivery of the Certificate in Industrial Maintenance Technologies-Level 1 and the Certificate in Industrial Maintenance Technologies-Level 2 at their March 3, 2017 meeting. OSUIT requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

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Certificate in Industrial Maintenance Technologies-Level 1
Certificate in Industrial Maintenance Technologies-Level 2

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Program purpose. The proposed certificates are designed as stackable credentials leading to the Associate in Applied Science in Industrial Maintenance Technologies (112) and will produce skilled technicians for entry-level industrial maintenance jobs.

Program rationale and employment opportunities. State and local employers continually struggle to find qualified technicians who possess the industrial maintenance skills needed to meet the demands of today's high-tech environments. According to Economic Modeling Specialists Incorporated, demand for industrial maintenance and related technicians in Oklahoma is projected to increase 12 percent over the next 10 years. In an effort to produce technicians to fill this critical workforce gap, OSUIT has collaborated with industry partners to develop a set of credentials that would ultimately lead to the Associate in Applied Science in Industrial Maintenance Technologies (112). The proposed certificates will produce graduates who will be skilled maintenance technicians who can safely, efficiently, and competently work on electrical and mechanical systems in a variety of industrial environments. OSUIT is confident that graduates of the proposed certificate programs will find employment in Oklahoma's workforce and meet industry demands.

Student demand. The proposed programs are expected to fulfill student demand within the Associate in Applied Science in Industrial Maintenance Technologies (112) program.

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

Institution	Existing Program
Oklahoma Panhandle State University	Certificate in Wind Energy/Maintenance Technology (065)

A system wide letter of intent was communicated by email February 20, 2017. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed programs will consist of 21 total credit hours as shown in the following table. No new courses will be added and the curricula are detailed in the attachments (Attachments A and B).

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Certificate in Industrial Maintenance Technologies-Level 1

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Content Area	Credit Hours
Technical Courses	15
Computer Literacy	3

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135

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Mathematics	3
Total	**21**

Certificate in Industrial Maintenance Technologies-Level 2

Content Area	Credit Hours
Technical Courses	9
Technical Electives	6
English and Language Arts	3
General Business	3
Total	**21**

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

Financing and program resource requirements. The proposed programs are embedded certificates within the Applied Science in Industrial Maintenance Technologies (112) 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

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
CERTIFICATE IN INDUSTRIAL MAINTENANCE TECHNOLOGIES-LEVEL 1

Program Requirements		Credit Hours
Technical Courses		**15**
SEIM 1103	Fundamentals of Industrial Maintenance	3
SEIM 1123	DC/AC Circuit Analysis	3
SEPM 1113	Fluid Power Fundamentals	3
SEPM 1223	Mechanical Systems and Equipment	3
SEIM 2433	Motors and Controls	3
Computer Literacy		**3**
CS 1013	Computer Literacy and Applications	3
Mathematics		**3**
MATH 1513 or MATH 2003 or MATH 1223	College Algebra Business Mathematics Applied Technical Mathematics	3
Total		**21**

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
CERTIFICATE IN INDUSTRIAL MAINTENANCE TECHNOLOGIES-LEVEL 2

Program Requirements		Credit Hours
Technical Courses		**9**
SEPM 1213	Basic Refrigeration	3
SEIM 2423	Electronic Control Devices	3
SEIM 2513	Programmable Logic Controllers	3
Technical Electives		**6**
	Select 2 courses from the following	
ETDM 1153	Introduction to Manufacturing	3
ETDE 1333	Industrial Electrical Systems	3
SEPP 1123	Introduction to Power Plants	3
SEPP 1213	Boilers	3
SEPP 1133	Piping and Instrument Diagrams	3
English and Language Arts		**3**
ENGL 1033 or ENGL 1113	Technical Writing I Freshman Composition I	3
General Business		**3**
BADM 1113	Introduction to Business	3
Total		**21**

AGENDA ITEM #17-g:

> **New Programs.**

SUBJECT: Rose State College. Approval to offer the Associate in Science in Baccalaureate-Track Allied Health, the Certificate in Hospitality and Event Management, the Certificate in Cyber Security, and the Certificate in Digital Forensics.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's requests to offer the Associate in Science in Baccalaureate-Track Allied Health, with options in Pre-Occupational Therapy, Pre-Medical Imaging, Pre-Physical Therapy, and Pre-Dietetics, the Certificate in Hospitality and Event Management, the Certificate in Cyber Security, via traditional and electronic delivery, and the Certificate in Digital Forensics, via traditional and electronic 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.**

- **Associate in Science in Baccalaureate-Track Allied Health.** 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 5 students 2021-2022.

- **Certificate in Hospitality and Event Management.** The certificate is embedded within the Associate in Applied Science in Business Administration (008) and will be included in the regular 5-year program review due in 2018.

- **Certificate in Cyber Security.** The certificate is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111) and will be included in the regular 5-year program review due in 2018.

- **Certificate in Digital Forensics.** The certificate is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111) and will be included in the regular 5-year program review due in 2018.

BACKGROUND:

Academic Plan

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

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

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

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

- As a result of demand expressed by the Oklahoma Department of Emergency Management, Rose State College developed the Emergency Management Associate in Science degree program to be implemented as of the Fall 2017 semester. A full-time faculty member was employed to oversee and teach in the program.

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

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

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

representatives from Oklahoma Geological Foundation and Oklahoma Energy Resources Board and representatives from major oil and gas companies; and, acquiring an earthquake accelerometer to stimulate interest.

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

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

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

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

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

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

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

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

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

•	68	•	Degree and/or certificate programs deleted
•	56	•	Degree and/or certificate programs added

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

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

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

- **Program Development Process**

RSC's faculty developed the proposals, which were reviewed and approved by institutional officials. RSC's governing board approved delivery of the Associate in Science in Baccalaureate-Track Allied Health, the Certificate in Hospitality and Event Management, the Certificate in Cyber Security, and the Certificate in Digital Forensics at their April 20, 2017 meeting. RSC is currently approved to offer the following degree programs through online delivery:

- Associate in Arts in Liberal Studies (047)
- Associate in Arts in English (018)
- Associate in Arts in History (125)
- Associate in Arts in Social Sciences (112)
- Associate in Science in Business (007)
- Associate in Applied Science in Library Technical Assistant (055)
- Associate in Arts in Enterprise Development (675)
- Associate in Science in Emergency Management (144)
- Certificate in Emergency Preparedness and Planning (145)
- Certificate in Digital Graphic Design (314)

RSC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Baccalaureate-Track Allied Health

Program purpose. The proposed program is designed to facilitate student transfer to allied health related programs at a four-year institution.

Program rationale and background. The proposed program has been offered as an option within the Associate in Science in Pre-Professional Healthcare (040); however, because of the curricular differences between the options, it is necessary to create a stand-alone program for students interested in allied health careers.

Employment opportunities. There are over four million allied health care providers in the United States, who work in a variety of professions and represent approximately 60 percent of all health care providers. As of 2015, Oklahoma had over 54,000 allied health professions. As the population ages the need for more allied health care providers in Oklahoma and nationwide is also likely to increase. Students pursuing the proposed program are expected to transfer to a four-year institution upon graduation and pursue a degree in an allied health related program such as occupational therapy, medical imaging, physical therapy and dietetics. According to Oklahoma Employment Security Commission data, career opportunities in these areas are expected to increase 17 to 33 percent through 2024. RSC is confident that students completing the proposed program will help meet the growing need for allied health professionals.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2021
Minimum Graduates from the program	5	2021-2022

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

Institution	Existing Program
Cameron University	Associate in Science in Allied Health Sciences (565)
Oklahoma State University Institute of Technology	Associate in Science in Allied Health Sciences (123)
Carl Albert State College	Associate in Science in Allied Health (032)

A system wide letter of intent was communicated by email December 20, 2016. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Baccalaureate-Track Allied Health program will consist of 62-66 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours

General Education	38
Program Core	12
Option Requirements	12-16
Total	**62-66**

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

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

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

Program resource requirements.   Program resource requirements for Associate in Science in Baccalaureate-Track Allied Health 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	$85,000	$85,000	$85,000	$85,000	$85,000
Narrative/Explanation: The above amount reflects a portion of the funds currently supporting the Baccalaureate Track-Allied Health option available under the Associate in Science in Pre-Professional Healthcare (040) program.					
Student Tuition	$12,000	$24,000	$36,000	$48,000	$60,000
Narrative/Explanation: Tuition revenue is estimated based on 5, 10, 15, 20, and 25 students enrolling in years 1 through 5. RSC calculated tuition revenue based on $100 per credit hour and students completing 24 credit hours in the program per academic year.					
TOTAL	**$97,000**	**$109,000**	**$121,000**	**$133,000**	**$145,000**

	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	$2,500	$5,000	$7,500	$10,000	$12,500
Narrative/Explanation: The amounts above were calculated based on allocating the proportion of the instructional cost to the program based on the proportion of total majors.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional	$150	$300	$450	$600	$750

Materials					

Narrative/Explanation: The amounts above were calculated based on the number of majors divided by the total number of students multiplied by the budgeted cost of supplies for three areas.

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$25	$50	$75	$100	$125

Narrative/Explanation: The amounts above will cover any additional lab costs.

Commodities	$0	$0	$0	$0	$0
Printing	$25	$50	$75	$100	$125

Narrative/Explanation: The amounts shown above reflect costs associated with printing course and lab materials and advertising.

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$2,700**	**$5,400**	**$8,100**	**$10,800**	**$13,500**

Certificate in Hospitality and Event Management

Program purpose. The proposed program will provide students with the knowledge and skills to gain access to career options in the hotel, casino, restaurant, and event planning field.

Program rationale and employment opportunities. According to the department's advisory board, considerable growth in the hotel, casino, and event management industry is on the horizon for the Oklahoma City market, especially in the Bricktown area. This prediction is congruent with data from the Oklahoma Employment Security Commission (OESC) which indicates careers in the Arts, Entertainment, and Recreation industry are expected to increase 11 percent in the central Workforce Investment Area and 15 percent statewide through 2024. According to RSC, one board member specifically noted the potential benefit of supplying an educated workforce that will be able to fill professional positions in this expanding market. Students finishing the proposed certificate could find entry-level employment within the field while continuing their education toward completion of the Associate in Applied Science in Business Administration (008), and possibly toward a bachelor's degree.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Business Administration (008) program.

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

Institution	Existing Program
Tulsa Community College	Certificate in Hospitality Management (356)

A system wide letter of intent was communicated by email on December 20, 2016. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and anticipated workforce needs, approval will not constitute unnecessary duplication.

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

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

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Business Administration (008) 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 Cyber Security

Program purpose. The proposed certificate will provide specialized knowledge and skills in the field of cyber security.

Program rationale and employment opportunities. According to the Associate in Applied Science in Cyber Security/Digital Forensics (111) advisory board, certificates are becoming an integral factor in the hiring process as they document a specific level of knowledge. Potential employers who have specialized needs within their organization will more likely hire students whose skills can be verified and align with their needs. Students pursuing the proposed certificate may do so with the goal of enhancing their skills to obtain entry-level employment in the field or to add to their current credentials for career advancement. The Oklahoma Employment Security Commission (OESC) projects that careers for Information Security Analysts are expected to increase 27 percent statewide through 2022. In the Oklahoma City metropolitan area, OESC data show an increase of over 30 percent. RSC is confident students will be successful in finding employment within the field.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Cyber Security/Digital Forensics (111) program.

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

Institution	Existing Program
Rose State College	Certificate in Cyber/Information Security (139)

A system wide letter of intent was communicated by email on April 7, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent April 20, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to anticipated workforce needs, approval will not constitute unnecessary duplication.

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

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

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

Delivery method. The proposed program is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111), which was approved for online delivery at the May 31, 2013 State Regents' meeting, and will also be offered via electronic media using Desire 2 Learn.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111) 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.

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Certificate in Digital Forensics

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Program purpose. The proposed certificate will provide specialized knowledge and skills in the field of digital forensics.

Program rationale and employment opportunities. According to the Associate in Applied Science in Cyber Security/Digital Forensics (111) advisory board, certificates are becoming an integral factor in the hiring process as they document a specific level of knowledge. Potential employers who have specialized needs within their organization will more likely hire students whose skills can be verified and align with their needs. Students pursuing the proposed certificate may do so with the goal of enhancing their skills to obtain entry-level employment in the field or to add to their current credentials for career advancement. The Bureau of Labor Statistics projects that careers for Computer Forensic Technicians are expected to increase 27 percent statewide through 2024. RSC is confident students will be successful in finding employment within the field.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Cyber Security/Digital Forensics (111) program.

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

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Information Technology-Computer Forensics/E-Discovery

A system wide letter of intent was communicated by email on April 7, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent April 20, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

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

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

Delivery method. The proposed program is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111), which was approved for online delivery at the May 31, 2013 State Regents' meeting, and will also be offered via electronic media using Desire 2 Learn.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111) 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

ROSE STATE COLLEGE
ASSOCIATE IN SCIENCE IN BACCALAURETE-TRACK ALLIED HEALTH

Degree Requirements		Credit Hours
General Education		**38**
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	History to 1877 History since 1877	3
POLS 1113	American Federal Government	3
BIOL 1124	General Biology I	4
CHEM 1135	General College Chemistry	5
BIOL 1315	General Zoology	5
	Humanities (see approved list in college catalog)	6
MATH 1513	College Algebra	3
PSYC 1113	Introduction to Psychology	3
Program Core		**12**
BIOL 2424	Physiology	4
HSBC 1113	Medical Terminology	3
PHYS 2401	General Physics I Lab	1
PHYS 2414	General Physics I	4
Option Requirements		**12-16**
	Select one option below	
	Pre-Medical Imaging (13 credit hours)	
CIT 1103	Introduction to Computers	3
ENGL 2053	Technical Report Writing	3
HSBC 2114	Human Anatomy	4
SOC 1113	Introduction to Sociology	3
	Pre-Dietetics (16 credit hours)	
BIOL 1315	General Zoology	5
BIOL 2035	Microbiology	5
HES 2323	Nutrition	3
SOC 1113	Introduction to Sociology	3
	Pre-Physical Therapy (12 credit hours)	
BIOL 2035	Microbiology	5

HSBC 2114	Human Anatomy	4
PSYC 2503	Psychology Statistics	3
Pre-Occupational Therapy (12 credit hours)		
PSYC 2213	Developmental Psychology	3
BIOL 2035	Microbiology	5
HSBC 2114	Human Anatomy	4
Total		**62-66**

ROSE STATE COLLEGE
CERTIFICATE IN HOSPITALITY AND EVENT MANAGEMENT

Certificate Requirements		Credit Hours
Required Courses		**18**
BA 2193	Internship	3
BA 2413	Business Ethics	3
MGMT 2153	Teambuilding	3
MGMT 2203	Human Resources Management	3
MGMT 2223	Introduction to Hospitality Management	3
MGMT 2233	Legal Issues in Hospitality Management	3
Total		**18**

ROSE STATE COLLEGE
CERTIFICATE IN CYBER SECURITY

Certificate Requirements		Credit Hours
Required Courses		**18**
CIT 2523	Information Security Management	3
CIT 2533	Ethics in Information Technology	3
CIT 2553	Digital Forensics	3
CIT 2563	Cryptography and Trusted Systems	3
CIT 2603	Security Auditing and Penetration Test	3
CIT 2633	Enterprise Threat Assessment	3
Total		**18**

ROSE STATE COLLEGE
CERTIFICATE IN DIGITAL FORENSICS

Certificate Requirements		Credit Hours
Required Courses		**18**
CIT 2433	Mobile Device and Wireless Security	3
CIT 2553	Digital Forensics	3
CIT 2563	Cryptography and Trusted Systems	3
CIT 2853	Mobile and Networking Forensics	3
CIT 2853	Data Recovery and Reporting	3
CIT 2883	Reverse Engineering	3
Total		**18**

AGENDA ITEM #18:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Cameron University (CU) requests authorization to delete the program listed below:
- Bachelor of Arts in Mathematics Education (155)

Oklahoma State University-Oklahoma City (OSU-OKC) requests authorization to delete the program listed below:
- Associate in Applied Science in Restaurant Management (107)

POLICY ISSUES:

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

ANALYSIS:

CU requests authorization to delete the Bachelor of Arts in Mathematics Education (155). This program was approved at the April 26, 2007 State Regents' meeting. Reasons for requesting the deletion include:
- CU reports a lack of mathematics education faculty in the department and the inability to meet productivity criteria required by State Regents' policy.
- There are currently 12 students enrolled with an expected graduation date of Spring 2021.
- CU reports that all students have either been admitted or are close to admission into Teacher Education. All students admitted to Teacher Education by Fall 2018 will be given until Spring 2020 to complete program requirements. All other students will be encouraged to switch to the Bachelor of Arts in Mathematics (150).
- One course will be deleted after the completion of the teach-out.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete Associate in Applied Science in Restaurant Management (107). This program was approved at the June 6, 2008 State Regents' meeting. Reasons for requesting the deletion include:
- OSU-OKC reports persistent low enrollment and no graduates in the program.

- OSU-OKC notes the Associate in Applied Science in Restaurant Management (107) is part of a Cooperative Alliance with Metro Technology Center and the deletion of the program will also delete the Cooperative Agreement.
- There are currently no students enrolled in the program.
- Ten courses will be deleted.
- No funds are available for reallocation as none were allocated to the program. The technical/occupational courses were completed at Metro Technology Center as part of a Cooperative Agreement program.

AGENDA ITEM #19:

Policy.

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

RECOMMENDATION:

It is recommended that the State Regents' approve revisions to the Academic Program Approval policy, as described below.

BACKGROUND:

3. 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 Summer 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 their April 13, 2017 meeting and by the Council of Presidents at their June 7, 2017 meeting.

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 approve 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

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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

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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, <u>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</u>, and will usually share a common core <u>of related course requirements</u> (approximately 50 percent) <u>exclusive of general education,</u> ~~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~~ <u>options</u> 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. <u>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.</u> 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.

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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 Ppresident 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 Ppresident 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

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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

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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,

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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

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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

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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.

AGENDA ITEM #20:

> **Policy Exception.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve a pilot project proposed by the University of Oklahoma beginning Fall 2017 and ending Spring 2018 that allows temporary policy exceptions for concurrent enrollment admission and course placement, as described below.**

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.

On May 26, 2017, the State Regents approved revisions that moved the concurrent enrollment policy language from the Institutional Admission and Retention policy to a new stand-alone Concurrent Enrollment policy. Revisions were made to the admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

POLICY ISSUES:
The proposed action is an exception to the State Regents' Concurrent Enrollment policy.

ANALYSIS:
The University of Oklahoma (OU) is requesting approval to launch a concurrent enrollment pilot project to expand opportunities for Norman Public Schools (NPS) high school students who wish to participate in concurrent enrollment during the 2017-2018 academic year. The purpose of this pilot project is to increase college preparation and learning opportunities for NPS high school students.

This pilot will employ a two-semester framework to help NPS high school students, who may need additional support, strengthen math skills and subsequently complete College Algebra during their senior year. As such, the students participating in this pilot will take: 1) a Fall 2017 high school College Algebra Prep course taught by a NPS high school math teacher and 2) a Spring 2018 three credit hour College Algebra course taught by an OU math professor.

The proposed policy exceptions for this pilot project, which will require exceptions to the concurrent enrollment admission and course placement criteria, are detailed below:

State Regents Policy	Proposed Exception
Admission: High school GPA 3.0 and class rank-top 33.3%	Admission: High school GPA 3.0 and class rank-top 50%.
Math Course Placement: 19 Math ACT	Math Course Placement: 19 Math ACT and passed the high school College Algebra Prep course.

To ensure there is a commitment to review the concurrent pilot, OU will collect and submit student data outcomes, which will be detailed in a prescribed format, by August 1, 2018. Based on staff analysis, it is recommended the State Regents approve OU's request as described above.

AGENDA ITEM #21:

> **Intensive English Programs.**

SUBJECT: Approval to offer Intensive English Programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve the English Language Institute at Oklahoma State University for five years.**

BACKGROUND:

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

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

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

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

POLICY ISSUES:

Consistent with State Regents' Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have

earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an IEP approved by the State Regents prior to admission.

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

ANALYSIS:

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

The English Language Institute (ELI) at Oklahoma State University (OSU) was reviewed by the following evaluators:

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

- **Dr. Doreen Ewert,** Associate Professor, Director, Academic English for Multilingual Students Program, University of San Francisco, San Francisco, California
  Credentials: Doctor of Philosophy in Linguistics from Indiana University, a Master of Arts in Teaching English to Speakers of other Languages and Applied Linguistics from Indiana University, a Master of Arts in English Literature from the University of Notre Dame, and a Bachelor of Arts in English and History from Fresno Pacific College.

English Language Institute	
Date of Visit:	April 26-27, 2017
Evaluators' Recommendation:	Approval with reexamination in five years.
Summary of Evaluators' Report:	➢ The evaluation team finds that the ELI has several areas of strength: (1) Senior campus officials, ELI administration, and ELI faculty understand the Institute's role in preparing students to enroll in OSU degree programs. (2) Senior campus officials and members of other administrative offices that interface with the ELI value and respect its work, and they demonstrate a willingness to collaborate with the ELI for the benefit of students and the university as a whole. (3) Faculty members are dedicated to the Institute, its mission, and its students, and demonstrate collaborative effort in implementing their outcomes-based curriculum. (4) The Institute has outstanding facilities. Office and classroom space offer a positive environment for learning and work. Technology available in the classrooms and in the computer lab is well-integrated into the

English Language Institute	
	curriculum.
	(5) Current and former students give an excellent review of their experiences in the ELI, both in terms of the progress they made in their English proficiency and of the gratifying experience of belonging to a supportive community.
	➢ While the review team found that the Institute meets all Regents' standards, there are several areas in which attention should be focused in order to maintain the strengths of the program.
	(1) Use of technology—a learning management system for faculty and students would eliminate the patch work of using a variety of other digital tools for a range of school tasks and would better prepare the students for using a learning management system when they begin their university studies.
	(2) Curriculum—continued activity to assure that outcomes are measured equitably across sections and between levels of the program including shared rubrics and exit performances, as well as clarity and transparency in how outcomes are measured both for students', instructors', and the program's benefit.
	(3) Faculty status—a designation in OSU's Human Resources system that adequately represents their role and the training and experience required for this position.
Center's Staff Comments	ELI accepted the report and provided factual corrections.
State Regents' Staff Comments	State Regents' staff concurs with these recommendations.

AGENDA ITEM #22:

> **Authorization of Private Institutions.**

SUBJECT: Authorization of 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 June 29, 2017, State Regents' staff received a state authorization application from the institution listed below:

Institution	Type	Accreditor
Southwestern Baptist Theological Seminary (Texas)	Private Not-for-profit	Southern Association of Colleges and Schools, Commission on Colleges

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
Southwestern Baptist Theological Seminary	0	0	0	3	0

Enrollment by Level

Institution	Certificate	Associate	Baccalaureate	Master	Doctoral
Southwestern Baptist Theological Seminary	0	0	0	16	0

Credentials Awarded

Institution	Certificate	Associate	Baccalaureate	Master	Doctoral
Southwestern Baptist Theological Seminary	0	0	0	1	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Southwestern Baptist Theological Seminary	16	0

AGENDA ITEM #23:

Oklahoma Tuition Aid Grant.

SUBJECT: Approval of the 21017-2018 Oklahoma Tuition Aid Grant Award Schedule.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2017-2018 award schedule for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is $1,000 at public institutions and $1,300 at private institutions. In 2016-2017, the program served almost 17,000 students with expenditures totaling $15.1 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

POLICY ISSUES:

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

ANALYSIS:

As shown in the attached document, the proposed award schedule reflects the following:
- For 2016-2017, the state appropriated funds for OTAG were $16.1 million, a reduction of $3 million or 16 percent from the 2015-2016 appropriation level of $19.1 million. The funding reduction and additional mid-year adjustment resulted in about 4,000 fewer students receiving the OTAG award. For 2017-2018, state funding was reduced further by about $1 million to $15.1 million.

- Beginning with the academic year of 2017-2018, the Free Application for Federal Student Aid (FAFSA) became available on October 1, 2016. This new process allowed students to apply earlier for the upcoming year using complete tax data for the prior-prior year (2015). The volume of applications submitted during these earlier three months resulted in an adjustment of the FAFSA filing deadline.

- To accommodate the reduction in funding, awards for 2017-2018 will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through December 1, 2016. This date can be extended if funds are sufficient. For 2016-2017, funds were sufficient to pay full year awards to students applying through March 1st (for 2016-2017, the FAFSA filing period began on January 1, 2016).

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay "out of pocket" toward the student's college costs. The amount is determined by a formula utilized for the federal student financial aid application.

- The maximum award level will remain at $1,000 for students attending public institutions and $1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained $1,000 since 1982.

- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.

- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.

- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5328, which is consistent with eligibility for federal Pell Grants in 2017-2018.

Attachment

OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM
PROPOSED 2017-2018 AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining OTAG award eligibility. The Oklahoma State Regents for Higher Education (OSRHE) set an annual award payment schedule. The applicant's EFC is incorporated into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75 percent of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status to determine the maximum OTAG award amount.

Maximum Award Amount is 75 percent of Enrollment Costs, not to Exceed $1,000 For Students Attending Public Colleges, Universities and Career Technology Centers or $1,300 for Students Attending Non-Profit Private Colleges and Universities

EFC RANGE	PERCENT OF ENROLLMENT COSTS
0 –1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5328	45%

- Shaded area represents initial 2017-2018 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5328 are ineligible in 2017-2018.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2017-2018 Awarding Priorities:
Only undergraduates will be considered for awards in 2017-2018.
1. Undergraduate applications with receipt dates of December 1, 2016 or earlier and EFCs from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFCs from 0 through 1700 received through December 1, 2016, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond December 1, 2016 and/or the EFC cutoff may be extended above 1700.
3. If, after all fall and spring disbursements have been paid, funds remain available, the OSRHE may authorize the payment of awards for summer enrollments. If the OSRHE determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

AGENDA ITEM #24:

>   **Teacher Education.**

SUBJECT: Acceptance of Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A, Supplemental Allocation of State Grant Program funds from the United States Department of Education.

RECOMMENDATION:

>   **It is recommended that the State Regents accept supplemental grant funds from the United States Department of Education in the amount of $2,406.00.**

BACKGROUND:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A, Subpart 3, authorizes the Improving Teacher Quality (ITQ) State Grants, of which 2.5 percent of the total annual funds available to the state are given to the state agency of higher education (SAHE). Such funds are then awarded through sub-grants to eligible partnerships. Eligible partnerships must consist of at least one from each of the following: (1) an institution of higher education that has a division that prepares teachers and principals, (2) a school of arts and sciences, and (3) a high-need local educational agency (LEA). A high-need LEA is defined by the United States Department of Education as:

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

>   **AND**

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

Eligible partnerships also may include additional institutions of higher education (IHE) - either two-year or four-year; additional LEAs, public or private, whether or not they are high-need; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations; entities carrying out a pre-kindergarten program; teacher organizations; principal organizations; or businesses. The partnerships use the funds to conduct professional development activities in core subject areas specifically in mathematics, science, and reading/language arts, in addition to workshops on effective instructional leadership. The goal is to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) instructional leaders (i.e.; principals and superintendents) have pedagogical content knowledge in the academic subjects they teach, including computer-related technology, to enhance instruction. SAHEs should demonstrate leadership in
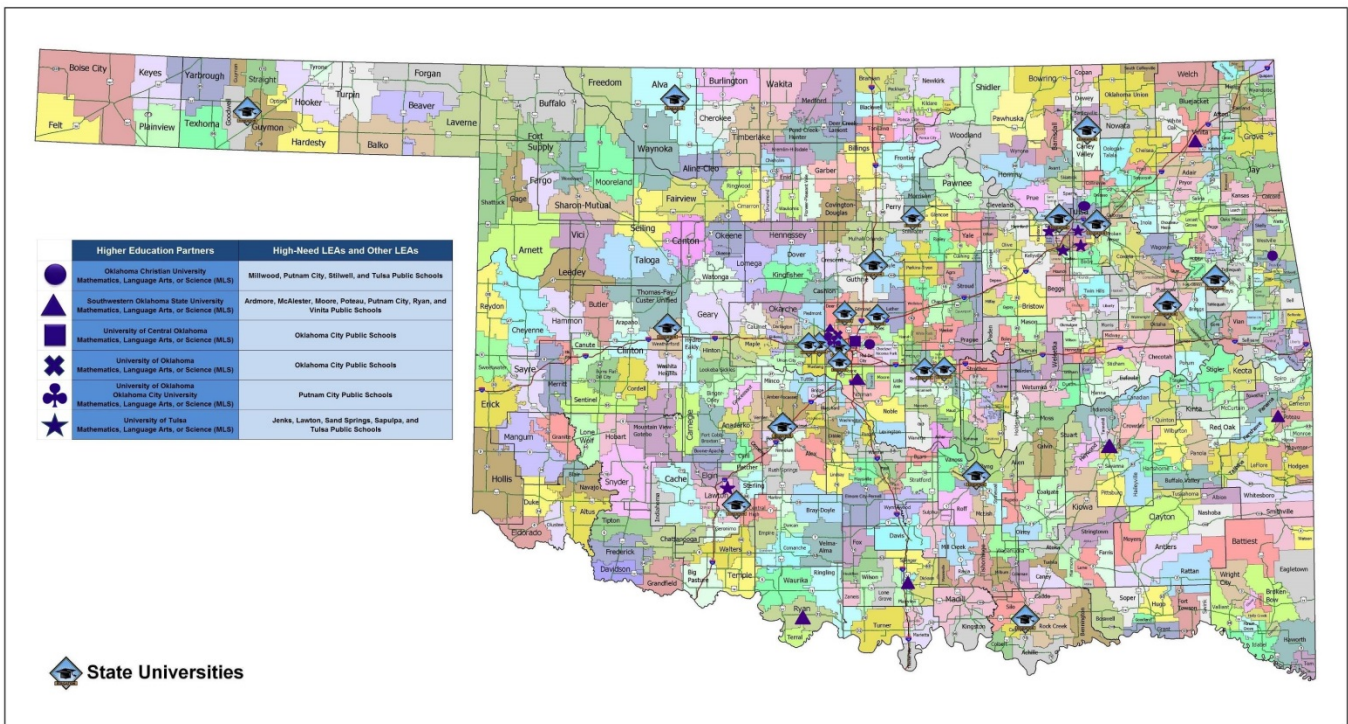
identifying for grantees and prospective applicants scientifically-based professional development that improves teaching and learning effectiveness and impacts student academic outcomes.

ISSUES:

The Title II-A Improving Teacher Quality State Grant Program was created by the ESEA of 1965 as amended by the NCLB P.L. 107-110. It is designed to provide effective professional development for Oklahoma teachers and is consistent with the State Regents' Teacher Education policy.

ANALYSIS:

During summer 2016, 277 teachers participated in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve approximately 46,822 students during the current school year. The following map indicates the eighty-

Higher Education Partners	High-Need LEAs and Other LEAs
● Oklahoma Christian University Mathematics, Language Arts, or Science (MLS)	Millwood, Putnam City, Stilwell, and Tulsa Public Schools
▲ Southwestern Oklahoma State University Mathematics, Language Arts, or Science (MLS)	Ardmore, McAlester, Moore, Poteau, Putnam City, Ryan, and Vinita Public Schools
■ University of Central Oklahoma Mathematics, Language Arts, or Science (MLS)	Oklahoma City Public Schools
✖ University of Oklahoma Mathematics, Language Arts, or Science (MLS)	Oklahoma City Public Schools
♣ University of Oklahoma Oklahoma City University Mathematics, Language Arts, or Science (MLS)	Putnam City Public Schools
★ University of Tulsa Mathematics, Language Arts, or Science (MLS)	Jenks, Lawton, Sand Springs, Sapulpa, and Tulsa Public Schools

State Universities

three school districts served by the sub-grant awardees.

The goal of the program is to ensure that all students have highly effective teachers - teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

Oklahoma's Title II State Grant Program will meet these priorities by funding professional development activities that will:

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

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

As part of the 2017-2018 grants, applicants must continue to focus on Oklahoma Academic Standards and effective professional education growth to high-need schools.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 29, 2017

AGENDA ITEM #25-a:

> **Temporary Assistance to Needy Families.**

SUBJECT: Approval of amendments to the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families (TANF) Program.

RECOMMENDATION:

> **It is recommended that the State Regents accept the attached contract modification and contract renewal in the amount of $2,791,840, and $116,100.**

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, short-term training programs at the community college tailored for recipients of Temporary Assistance to Needy Families (TANF) have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (OSRHE).

Additionally, OSRHE and DHS contract to provide a TANF job readiness program at Oklahoma State University-Oklahoma City (OSU-OKC).

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

The attached contract modification between the OSRHE and DHS reflects an increase of $200,802 for the addition of Rose State College EmPower Works program which increases the total contract amount from $2,591,038 to $2,791,840. Additionally, a renewal of an existing contract for the OSU-OKC job readiness program, in the sum of $116,100 between the OSRHE and DHS, is attached.

Note: Contract modification and contract renewal attachments are on file at the State Regents' office.
Attachments

Modification

The State of Oklahoma Department of Human Services (hereinafter "DHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, Agency Requisition #15000402, PO# 0100402 effective 7/1/17.

This modification serves to modify the contract budget per Attachment A, for FY18. The budget is increased to $2,791,840 (two million seven hundred ninety-one thousand eight hundred and forty dollars) for FY18.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval: Approval:

_____   _____
Authorized Representative   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

_____   _____
Date   Date

Attachment A

Oklahoma State Regents for Higher Education
TANF Program Annual Budget

Allocations to Community Colleges	$2,691,840
Administration	$100,000
Total	$2,791,840

Renewal

The State of Oklahoma Department of Human Services (hereinafter "DHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to renew the current contract, Agency PA#16000445.

This is a contract renewal in the amount of $116,100 (One hundred sixteen thousand one hundred dollars) for FY18, in accordance with "Attachment A" and renews the amount of Block Grant funding DHS will set aside as stated in Section II Financial Commitment No.1 to said amount of $116,100.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval: Approval:

_____   _____
Authorized Representative   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

ATTACHMENT A
OSU-OKC Job Readiness Program

Personnel Costs (Salaries & Benefits)	$100,509
Supplies	$1,311
Travel	$1,500
Student Services	$2,437
Total Operations	$105,545
Indirect Cost at 10%	$10,555
TOTAL PROGRAM COST:	$116,100

AGENDA ITEM #25-b:

> **Temporary Assistance to Needy Families.**

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Department of Human Services.

RECOMMENDATION:

> **It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.**

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 16 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology, and OSU-Oklahoma City (OSU-OKC).

Since July 1999 DHS and the OSRHE have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. The purpose of this program is to offer intense job readiness skills and subsequent job search to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college TANF program continuation applications for FY18 by DHS and State Regents' staff resulted in the recommended amounts listed:

College	Amount
Carl Albert State College	$217,365
Connors State College*	$114,564
Murray State College**	$512,813
Northeastern Oklahoma A& M College	$186,516
Northern Oklahoma College-Enid	$148,591
Oklahoma City Community College	$198,697
Oklahoma State University Institute of Technology – Okmulgee	$148,177
Oklahoma State University – Oklahoma City	$195,450
Oklahoma State University – Oklahoma City (job readiness program)	$116,100
Redlands Community College	$246,452
Rose State College	$408,082
Seminole State College	$162,870
Western Oklahoma State College*	$117,410

* joint program with area technology center
** a total of 5 program sites

AGENDA ITEM #26-a:

Scholars for Excellence in Child Care.

SUBJECT: Approval of contract and contract modification between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Scholars for Excellence in Child Care program.

RECCOMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship contract in the amount of $694,067 and program contract in the amount of $1,004,226.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (OKDHS) have contracted to fund the Scholars for Excellence in Childcare (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the OSRHE's current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities, and credential and degree completion and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

The Scholars Program has achieved success since its inception in Spring 2007. Through summer 2016, there have been approximately 434 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential; approximately 3,396 have earned a certificate of mastery and 1,034 an associate degree through the Scholars program initiative. There have been 303 directors/assistant directors who have obtained a Director's

Certificate of Completion awarded through the Scholars program. Sixteen scholars have received a bachelor's degree through the pilot bachelor's scholarship.

Since the inception of the Early Education Pathway to Your National Credential curriculum, area technology centers have offered on-line and classroom training to prepare students for the national CDA credential. The Scholars program has provided a scholarship to assist with the cost since June 2016, and approximately 406 child care providers in the state that have obtained a national CDA credential.

The contract renewal will continue the program through FY18.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

CONTRACT RENEWAL

This Renewal of the current contract PA# 13000376, PO# 0900376 is entered into by and between the Oklahoma Department of Human Services ("Department") and the Oklahoma State Regents for Higher Education ("OSRHE").

WHEREAS, on or about July 1, 2016, the Department and the OSRHE entered into an agreement effective July 1, 2016 through June 30, 2017 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at nine community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree. ("Agreement");

WHEREAS, the original contract is an amount not to exceed $1,004,226;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A & B;

WHEREAS, on or about July 1, 2017, the parties renewed the contract for the first renewal period and modified Attachments A & B of the Agreement;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I.   Renewal

       With the appropriate FY18 Attachments A & B

       This Agreement shall be renewed for the first of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2017 and ending June 30, 2018.

Except as expressly amended and modified by this First Renewal all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this First Renewal be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services   **Oklahoma State Regents for Higher Education**

_____   _____
Representative for the   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher Education

Date: _____   Date: _____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

CONTRACT RENEWAL

This Renewal of the current contract 16000127, PO# 0100127 is entered into by and between the Oklahoma Department of Human Services ("Department") and the Oklahoma State Regents for Higher Education ("OSRHE").

WHEREAS, on or about July 1, 2015, the Department and the OSRHE entered into an agreement effective July 1, 2015 through June 30, 2016 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree. ("Agreement");

WHEREAS, the original contract is an amount not to exceed $694,067;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I.   Renewal

The contract amount is not to exceed $694,067.

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See "Attachments A & B" attached hereto.

This Agreement shall be renewed for the second of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2017 and ending June 30, 2018.

Except as expressly amended and modified by this Second Renewal, all provisions of the Agreement and First Modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Second Renewal to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services   **Oklahoma State Regents for Higher Education**

By:_____   By:_____
   DHS Representative   Glen D. Johnson, Chancellor

Date:_____   Date:_____

AGENDA ITEM #26-b:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college's Scholars for Excellence in Childcare Program FY18 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Childcare (Scholars) program. Eight community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities and credential and degree completion as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college Scholars program continuation applications by DHS and State Regents' staff resulted in the following recommendations for FY18:

Community College	FY18 Allocation
Carl Albert State College	$85,055
Northern Oklahoma College	$107,538
Oklahoma City Community College	$74,390
Oklahoma State University-Oklahoma City	$73,231
Redlands Community College	$71,088
Rose State College	$92,839
Tulsa Community College	$162,766
Western Oklahoma State College	$81,290

AGENDA ITEM #27:

Memorandum of Understanding.

SUBJECT: Approval of the Memorandum of Understanding between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Health.

RECOMMENDATION:

It is recommended that the State Regents approve the Memorandum of Understanding between the Oklahoma State Department of Health and Oklahoma State Regents for Higher Education.

BACKGROUND:

Both the 2017 State Regents' Public Agenda and Legislative Agenda calls for, among other things, enhancing and improving the quality of public higher education; better preparing students to meet the challenges of the global workforce, and graduating students who meet Oklahoma market demands.

In addition, the State Regents have also become a part of Complete College America's initiative designed to increase the number of college graduates by 67 percent by the year 2023.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

Given the State System's budget challenges over the past several years, the Council on Instruction (COI) and the Council on Student Affairs (COSA) have worked together to enhance the likelihood that State Regents' Public Agenda and the Legislative Agenda to increase college graduation rates are realized. Both councils' commitment is demonstrated by a joint resolution signed in 2016 by the chair of COI and COSA and forwarded to the Chancellor supporting the Reverse Transfer Initiative.

COSA created the Enrollment Management Work Group with the primary purpose to make systemic recommendation about strategies, technologies and educational policies that will support and increase college student entry and retention, and improve graduation rates among all of Oklahoma's colleges and universities. The Enrollment Management Work Group also serves as a forum for professionals with like responsibilities to capitalize on each other's expertise, share problems, formulate solutions, and identify/offer development opportunities for the advancement of enrollment management as a profession.

The Memorandum of Understanding (MOU) with the Oklahoma State Department of Health was designed by the COSA and the COI working together to assist the Oklahoma State Health Department meet its

employment goals by creating student internship opportunities. In addition, the MOU will assist the State Regents meet their Complete College America goals as noted below.

A brief summary of the expected outcomes from the MOU is presented below and the full MOU is attached:

Expected Outcomes from Memorandum of Understanding		
State Department of Health Outcomes	**Colleges/Universities Outcomes**	**Expected Student Outcomes**
"Test driving" interns for future opportunities - Temporarily filling vacancies to meet or exceed work obligations - Expanding and replenishing pools of talent for future workforce opportunities	- Promoting persistence, retention and degree completion rates - Demonstrating value of higher education/return on investment - Reducing student loan debt - Sustaining and driving the recruiting mechanism - Strategizing to improve persistence, retention and degree completion rates	- Encouraging degree completion - Mitigating past financial barriers towards degree attainment - Earning income while in college - Reducing dependency on student loans - Acquiring eligibility for health and retirement benefits - Enhancing career opportunities and options - Positioning skilled workers for permanent career employment - Linking formal education with career opportunities

Attachment

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Memorandum of Understanding
Between
Oklahoma State Department of Health (OSDH)
and
Oklahoma State Regents for Higher Education (OSRHE)
for Creation of a
State Employment College Collaboration

</div>

I. **Purpose**

Oklahoma State Department of Health (OSDH) and the Oklahoma State Regents for Higher Education (OSRHE) have come together to collaborate and desire to enter into a Memorandum of Understanding (MOU) for a State Employment College Collaboration setting forth the conditions and purpose to be provided by the collaborative.

The OSDH and OSRHE each wish to contribute to meeting the mission and goals of the other through a joint partnership. The parties wish to participate in the development and strengthening of the relationship between state employers and colleges and universities, while providing experiential learning opportunities for college students and a workforce pipeline for the OSDH. Further, the parties wish to provide for the exchange of information, recommendations, evaluation of the student experience and other activities pertinent to the education of the college student.

II. **Brief Description of Partner Agencies**

The Oklahoma State Department of Health, through its system of local health services delivery, is ultimately responsible for protecting and improving the public's health status through strategies that focus on preventing disease. Four major service branches, Community Health Services, Family Health Services, Disease & Prevention Services and Protective Health Services, provide technical support and guidance to 68 county health departments as well as guidance and consultation to the two independent city-county health departments in Oklahoma City and Tulsa.

The Oklahoma State Regents for Higher Education serves primarily as the coordinating board of control for the state's 38 public institutions, constituent agencies and higher education centers. It is the constitutional and statutory responsibility of the OSRHE to:

- Prescribe educational standards, including admission to, retention in, and graduation from state educational institutions;
- Determine function and courses of study for each institution to conform to the standards prescribed;
- Grant degrees and other forms of academic recognition;
- Establish student fees at each institution;
- Determine the budget needs for each institution and allocate funds from state, federal and private entities to each institution to meet these needs; and
- Maintain accountability in the fiscal operations of each institution.

In addition, the State Regents Public Agenda includes a goal to better prepare students to meet Oklahoma workforce needs as well as successfully compete in a global economy. The State Regents, as a part of Complete College America, have a goal to increase the number of college graduates by 67 percent by 2023. This collaborative will support that goal.

III. Liability

It is understood that neither of the parties to this agreement waives any of its sovereign or statutory immunities under the law.

IV. Scope

The terms of this MOU cover activities within the State of Oklahoma and within the respective jurisdictional authorities of the parties.

V. Roles and Responsibilities to be provided by the Collaborative Partners

It is hereby agreed by and between the partners as follows:
Oklahoma State Department of Health will:

1. Communicate open positions that might qualify for the Carl Albert Public Internship Program (CAPIP). Provide OSRHE with the title, job description, requirements, location, number of vacancies, and type of employment available (student assistant, CAPIP) and desired start date.

2. If an appropriate major is identified, OSDH staff will communicate with Council on Student Affairs (COSA) and/or the designated contact at the school to request the names of qualified students.

3. Assist students in applying for the respective position or CAPIP by directing them to the website and answering questions about the program.

4. Review the list of qualified applicants.

5. If a student is identified on the list, OSDH will conduct interviews to assess suitability for the open position.

6. Provide OSRHE with basic data, not including any personally identifiable information (PII), for evaluation purposes in relation to the number of students chosen for internships and their length of employment with OSDH.

Oklahoma State Regents for Higher Education will:

1. Working through staff, COSA and the Council on Instruction (COI), provide information on an "Employment Matrix" that indicates the higher education institution and major that matches each open position at OSDH.

2. Facilitate conversations between OSDH and institutions of higher education.

3. Promote positions to college enrolled students.

4. Assist in identifying qualified students to apply for the CAPIP as described in Title 74 Sections 840.3.2 et seq.

5. Encourage institutions of higher education to post positions, refer, and encourage students to apply.

6. When possible, provide opportunities for hiring supervisors or representatives of OSDH to speak with students.

VI. <u>Duration of the Agreement</u>

The effective period of this MOU begins on the date of signature and remains in effect indefinitely unless terminated in writing by either party with 30 days' notice. Either party may request a review of the MOU at any time.

Either party may terminate this agreement if funds sufficient to pay its obligations are not appropriated by the applicable state legislature, federal government or other appropriate government entity or received from an intended third party funding source.

VII. <u>Modification, Change, or Amendment</u>

Any modifications, changes, or amendments to this agreement must be in writing, and are contingent upon approval by OSDH and OSRHE.

VIII. <u>Miscellaneous</u>

This MOU is not intended, and should not be construed, to create any right or benefit, substantive procedural, enforceable at law or otherwise by any party against the parties, the State of Oklahoma, or the officers, employees, agents, or other associated personnel thereof.

This MOU is not an obligation or commitment of funds, nor a basis for transfer of funds, but rather is a basic statement of the understanding between the parties hereto of the tasks and methods for performing the tasks herein. Unless otherwise agreed in writing, each party shall bear its own costs in relation to this MOU. Expenditures by each party will be subject to its budgetary processes and to the availability of funds and resources pursuant to applicable laws, regulations, and policies. The parties expressly acknowledge that this in no way implies that the legislature will appropriate funds for such expenditures.

The provisions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and codified at 45 CFR, parts 160 and 164, including but not limited to the Privacy Rule and Security Rule, do not apply to the functions or activities under this MOU. The parties to this MOU and any one participating in the activities identified in the MOU shall not exchange confidential protected health information ("PHI"), including but not limited to individually identifiable health information, some of which may be Electronic Protected Health Information ("Electronic PHI") due to the terms of this agreement.

IX. <u>Concurrence</u>

It is agreed that this written statement embodies the entire agreement of the parties regarding this affiliation, and no other agreements exist between the parties except as expressed in this document. All parties to this agreement concur with the level of support and resource commitments   that are documented herein.

Oklahoma State Department of Health

_____   _____

Deborah J. Nichols   Date
Chief Operating Officer

Oklahoma State Regents for Higher Education

_____   _____
Chancellor Glen Johnson   Date

AGENDA ITEM 28-a:

       Policy.

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

RECOMMENDATION:

       It is recommended that the State Regents approve 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. 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.

Adopted June 21, 2012. Revised September 3, 2015. Revised May 26, 2017.

AGENDA ITEM #28-b:

> **Policy.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve 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-

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year/regional/<u>comprehensive,</u> 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 <u>and revised</u>   .

AGENDA ITEM #29:

> **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:

- **Kyle Foster**, coordinator for academic affairs projects, for coordinating and hosting the Southern Regional Education Board (SREB) Educational Technology Cooperative Intrastate Networking Meeting in the PHF Conference Center. SREB representatives from Atlanta presented information to many Oklahoma representatives from multiple organizations and agencies, and the meeting advanced collaboration on educational technology issues in the state.

- **Mary Heid,** executive director of the Oklahoma College Assistance Program will begin a 1-year term as chairman of the Board of Directors for the National Council of Higher Education Resources on July 1, 2017. The National Council of Higher Education Resources (NCHER) is the nation's oldest and largest higher education finance trade association. NCHER's membership includes state, nonprofit, and for-profit higher education service organizations, including lenders, servicers, guaranty agencies, collection agencies, financial literacy providers, and schools, interested and involved in increasing college access and success.

- **Chancellor Glen D. Johnson** attended and provided greetings at Oklahoma State University-Oklahoma City (OSU-OKC) commencement ceremony at the State Fair Arena in Oklahoma City; attended and provided remarks at dedication of the Ike Glass Room at Northern Oklahoma College (NOC) in Tonkawa; attended and provided remarks at reception honoring Tulsa Community College (TCC) Regent Martin Garber at TCC in Tulsa; provided remarks at State Regents Task Force on the Future of Higher Education meeting at the Presbyterian Health Foundation Conference Center in Oklahoma City; provided remarks at dedication of the new Health, Science and Math Center at the University Center of Southern Oklahoma in Ardmore; provided remarks and served as emcee for Council of Presidents Retirement Dinner honoring East Central University (ECU) President John Hargrave and Seminole State College (SSC) President Jim Utterback at Quail Creek Golf and Country Club in Oklahoma City; provided remarks at

memorial service honoring former State Regent Avalon Reece at Timothy Baptist Church in Muskogee; provided welcoming remarks at the annual State Regents' Economic Development Executive Session for Higher Education Administrators in Oklahoma City; provided presentation on State Regents Task Force on the Future of Higher Education to Oklahoma Tomorrow Board of Directors at Integris Edmond.

- **Connie Lake,** assistant vice chancellor for workforce and economic development; **Randy McCrary,** director of workforce and economic development projects, **Cody Ruiz,** workforce and economic development projects analyst and **Renae Brill**, staff assistant III organized the Economic Development Executive Session for Higher Education Administrators in Oklahoma City.

- **Vonley Royal,** executive director for OneNet and higher education CIO, conducted a site visit with the leadership team from Merit Network on the campus of the University of Michigan in Ann Arbor. He facilitated a discussion on opportunities for collaboration between the two states, best practices for regional networks and areas of possible organizational engagements for research and education networks. This meeting is part of a multi-state approach, which is being led to improve regional networking and connectivity for higher education, OneNet and the State of Oklahoma.

- **Sheila Smith,** Reach Higher administrator; **Matt Higdon,** director of student preparation; and **Dr. Debbie Blanke,** vice chancellor for academic affairs, for their work on the development of the Memorandum of Understanding between the State Regents and the Tribal Education Departments National Assembly, which was signed on May 25, 2017. This MOU was the culmination of months of meetings and discussions with the TEDNA officials and multiple tribal education offices across the state. This MOU will provide more opportunities for tribal members to attain college degrees and for institutions to better serve tribal members.

- **Goldie Thompson,** director of the Oklahoma Teacher Connection, on behalf of the Chancellor took part in the Oklahoma School of Math and Science (OSSM) commencement.

- On April 18, 2017, OSRHE staff planned and hosted Oklahoma's Promise Day at the Oklahoma State Capitol. Over 300 Oklahoma's Promise students from institutions statewide, presidents, regents, elected officials, US Presidential Cabinet Member Scott Pruitt, Oklahoma Lieutenant Governor Todd Lamb, and other key stakeholders attended the event. The event included a find my member station, luncheon, program, and a 25th year anniversary reception. Planning and hosting the event took many hours of work and included such duties as hosting a pre-meeting with institutional sponsors, issuing invitations, developing the program agenda, welcoming guests, soliciting funds and sponsors including the Business Roundtable, Chick-fil-A, Buttersweet Cupcakes,and Dippin Dots to cover the event costs, creating and displaying signage, scheduling and prepping speakers, working with food venders, issuing a press release and media advisory, video editing, helping students find their members, working with the Governor's Office to have that day declared Oklahoma's Promise Day, set up and distributing food, providing sound and video recording, writing thank you letters, and clean up. The following OSRHE staff worked tirelessly to ensure the event was a huge success:: **Todd Pauley,** vice chancellor for governmental relations; **Bryce Fair,** associate vice chancellor for scholarship and grants; **Carol Alexander,** assistant director of scholarship and grant administration; **Cynthia Fuston,** legislative information

coordinator; **Kylie Smith,** vice chancellor for administration; **Thomas Alford,** systems support technician II; **Chad Fuston,** assistant director of support, training and maintenance; **Connie Lake,** assistant vice chancellor for workforce and economic development; **Kyle Foster,** coordinator for academic affairs projects; **Lynn Dennis,** scholarship specialist III; **Erin Stelter,** communications coordinator I; **Angela Caddell,** associate vice chancellor for communications; **Irala Magee,** director of scholarship and grand administration; **Shipra Sinha,** scholarship specialist III; **Jess Tucker,** scholarship specialist I; **Linette McMurtrey,** scholarship programs coordinator; **Jolynn Horn,** assistant vice chancellor for GEAR UP; **Megan McCool,** school and student communications specialist, GEAR UP; **Daniel Archer,** assistant vice chancellor for academic affairs; **Kelley Norris,** scholarship specialist II; **Kristi Allison,** school and student communications specialist, GEAR UP; **Debbie Terlip,** director of campus compact and student relations liaison; **Ron Reynolds,** scholarship specialist I; **Emelia Ross,** communications coordinator I; **Janet Jackson,** senior coordinator for administration; **Payton Hamlin,** coordinator for administration; **Liana Bortoto,** communications specialist I; **Rebecca Richardson,** communications coordinator III; **Sharon Bourbeau,** communications coordinator II and **Theresa Battles,** staff assistant II**.**

- The following staff were honored at the Annual Employee Recognition Ceremony for their years of service.

5-Years
Ava Doyle

Joel Moore

Kylie Smith

Lynne Walker

Sonja Wall

10-Years
James Billings

Sharon Cossom

Liza Hanke

Chancellor Glen D. Johnson

Amanda Paliotta

Debbie Terlip

Lorrie Windom

15-Years
Misti Estrada

Jan Madden

Gayle Northrop

Melissa Oaks

20-Years
Yolenda Collier

James Deaton
Payton Hamlin
Cindy Poulton
Rebecca Richardson
Dawna Ziverk

25-Years
Bryce Fair
Edra Thrower

30 Years
Rick Sykora

Retirees
Jeff Anderson
Pam Boatright
Linda Cocklin
Marion Dilbeck
Connie Ferguson
Penny Gandy
Brenda Otwell-Mathes
Barbara McCrary
Glenda McDaniel
Wayne Sparks
Dennie White

AGENDA ITEM #30:

      Executive Session.

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

AGENDA ITEM #31-a (1):

> **Programs.**

SUBJECT: Approval of Institutional Requests.

RECOMMENDATION:

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

BACKGROUND:

> Oklahoma State University (OSU)
>   9 degree program requirement changes
>
> University of Oklahoma College of Law (OU-Law)
>   1 degree program requirement change
>
> Cameron University (CU)
>   1 degree program requirement change
>
> East Central University (ECU)
>   2 degree program option deletions
>
> Northeastern State University (NSU)
>   3 degree program requirement changes
>   1 degree designation change
>   1 degree program option addition
>
> Northwestern Oklahoma State University (NWOSU)
>   1 degree program option deletion
>
> Oklahoma Panhandle State University (OPSU)
>   1 degree program option addition
>   1 degree program requirement change
>
> Murray State College (MSC)
>   1 degree program option name change
>   1 degree program name change
>
> Oklahoma City Community College (OCCC)
>   5 degree program requirement changes
>
> Oklahoma State University-Oklahoma City (OSU-OKC)

5 degree program requirement changes
2 degree program option deletions
2 degree program option name changes
1 degree program option addition
1 degree program name change

Rose State College (RSC)
54 degree program requirement changes
18 degree program option deletions

Tulsa Community College (TCC)
5 degree program requirement changes
1 degree program name change
1 degree program option deletion
3 degree program name changes
3 degree program option additions

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

POLICY ISSUES:

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

ANALYSIS:

OSU - Bachelor of Science in Business Administration in Accounting (444)
Bachelor of Science in Business Administration in Economics (445)
Bachelor of Science in Business Administration in Finance (446)
Bachelor of Science in Business Administration in General Business (447)
Degree program requirement changes
- Remove SPCH 2713.
- Add BADM 2111, BADM 3111, and BADM 3113.
- The proposed changes are based on recommendations from employers, students, and alumni, as well as a review of peer business programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Entrepreneurship (473)
Bachelor of Science in Business Administration in International Business (448)
Bachelor of Science in Business Administration in Management (449)
Bachelor of Science in Business Administration in Management Information Systems (452)
Bachelor of Science in Business Administration in Marketing (451)
Degree program requirement changes
- Add BADM 2111, BADM 3111, ACCT 2003, BADM 3113, and ECON 2003.
- Remove SPCH 2713, STAT 2023, ACCT 2103, ACCT 2203, ECON 2103, and ECON 2203.
- The proposed changes are based on recommendations from employers, students, and alumni, as well as a review of peer business programs.
- Five new courses will be added and no courses will be deleted.

OU-Law - Master of Legal Studies in Indigenous Peoples Law (158)

Degree program requirement changes

- Remove LAW 5683 and LAW 5981.
- Change credit hours required for LAW 5933 from 3 to 2 (5932).
- Add LAW 5632, LAW 5723, and LAW 5693.
- The proposed changes provide students with more time to study the history of Native American law, policy, and tribal courts.
- 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.

CU - Bachelor of Arts in Political Science (162)

Degree program requirement changes

- Add PS 2613 to "Required Courses."
- Change credit hours required for "Electives" from 30 to 27.
- The proposed changes strengthen student preparation for all subsequent courses and will allow for better course rotation.
- 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 - Master of Education in Secondary Education (083)

Degree program option deletions

- Delete options "Educational Technology" and "Sports Administration."
- The proposed deletions are the result of the creation of Master of Education in Sports Administration (105) and the Master of Education in Educational Technology (104), which were approved that the May 26, 2017 State Regents' meeting.
- There are currently 13 students enrolled in the "Educational Technology" option and 82 students enrolled in the "Sports Administration" option.
- Students will be given the choice to complete the option or pursue the stand-alone degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of Arts in Political Science (069)

Degree program requirement changes

- Remove POLS 4953.
- Add 6 credit hours to be selected from the following: POLS 4183, POLS 4253, POLS 4283, and POLS 4293.
- The proposed changes allow students to get more substantive content in a variety of political science areas.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of Arts in Psychology (072)

Degree designation change and degree program requirement changes
- Change degree designation to Bachelor of Science.
  - The proposed change will align the degree designation with other programs at similar institutions in the state and region and will benefit students interested in experimental/research psychology or medical school.
- Remove PSYC 4903.
- Change credit hours required for "Psychology Electives" from 15 to 18.
- The proposed changes are the result of updates to the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of Science in Education in Early Childhood Education (023)

Degree program requirement changes and degree program option addition
- Add option "Early Care."
- Remove ELED 4323 and add ECED 4153.
- The proposed option provides preparation for careers in early care centers, schools, or other agencies specializing in early care.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU - Master of Education in Secondary Education (033)

Degree program option deletion
- Delete option "Adult Education Management and Administration."
- The proposed deletion is the result of the creation of the Master of Education in Adult Education Management and Administration (082) program.
- There are currently 50 students enrolled in the option.
- Students will be advised into the Master of Education in Adult Education Management and Administration (082) program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program option addition
- Add option "Wildlife Enterprise Management."
- The proposed option provides a pathway for students interested in careers in wildlife management.
- 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.

OPSU - Bachelor of Music in Music (057)

Degree program requirement changes
- For the "Music Education" option:
  - Remove MUSI 2312, MUSI 3332, MUSI 3342, EDUC 2222, EDUC 2323, MUED 3733, and EDUC 4533.

- o Add MUSI 3333, MUSI 3343, and EDUC 4333.
  - o Change requirement for MUPI 3XX0 from 3 semesters to 4 credit hours to be completed in the junior year and 1 credit hour to be completed in the senior year as a co-requisite with Senior Recital.
  - o Change requirement for MUAP 1XXX from 8 semesters to 7 semesters.
  - o Add MUAP 1XXX (Class Piano I, II, III, or IV)/ MUPI 1210 (2 credit hours).
  - o Add "Music Education-Instrumental Emphasis" and "Music Education-Vocal Emphasis."
- The proposed changes allow students to pursue a dual emphasis in vocal and instrumental music or chose a single emphasis in vocal or instrumental music.
- Two new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 153 to 131.
- No funds are requested from the State Regents.

MSC - Associate in Science in Agriculture (001)

Degree program option name change
- For the "Agronomy" option:
  - o Change option name to "Plant Science."
- The proposed change updates the name to match the degree into which students will transfer at Oklahoma State University.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

MSC - Associate in Science in Computer Science Pre (051)

Degree program name change
- Change program name to "Computer Science."
- The proposed change updates the name to better match industry language.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC - Associate in Applied Science in Emergency Medical Sciences (014)

Degree program requirement change
- Remove EMS 1035, EMS 1041, EMS 1051, EMS 1115, EMS 1134, EMS 1124, EMS 2013, EMS 2145, EMS 2154, EMS 2161, EMS 2171, EMS 2174, EMS 2182, and EMS 2192.
- Add EMS 1019, EMS 1314, EMS 1324, EMS 1334, EMS 2044, EMS 2054, EMS 2064, EMS 2274, and EMS 2284.
- Remove 3 credit hours of "General Education Elective."
- Add MATH 1503/MATH 1513.
- Change admission preference points awarded for college degree to include 3 points for a master's degree or above.
- The proposed changes align the curriculum with current requirements and guidelines of the Commission on Accreditation of Allied Health Education Programs.
- Six new courses will be added and fourteen courses will be deleted.
- Total credit hours for the degree will change from 72 to 71.
- No funds are requested from the State Regents.

OCCC - Certificate in Advanced Emergency Technician (168)

Degree program requirement change

- Remove EMS 1035, EMS 1041, EMS 1051, EMS 1115, EMS 1134, EMS 1124, and EMS 2013.
- Add EMS 1019, EMS 1314, EMS 1324, EMS 1334, and EMS 2044.
- The proposed changes align the curriculum with current requirements and guidelines of the Commission on Accreditation of Allied Health Education Programs.
- Four new courses will be added and seven courses will be deleted.
- Total credit hours for the certificate will change from 34 to 36.
- No funds are requested from the State Regents.

OCCC - Certificate in Emergency Medical Paramedic (069)

Degree program requirement change
- Remove EMS 1035, EMS 1041, EMS 1051, EMS 1115, EMS 1134, EMS 1124, EMS 2013, EMS 2145, EMS 2154, EMS 2161, EMS 2171, EMS 2174, EMS 2182, and EMS 2192.
- Add EMS 1019, EMS 1314, EMS 1324, EMS 1334, EMS 2044, EMS 2054, EMS 2064, EMS 2274, and EMS 2284.
- The proposed changes align the curriculum with current requirements and guidelines of the Commission on Accreditation of Allied Health Education Programs.
- Six new courses will be added and fourteen courses will be deleted.
- Total credit hours for the certificate will change from 53 to 52.
- No funds are requested from the State Regents.

OCCC - Associate in Applied Science in Speech-Language Pathology Assistant (164)
   Associate in Applied Science in Physical Therapy Assistant (055)
   Associate in Applied Science in Occupational Therapy Assistant (030)
   Associate in Applied Science in Nursing (029)

Degree program requirement changes
- Include graduate credit in the retention Grade Point Average used for admission only if a written request is submitted with the application.
- Change admission preference points awarded for college degree to include 3 points for a master's degree or above.
- The proposed changes reduce the risk of inaccuracies and potential student appeals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OSU-OKC - Certificate in Early Care Education-Infant/Toddler (112)

Degree program requirement change, degree program name change, degree program option addition, and degree program option name change.
- Change program name to "Early Care Education."
- Add option "Infant/Toddler."
- For the "Early Care Education" option:
   o Change option name to "Child Development."
- Remove ECCD 2113 as an alternative course to ECCD 2233.
- The proposed changes better clarify the name of the certificate and options available.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU-OKC - Associate in Applied Science in Early Care Education (081)

Degree program requirement changes
- For the "Master Teacher" option:
  - o Remove ECCD 2163, ECCD 2213, and ECCD 2243.
  - o Change credit hours required for "Support and Related Courses" from 3 to 6.
- For the "Administration" option:
  - o Remove ECCD 1153 as an alternative course to ECCD 1113.
  - o Remove ECCD 2223 as an alternative course to ECCD 1123.
  - o Remove ECCD 2353 as an alternative course to ECCD 2323.
  - o Remove ECCD 1141 and ECCD 2213.
  - o Change credit hours required for "Support and Related Courses" from 3 to 6.
- The proposed changes support the 15 to Finish initiative and promote a seamless transfer with partnering four-year institutions.
- Two new courses will be added and four courses will be deleted.
- Total credit hours for the degree will change from 64 to 60.
- No funds are requested from the State Regents.

OSU-OKC - Associate in Applied Science in Nurse Science (014)
    Associate in Applied Science in Nutritional Sciences (105)
Degree program requirement changes
- Remove CHEM 1214/CHEM 1314.
- Add CHEM 1154.
- The proposed changes will better prepare students for subsequent course work in the degree programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OSU-OKC - Certificate in Early Care Education Administration (087)
Degree program option deletion, degree program option name change, and degree program requirement changes
- Delete option "Family Child Care Home."
  - o There are currently 2 students enrolled in the option.
  - o Students will be accommodated by the consolidation of courses and will be able to obtain the necessary content for licensure.
- For the "Child Care Center" option:
  - o Change option name to "Child Care."
- Remove ECCD 1153 as an alternative course to ECCD 1113.
- Remove ECCD 2223 as an alternative course to ECCD 1123.
- Remove ECCD 2353 as an alternative course to ECCD 2323.
- Remove ECCD 2243.
- Add ECCD 2113 and ECCD 2233.
- Remove 12 credit hours of "Support and Related Courses."
- The proposed changes are the result of the decline in the number of licensed family child care homes.
- No new courses will be added and four courses will be deleted.
- Total credit hours for the certificate will change from 34 to 28.
- No funds are requested from the State Regents.

OSU-OKC - Associate in Applied Science in Technical Spanish/Translation and Interpretation (100)

Degree program option deletion
- Delete "Law Enforcement" option.
- The proposed deletion is the result of low enrollment and lack of student interest.
- There are currently no students enrolled in the option.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Business Administration (008)

Degree program requirement changes
- For all options:
  o Require BA 1103.
  o Require 3-4 credit hours of approved Science or Math courses.
  o Remove 2 credit hours of an Activity or HPER course.
- For the "General Business Administration" option:
  o Add MKTG 2213 as an alternative course to MKTG 1503.
- For the "Human Resources" option:
  o Add CIT 1093.
- For the "Hospitality and Event Management" option:
  o Remove BA 2192 (Internship for Event Planning), BA 2192 (Internship for Hotel Operations), and BA 2192 (Internship for Restaurant and Food Services).
  o Add BA 2193, MGMT 2153, and 3 credit hours of elective course with a BA, MGMT, or MKTG prefix.
- The proposed changes update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 62-64.
- No funds are requested from the State Regents.

RSC - Certificate in Human Resources (137)

Degree program requirement change
- Remove BA 2793.
- The proposed change updates the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 22 to 19.
- No funds are requested from the State Regents.

RSC - Certificate in Marketing/Social Media (140)
Certificate in Management (138)
Certificate in Small Business Operations (139)

Degree program requirement change
- Remove CIT 1093.
- The proposed change updates the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificates will change from 21 to 18.
- No funds are requested from the State Regents.

RSC - Certificate in General Business (136)
　　　Degree program requirement change
- Remove CIT 1093.
- Add MKTG 2213 as an alternative course to MKTG 1503.
- The proposed change updates the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 21 to 18.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Accounting (001)
　　　Degree program requirement changes
- Remove ECON 2503 as an alternative to ECON 2103.
- Remove 2 credit hours of an Activity or HPER course.
- Require BA 2503.
- The proposed changes better clarify degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 63.
- No funds are requested from the State Regents.

RSC - Certificate in Payroll Accounting (300)
　　　Certificate in Professional Bookkeeping (301)
　　　Certificate in Accounting Software Specialist (302)
　　　Certificate in Accounting Specialist (303)
　　　Degree program requirement change
- Remove ACCT 1123.
- The proposed change was recommended by the Accounting Advisory Board.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificates will change from 21 to 18.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Paralegal (027)
　　　Degree program requirement changes
- Remove 2 credit hours of an Activity or HPER course.
- Require ECON 2103.
- The proposed changes better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 63.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Technical Supervision and Management (119)
　　　Degree program requirement changes
- Remove SPCH 1213.
- Add MCOM 1213 as an alternative course to ENGL 1213.
- Remove 2 credit hours of an Activity or HPER course.
- Remove CIT 1093.
- Change credit hours for "Support and Related Courses" from 15 to 18.
- The proposed changes update the curriculum to meet the needs of the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 65-66 to 63.

- No funds are requested from the State Regents.

RSC - Associate in Science in Emergency Management (144)
Degree program requirement changes
- Remove 4 credit hours of an Activity or HPER course.
- Require METR 1123 to partially fulfill the General Education Science requirement.
- Remove MATH 1473 as an alternative to MATH 1513.
- Add ECON 2843 and EMGT 2013.
- The proposed changes update the curriculum based on trends within the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 65-66 to 64.
- No funds are requested from the State Regents.

RSC - Certificate in Emergency Planning and Preparedness (145)
Degree program requirement change
- Add EMGT 2013 as an alternative course to EMGT 2313.
- The proposed change is based on trends and needs of the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Computer Information Technology (010)
Degree program requirement changes
- For all options:
  o Add MCOM 1213.
  o Remove 2 credit hours of an Activity or HPER course.
  o Add 3 credit hours of CIT/MULT course.
  o Change credit hours required for "Support and Related Courses" from 9 to 6.
- For the "Database" option:
  o Remove CIT 1293.
  o Add CIT 2393.
- The proposed changes are based on current trends and needs of the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 63.
- No funds are requested from the State Regents.

RSC - Certificate in Computer Programming (135)
Degree program requirement changes
- Remove CIT 1613 and add CIT 1203.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

RSC - Certificate in Database Developer (134)
Degree program requirement changes
- Remove CIT 1293 and add CIT 2393.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.

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RSC - Associate in Applied Science in Cyber Security/Digital Forensics (111)
   Degree program requirement changes
- For all options:
   o Add MCOM 1213.
   o Remove ENGL 2053 as an alternative course for ENGL 1213.
   o Remove ECON 2843 or 3 credit hours of SPCH or HUM.
   o Add CIT 2553 and CIT 2563.
- For the "Cyber Security" option:
   o Remove CIT 2553 and CIT 2563.
   o Add CIT 2833.
- For the "Digital Forensics" option:
   o Remove CIT 2553 and CIT 2873.
- The proposed changes are based on current trends and needs of the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63-66 to 66.
- No funds are requested from the State Regents.

RSC - Certificate in Database Developer (134)
   Degree program requirement changes
- Remove CIT 1293 and CIT 2183.
- Add CIT 2013 and CIT 2393.
- The proposed changes are based on current trends and needs of the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Multimedia Communication (113)
   Degree program requirement changes
- Add MCOM 1213.
- Remove 2 credit hours of an Activity or HPER course.
- Remove MULT 1423 and add MULT 2113.
- The proposed changes are based on current trends and needs of the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Certificate in Digital Graphic Design (314)
   Degree program requirement changes
- Remove MULT 2013 and MULT 2813.
- Add MULT 1613 and MULT 1913.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

RSC - Certificate in Mobile/Web Development (304)
> Degree program requirement change
> - Remove CIT 2653.
> - The proposed change will better prepare students for employment.
> - No new courses will be added and no courses will be deleted.
> - Total credit hours for the certificate will change from 15 to 12.
> - No funds are requested from the State Regents.

RSC - Associate in Applied Science in Dental Hygiene (011)
> Degree program requirement change
> - Add HSBC 1113.
> - The proposed change adds a prerequisite to ensure transparency of all course requirements.
> - No new courses will be added and no courses will be deleted.
> - Total credit hours for the degree will change from 92-93 to 92.
> - No funds are requested from the State Regents.

RSC - Associate in Applied Science in Respiratory Therapist (045)
> Degree program requirement change
> - Add HSBC 1113.
> - Remove BIOL 2035 as an alternative course to HSBC 1224.
> - The proposed changes add a prerequisite to ensure transparency of all course requirements.
> - No new courses will be added and no courses will be deleted.
> - Total credit hours for the degree will change from 70-71 to 73.
> - No funds are requested from the State Regents.

RSC - Associate in Applied Science in Library Technical Assistant (055)
> Degree program requirement changes
> - Remove 6 credit hours of Math/Science.
> - Remove 2 credit hours of an Activity or HPER course/ECON 2103/TH 1341/TH 1351.
> - Remove 3 credit hours of "Liberal Arts Elective."
> - Add 6 credit hours of "General Education Elective."
> - Remove CIT 1093 and add LTA 1343.
> - The proposed changes were recommended by the Advisory Committee.
> - Change credit hours required for "Support and Related Courses" from 16 to 21.
> - No new courses will be added and no courses will be deleted.
> - Total credit hours for the degree will not change.
> - No funds are requested from the State Regents.

RSC - Associate in Applied Science in Family Services and Child Development (091)
> Degree program requirement changes
> - Add FSCD 2093.
> - Change credit hours required for "Support and Related Courses" from 6 to 9 to be selected from: FSCD/SOC 2463, FSCD/SOC 2333, FSCD 2443, and FSCD 2223.
> - Remove HPER 1102 and add SOC 1113.
> - Add EDUC 1103 as an alternative to ORI 1101.
> - Remove 3 credit hours of Math/Science.
> - The proposed changes will contribute to the ease of students' transfer to four-year institutions.
> - No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 63 to 67.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Technology (132)
Degree program requirement changes
- For all options:
  o Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
  o Remove ENGL 1213, PHYS 1513, and BIOL 1124.
  o Add ENGL 2053, MATH 1613, BIOL 1114, CHEM 1114, PHYS 2414, PHYS 2401, PHYS 2424, and PHYS 2411.
- For the "Electronics" option:
  o Add ENGT 1333 and ENGT 2123.
  o Remove ENGT 1343 and ENGT 2313.
- For the "Advance Design" option:
  o Remove ENGT 1842.
  o Add ENGT 2224.
- For the "Mechanical Systems" option:
  o Add ENGR 2013.
- For the "Quality Assurance" option:
  o Add ENGT 1842.
- The proposed changes update the curriculum to reduce unnecessary general education requirements.
- Total credit hours for the degree will change from 62-64 to 62-65.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Sociology (124)
Degree program requirement changes
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- The proposed changes will make enrollment, tracking and assisting students more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Psychology (042)
Degree program requirement changes
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Add SOC 1113 and PSYC 1223.
- Change credit hours required for "Support and Related Courses" from 17 to 18.
- The proposed changes will contribute to the ease of students' transfer to four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 65.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Pre-Education (015)

Degree program requirement changes
- Require BIOL 1114 and GEOG 1114 to fulfill the General Education Science requirement.
- Remove ENGL 2223 and ENGL 2323 as alternative courses to ENGL 2113.
- Add PHIL 1103.
- Remove MATH 1473 and MATH 2033 and require both MATH 2013 and MATH 2023.
- The proposed changes will contribute to the ease of students' transfer to four-year institutions and will make enrollment, tracking and assisting students more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change 63 to 62-66.
- No funds are requested from the State Regents.

RSC - Associate in Arts in History (125)

Degree program requirement changes
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- The proposed changes will contribute to the ease of students' transfer to four-year institutions and will make enrollment, tracking and assisting students more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change 62 to 64.
- No funds are requested from the State Regents.

RSC - Associate in Science in Health and Sports Sciences (107)

Degree program requirement changes
- Remove BIOL 1124/BIOL 1315 and allow HSBC 1104, HSBC 1224, HSBC 2103, HSBC 2114, GEOG 1114 or any course with the ASTR, BIOL, CHEM ENSC, GEOL, METR, PHSC, or PHYS prefix to fulfill the General Education Science requirement.
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- The proposed changes will provide students with greater flexibility and enable a smother transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Criminal Justice (049)

Degree program requirement changes
- For all options:
  - Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
  - Add 2 credit hours of HPER courses.
  - Change "Program Requirements" to require the following courses: CJ 1123, CJ 2401, CJ 2503, CJ 2703, and CJ 2863.
- For the "Criminal Justice" option:
  - Change requirements to require the following courses: CJ 1103, CH 1113, CJ 2193, and CJ 2456.
- For the "Police Science" option:

o Change requirement to require the following courses: CJ 2603, CJ 2803, PLSC 1143, PLSC 1211, PLSC 1313, PLSC 2111, PLSC 2211, and PLSC 2253.
- The proposed changes update the curriculum to ensure both options share an approximate 50 percent common core as required by State Regents' policy and will make enrollment, tracking and assisting students more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Family Services and Child Development (014)
Degree program requirement changes
- For all options:
    o Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
    o Add EDUC 1103 as an alternative to ORI 1101.
    o Add FSCD 2223.
    o Change "Program Requirements" to require the following courses: FSCD 1213, FSCD 2233, FSCD/PSYC 2433, FSCD 2533, FSCD 2573, and FSCD/PSYC 2523.
- For the "Family Services" option:
    o Add PSYC 1113.
    o Add FSCD/SOC 2463 as an alternative course to FSCD/SOC 2333.
- For the "Child Development" option:
    o Add FSCD 1111.
- The proposed changes update the curriculum to ensure both options share an approximate 50 percent common core as required by State Regents' policy and will contribute to an easier transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 64.
- No funds are requested from the State Regents.

RSC - Associate in Arts in English (018)
Degree program requirement changes
- Remove 2 credit hours of HPER/ECON 2103.
- Change credit hours required for "General Education Electives" from 4-5 to 8.
- The proposed changes update the curriculum to be consistent with all degrees.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 63.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Mass Communications (026)
Degree program requirement changes
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- Change credit hours required for "General Education Electives" from 5-7 to 8.
- Add MCOM 1213.
- The proposed changes will improve students' skill set.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Modern Languages (022)

   Degree program requirement changes
   - Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
   - Change credit hours required for "General Education Electives" from 2 to 6.
   - Change credit hours required for "Support and Related Courses" from 5 to 3.
   - The proposed changes will contribute to an easier transfer to a four-year institution.
   - No new courses will be added and no courses will be deleted.
   - Total credit hours for the degree will not change.
   - No funds are requested from the State Regents.

RSC - Associate in Science in Pre-Pharmacy (041)

   Degree program requirement changes
   - Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
   - Add PHYS 2424 and PHYS 2411.
   - The proposed changes will better prepare students for employment.
   - No new courses will be added and no courses will be deleted.
   - Total credit hours for the degree will change from 64 to 67.
   - No funds are requested from the State Regents.

RSC - Associate in Science in General Science (772)

   Degree program requirement changes
   - Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
   - Change credit hours required for "Liberal Arts Electives" from 4 to 3.
   - Change credit hours required for "General Education Science" from 10-12 to 13.
   - Change credit hours required for "Program Requirements" from 23-25 to 25.
   - The proposed changes update the curriculum to be consistent with all degrees.
   - No new courses will be added and no courses will be deleted.
   - Total credit hours for the degree will not change.
   - No funds are requested from the State Regents.

RSC - Associate in Science in Engineering (039)

   Degree program requirement changes
   - For all options:
     o Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
     o Remove 3 credit hours of "Life Sciences."
     o Add 4 credit hours of "Engineering Science."
     o Change "Program Requirements" to require the following courses: MATH 2153, PHYS 2401, and PHYS 2434.
   - For the "General" option:
     o Remove ENGR 1213, ENGR 2013, ENGR 2103, ENGR 2113, ENGR 2123, ENGR 2133, ENGR 2203, ENGR 2213, ENGR 2233, ENGR 2303, and ENGR 2313.
     o Add 12 credit hours of "Engineering Elective."
     o Change credit hours required for "Support and Related Courses" from 6 to 3.
   - For the "Mechanical/Aerospace" option:
     o Change credit hours required for "Support and Related" courses from 12 to 3.
     o Add 6 credit hours of "Engineering Elective."
   - For the "Electrical/Computer" option:
     o Change credit hours required for "Support and Related" courses from 9 to 3.

o   Add 3 credit hours of "Engineering Elective."
- The proposed changes update the curriculum to be more flexible and provide students with choices without compromising the program's integrity.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-64 to 62.
- No funds are requested from the State Regents.

RSC - Associate in Science in Biological Sciences (006)
    Degree program requirement changes
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Remove 5 credit hours of "Biology Electives."
- Add PHYS 2401, PHYS 2414, and 4-6 credit hours of 1000 level BIOL courses.
- The proposed changes maximize transferability to four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-66 to 62-68.
- No funds are requested from the State Regents.

RSC - Associate in Science in Baccalaureate Track-Nursing (034)
    Degree program requirement changes
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Remove BIOL 1315 as an alternative course to BIOL 1124.
- Remove CHEM 1135 as an alternative course to CHEM 1114.
- Remove MATH 1473 and MATH 2843 as alternative courses to MATH 1513.
- Remove SOC 2513 as an alternative course to SOC 2403.
- Add PSYC 1113 and HSBC 1113.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-64 to 63.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Social Sciences (112)
    Degree program requirement changes and degree program option deletions
- Delete options "General" and "Enterprise Development - General Studies."
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Add MCOM 1213.
- Change credit hours required for "Support and Related Courses" from 10 to 8.
- The proposed changes will make enrollment, tracking and assisting students more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Science in Business (007)
    Degree program option deletion and degree program requirement changes
- Delete option "College of Business."
  - o   The proposed deletion will streamline the program requirements.
  - o   Students will continue in the main Business program.
- Remove 2 credit hours of HPER/TH 1341/TH 1351.
- Change credit hours required for "Support and Related Courses" from 9 to 12.

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- Remove MATH 2133 and MATH 2124.
- Add ACCT 1123 and 9 credit hours of ACCT, BA, CIT, ECON, EMGT, LS, MGMT, MKTG, MULT, or TSM.
- The proposed changes update the curriculum to better serve students.
- Total credit hours for the degree will change from 62-64 to 64.
- No funds are requested from the State Regents.

RSC - Associate in Science in Chemistry (037)
Degree program options deletion and degree program requirement changes
- Delete options "Chemistry" and "Engineering."
  - o The proposed deletions will streamline the program requirements.
  - o Students will continue in the main Chemistry program.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Add BIOL 1124.
- Remove CHEM 2154.
- Add BIOL 1315 and BIOL 2035 as alternative courses to BIOL 1215.
- Add MATH 1613 or any 2000 level MATH.
- The proposed changes update the curriculum to better serve students.
- Total credit hours for the degree will change from 63-64 to 66.
- No funds are requested from the State Regents.

RSC - Associate in Science in Physics (123)
Degree program option deletions and degree program requirement changes
- Delete options "Chemistry," "Engineering," and "Physics."
  - o The proposed deletions will streamline the program requirements.
  - o Students will continue in the main Physics program.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Remove MATH 2153, MATH 2173, and MATH 2853 and require MATH 2133, MATH 2123 and MATH 2143.
- Remove "Computer Programming" requirement.
- Add 15 credit hours of "Program Electives."
- The proposed changes update the curriculum to be more flexible and provide students with choices without compromising the program's integrity.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Science in Pre-Professional Health Care (040)
Degree program option deletions and degree program requirement changes
- Delete options "Pre-Medicine," "Pre-Dentistry," and "Baccalaureate Track Allied Health."
  - o The proposed deletions will streamline the program requirements.
  - o Students will continue in the main Pre-Professional Health Care program.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Add BIOL 2035 as an alternative course to BIOL 1315.
- The proposed changes are the result of combining the options due to the similarity in required coursework.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64-69 to 63.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Political Science (050)
Degree program option deletion and degree program requirement changes
- Delete option "Political Science."
  - o The proposed deletion eliminates redundancy.
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- Change General Education Mathematics requirement to allow any 1000 level or higher MATH course except MATH 2013, MATH 2023, or MATH 2033.
- The proposed changes update the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 62.
- No funds are requested from the State Regents.

RSC - Associate in Science in Geosciences (126)
Degree program option deletions and degree program requirement changes
- Delete options "Geology," "Atmospheric Science," and "Earth Science Education."
  - o The proposed deletions will streamline the program requirements.
  - o Students will continue in the main Geosciences program with "Areas of Emphasis."
- Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- The proposed changes update the curriculum to be more flexible and provide students with choices without compromising the program's integrity.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63-69 to 65-67.
- No funds are requested from the State Regents.

RSC - Associate in Science in Mathematics (029)
Degree program requirement changes
- For all Emphasis areas:
  - o Remove 2 credit hours of HPER.
  - o Change credit hours required for "General Education Science" from 6-8 to 7-8.
- For students whose emphasis is General Mathematics:
  - o Change credit hours required for Electives from 20 to 16.
- For students whose emphasis is Computer Science:
  - o Remove CIT 2173 as a required course.
- The proposed changes are relevant to student success both academically and in the workforce.
- No new courses will be added and no courses will be deleted.
- Total credit hours required for the degree will change from 62 to 64-67.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Fine Arts (142)
Degree program requirement changes
- For all Emphasis areas:
  - o Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
  - o Change credit hours required for "Program Requirements" from 22-23 to 26.
- For students whose emphasis is Art:
  - o Require ART 2413.
- For students whose emphasis is Music or Musical Theatre:
  - o Remove MUS 1263 as a required course.

- For students whose emphasis is Photography:
  - o Remove MCOM 2313 as a required course.
  - o Require ART 2413.
- For students whose emphasis is Theatre:
  - o Require TH 1341, and TH 1351.
- The proposed changes strengthen the curriculum requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-65 to 62-63.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Liberal Studies (047)

Degree program requirement changes
- For all Emphasis areas:
  - o Remove 2 credit hours of HPER/ECON 2103/TH 1341/TH 1351.
- For students whose emphasis is Philosophy:
  - o Require PHIL 1103.
  - o Change credit hours required for "Program Requirements" from 15 to 12.
  - o Change credit hours required for "Support and Related Courses" from 9 to 12.
- For students whose emphasis is Cultural Studies:
  - o Require HUM 2113, HUM 2223, and HUM 2313.
  - o Change credit hours required for "Additional Cultural Studies" from 15 to 9.
- The proposed changes will better prepare students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Science in Environmental Science (118)

Degree program options deletion and degree program requirement changes
- Delete options "Environmental Quality/Safety," "Natural Resources," and "Science and Analytical."
  - o The proposed deletions will streamline the program requirements.
  - o Students will continue in the main Environmental Science program.
- Remove 2 credit hours of HPER.
- Add 25 credit hours of "Emphasis Requirements" and require students to select from approved courses in Natural Resources, Environmental Quality/Safety, and Science and Analytical.
- The proposed changes update the curriculum to better serve students transferring to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63-64 to 62-64.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Management (093)

Degree program option deletion
- Delete option "Internship Option."
- The proposed deletion is due to low enrollment and the high cost of administering the internship course.
- No students are enrolled in the option.
- No new courses will be added and four courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Applied Science in Health Information Technology/Medical Records (159)

Degree program name change and degree program requirement changes
- Change program name to "Health Information Technology."
  - o   The proposed change updates the program name to current terminology.
- Remove HITC 1231.
- Add HITC 2512.
- Change credit hours required for HITC 2412 from 2 to 1 (2411).
- The proposed changes update the curriculum to reflect current practices in the field.
- 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.

TCC - Associate in Arts in Liberal Arts (009)

Degree program requirement changes
- For the "American Studies" and "International Emphasis" option:
  - o   Remove MATH 1513 and add MATH 1473/higher level general education MATH course.
- The proposed changes update the curriculum to align with other options within the program and to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Information Technology (098)

Degree program requirement changes
- Remove MATH 1513.
- Add MATH 1473.
- The proposed changes update the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Computer Information Systems (255)

Degree program requirement change
- Require MATH 1513.
- The proposed change updates the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Cardiovascular Technology (264)

Degree program requirement change
- Remove CHEM 1114.
- The proposed change removes a course that does not significantly contribute to the achievement of the program learning outcomes and will save students time and money.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 68 to 64.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Foreign Language (088)
    Degree program name change
- Change program name to "World Languages."
- The proposed change brings consistency to the naming of the foreign language programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Certificate in International Language Studies (171)
    Degree program name change
- Change program name to "World Languages."
- The proposed change brings consistency to the naming of the foreign language programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Accounting Associate (017)
    Degree program name change
- Change program name to "Accounting."
- The proposed change eliminates repetition of the word "Associate."
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Business (153)
    Degree program requirement changes and degree program option additions
- Add options "Human Resources," "Management," and "Marketing."
- Remove ACCT 2213, BUSN 1353, BUSN 2313, ECON 1353, and 24 credit hours of "General Business Requirements."
- Add HRES 1313, HRES 2363, MGMT 2123, and MKTG 2343.
- The proposed changes are the result of consolidating programs (see suspension agenda item) and will better expose students to all areas of the business discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

WOSC - Certificate in Farm and Ranch Management (071)
    Degree program requirement change
- Remove AGRI 1513.
- Add AGRI 2033.
- The proposed change will better serve students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #31-a (2):

> **Programs.**

SUBJECT: Program Suspensions. Ratification of institutional request.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to suspend the existing academic degree programs, as described below.**

BACKGROUND:

Tulsa Community College (TCC) requested authorization to suspend the programs listed below:
- Associate in Applied Science in Marketing (046)
- Associate in Applied Science in Human Resources (060)
- Associate in Applied Science in Management (093)

POLICY ISSUES:

Suspending a program is consistent with the State Regents' Academic Program Review policy. Institutions have three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

TCC requested authorization to suspend the Associate in Applied Science in Marketing (046), the Associate in Applied Science in Human Resources (060), and the Associate in Applied Science in Management (093).
- TCC reports plans to consolidate these programs and add them as options under the Associate in Applied Science in Business (153) (see current modification agenda item) to provide students with a broader exposure to the business discipline.
- TCC will reinstate or delete the programs by June 30, 2020.

AGENDA ITEM #31-b:

Reconciliation.

SUBJECT: Approval of institutional requests for degree program inventory reconciliations.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested a degree program modification change for the Bachelor of Music in Music (172) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested curricular changes to the Bachelor of Music in Music (172), which were approved at the April 20, 2017 State Regents' meeting. The modification erroneously requested to add MUTK 5113 rather than MUTK 4113. This action will correct this error and reconcile institutional practice with official degree program inventory.

AGENDA ITEM #31-c (1):

        Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the Master of Science in Educational Leadership and Policy Studies, the Master of Agriculture in International Agriculture, and the Master of Science in International Agriculture via online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the existing Master of Science in Educational Leadership and Policy Studies, the Master of Agriculture in International Agriculture, and the Master of Science in International Agriculture via online delivery.**

BACKGROUND:

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

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

- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Arts in Liberal Studies (443); and
- Bachelor of Science in Liberal Studies (442)

OSU's governing board approved offering via online delivery the existing Master of Science in Educational Leadership and Policy Studies (437) at their March 3, 2017 meeting and the Master of Agriculture in International Agriculture (496), and the Master of Science in International Agriculture (497) at their April 21, 2017 meeting. OSU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Master of Science in Educational Leadership and Policy Studies (437)

Demand. Many of the students who enroll in the Master of Science in Educational Leadership and Policy Studies (437) program are currently employed full-time at Oklahoma higher education institutions. Through conversations with potential students during recruiting and outreach activities over the last five years, the department has concluded that full-time workers with the desire to advance in their careers have limited flexibility to attend face to face classes in Stillwater or Tulsa.

According to Oklahoma Employment Security Commission data, careers for postsecondary Education Administrators, which require a master's degree for employment, are expected to increase 5 percent through 2024. Providing the Master of Science in Educational Leadership and Policy Studies (437) through online delivery will provide working professionals access to the program and allow them to earn a graduate degree to advance in their careers.

Delivery method. The primary method for delivering online courses will be Desire2Learn (D2L). Major features of D2L that will facilitate learning include: email, the ability to post content, online discussions, dropbox for submission of and feedback on assignments, group work, quizzes, and a gradebook. Supplemental methods for the delivery of online content may include video-capable tools such as Skype. The library, facilities, and equipment are adequate for this degree program.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on January 26, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent March 30, 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.

<div align="center">

Master of Agriculture in International Agriculture (496)
Master of Science in International Agriculture (497)

</div>

Demand. Graduates of the Master of Agriculture in International Agriculture (496) and the Master of Science in International Agriculture (497) have found positions within business, international development, education, non-profit organizations, government sectors, and agricultural commodity groups. With the projected globalization of the agricultural sectors of major food producing and consuming countries worldwide, it is expected that the demand for graduates with knowledge and skills in International Agriculture will remain strong. However, through conversations with potential students, OSU has learned that many full-time workers living out of state and abroad with the desire to earn a graduate degree in International Agriculture are unable to do so. Both the Master of Agriculture in International Agriculture (496) and the Master of Science in International Agriculture (497) have been approved for the Southern Regional Education Board's Academic Common Market, which is expected to further increase the demand for online program delivery. The online accessibility of these programs would alleviate the accessibility issue and will increase the pool of educated workers to work in a global economy.

Delivery method. The primary method for delivering online courses will be Desire2Learn (D2L). Major features of D2L that will facilitate learning include: email, the ability to post content, online discussions, dropbox for submission of and feedback on assignments, group work, quizzes, and a gradebook. Supplemental methods for the delivery of online content may include video-capable tools such as Skype and Adobe Connect. 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 April 7, 2017. None of the State System institutions 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 request to offer the existing degree programs through online delivery, as described above.

AGENDA ITEM #31-c (2):

Electronic Delivery.

SUBJECT: East Central University. Approval to offer the Master of Science in Water Resource Policy and Management through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's request to offer the existing Master of Science in Water Resource Policy and Management through online delivery.

BACKGROUND:

East Central University (ECU) is currently approved to offer the following degree programs via electronic media:

- Master of Education in Library Media (090);
- Master of Education in Grad-Educational Leadership (098);
- Master of Education in Educational Technology (104); and
- Master of Education in Sports Administration (105).

ECU's governing board approved offering the existing Master of Science in Water Resource Policy and Management (103) via online delivery at their February 17, 2017 meeting. ECU requests authorization to offer the existing program via online delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Electronically Delivered and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved electronic media 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:

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

Master of Science in Water Resource Policy and Management (103)

Demand. Private industries and local governments need professionals who can interpret environmental, particularly water, resource policies and regulations to help them address allocation needs. According to the Occupational Outlook Handbook, 2014-2015 edition, the job outlook for policy analysts is strong, with a projected growth of 21 percent. Additionally, the need for water-related specialist is expected to increase 18 percent.

The Master of Science in Water Resource Policy and Management (103) was approved at the April 21, 2016 State Regents' meeting; however, the Higher Learning Commission did not approve the program until after the start of the Fall 2016 semester. Even with no advertising, ECU reports 6 students enrolled in the Spring 2017 semester with an additional 10 students who have applied for admission for Fall 2017. ECU has been asked by potential students who are working professionals to provide the program online so that they may continue working while pursuing an advanced degree. ECU believes offering the program online would alleviate the accessibility issue and will increase the pool of advanced-degreed employees to work in a growing field.

Delivery method. The existing degree program will be delivered utilizing the Blackboard Learning Management System. Courses will make full use of the online features including discussion, assignments, assessments, group work, individual work, and projects. Other online tools, such as WebEX, a synchronous video system that allows faculty and students to see one another and share PowerPoints, graphics and computer screens, will be used for meetings as needed.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 12, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent April 13, 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 ECU's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #31-c (3):

> **Electronic Delivery.**

SUBJECT: Northeastern State University.   Approval to offer the Master of Science in Higher Education Leadership and the Bachelor of General Studies in General Studies through online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the existing Master of Science in Higher Education Leadership and the Bachelor of General Studies in General Studies via online delivery.**

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Science in Nursing (014);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education-Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education in Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775); and
- Bachelor of Science in Cyber Security (160)

NSU's governing board approved offering online the existing Master of Science in Higher Education Leadership (052) and the Bachelor of General Studies in General Studies (132) at their April 7, 2017 meeting. NSU 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:

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

Master of Science in Higher Education Leadership (052)

Demand. The request to offer the Master of Science in Higher Education Leadership (052) via online delivery is in response to students' interest in online courses and online programs. A survey of current NSU Higher Education Leadership students and recent graduates identified an increased demand for the program to be delivered online. The survey revealed 58 percent of respondents agree that their job hinders them from taking face to face classes.

Current graduates of the Master of Science in Higher Education Leadership (052) work in student services, admissions and enrollment, student recruitment, and academic advisement at community colleges and universities across Oklahoma. According to Oklahoma Employment Security Commission data, careers for postsecondary Education Administrators, which require a master's degree for employment, are expected to increase 5 percent through 2024. Providing the Master of Science in Higher Education Leadership (052) through online delivery will provide working professionals access to the program and allow them to obtain a graduate degree to advance in their careers.

Delivery method. NSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the existing degree 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. NSU instructors teaching online courses must complete the online educator certification program through NSU's Center for Teaching and Learning.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on January 18, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Bachelor of General Studies in General Studies (132)

Demand. NSU reports that enrollment in the Bachelor of General Studies (BSG) in General Studies (132) has averaged 140 students over the past five years and the number of graduates ranges from 80-95, indicating high demand for the program. This program is designed for students over the age of 21 who have earned over 50 credit hours and have a 2.0 or higher grade point average. The flexibility of the program allows for students who may have had difficulty selecting a major to complete a degree. Additionally, the program provides an opportunity for students who have already started a career but need a degree to advance in the workplace to complete their degree.

Complete College America predicts that by 2020, 59 percent of the available jobs will require a career certificate or college degree. The BSG provides opportunities for students to develop effective skills and abilities for a variety of positions within the job market. Offering the BSG in an online format will allow more students the opportunity to earn a bachelor's degree in a more flexible delivery style.

Delivery method. NSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the existing degree 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. NSU instructors teaching online courses must complete the online educator certification program through NSU's Center for Teaching and Learning.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on January 18, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent May 9, 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 NSU's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #31-d:

> **GEAR UP.**

SUBJECT: Ratification of GEAR UP Partnership Support for Oklahoma School Districts.

RECOMMENDATION:

> **It is recommended that the State Regents ratify incentive monies to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Partnerships are required to implement and sustain professional learning and direct student services as part of the federal GEAR UP project.**

BACKGROUND:

The college entrance assessment accepted throughout Oklahoma is the ACT exam. Nationally, Oklahoma scores below average on all ACT college readiness benchmark scores. Because ACT is paid for by students, the ACT benchmark scores reflect a subpopulation of the students in Oklahoma. Students do not have the resources and support necessary to explore their opportunities of a post-secondary education due to a higher than recommended student to counselor ratio; therefore, implementing interactive college readiness information and access plans to middle and high school students through direct student services and additional college advisement are crucial to addressing the lack of preparedness of Oklahoma students.

Research shows that middle and high school teachers with demonstrated knowledge of their subject area produce stronger results with students than teachers without a major in their subject area or a teaching certificate. Nationally, the most recent U.S. Department of Education survey indicates that in high poverty schools, 27% of core academic classes are taught by teachers without a major in the subject they teach. Supporting teacher collaboration and pedagogical practice through high quality professional learning communities is critical for creating a culture of high expectation for both faculty and students.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides support to 24 Oklahoma school districts to implement and sustain professional learning and educational programs designed to address the teacher weakness described above and to also incorporate "college access" activities for students and parents by way of direct student services, which will build local capacity. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

The support of professional learning for teachers, as well as early intervention services for students are important components of the U.S. Department of Education's GEAR UP programs. The partnership support provided through the Oklahoma GEAR UP program offers opportunities for the GEAR UP school districts to take advantage of available supportive services such as professional learning and

educational programs. School districts also have opportunities to customize counseling and outreach efforts to meet specific needs identified by the local school district. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

As a participation requirement school districts must implement Direct Student Service (DSS) activities. These activities include:

- College Visits

- Senior Transition Services

- 11th Grade ACT Testing

- 9th Grade Transition Program

- Financial Aid Night

- College Preparation Seminars

- Gallup Poll for Student Well Being

Apart from DSS, school districts will be offered professional development for classroom teachers and administrators in developing a college going culture in the school and community.

- Professional Learning Communities – training to provide teachers and administrators the skills for collaboration and team building with the end result being increased student support. This training is provided in a variety of formats determined by each district based on specific needs/ resources.

- Student Advocacy – training for programs and projects at school sites which involve faculty and staff creating support systems for students within the school structure. There are a variety of programs which promote student advocacy. Each site selects the program/project that best serves the needs of their students/community.

- Administrator Training – training provided specifically to school principals for enhancing skills in effective leadership. Principal Summits are provided which bring principals from across Oklahoma together for collaboration and team building. The Superintendent's Roundtable brings together superintendents for leadership development and skill enhancement.

Twenty-four school districts will receive Oklahoma GEAR UP partnership support in 2017-2018. The following table lists the school districts that are receiving project funding. Partnership funding will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is $1,800,000 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	School District/School Site	City or Community	County
1	Caney Valley	Ramona	Washington
2	Catoosa	Catoosa	Rogers
3	Checotah	Checotah	McIntosh
4	Henryetta	Henryetta	Okmulgee
5	McLoud	McLoud	Pottawatomie
6	Newkirk	Newkirk	Kay
7	Okmulgee	Okmulgee	Okmulgee
8	Roland	Roland	Sequoyah
9	Sapulpa	Sapulpa	Creek
10	Stilwell	Stilwell	Adair
11	Ardmore	Ardmore	Carter
12	Davis	Davis	Murray
13	Kingston	Kingston	Marshall
14	Little Axe	Norman	Cleveland
15	Madill	Madill	Marshall
16	Marietta	Marietta	Love
17	Tecumseh	Tecumseh	Pottawatomie
18	Duncan	Duncan	Stephens
19	Elk City	Elk City	Beckham
20	Hobart	Hobart	Kiowa
21	Guymon	Guymon	Texas
22	Woodward	Woodward	Woodward
23	Harrah	Harrah	Oklahoma
24	Luther	Luther	Oklahoma
			Total 1,800,000

AGENDA ITEM #31-e (1):

> **Agency Operations.**

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between April 29, 2017 and June 5, 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 April 29, 2017 and June 5, 2017, there is one purchase in excess of $25,000 but not in excess of $100,000.

OneNet
1) Donohue Commercial Service in the amount of $48,636.00 to install a new air conditioning unit in the OneNet equipment room at the Oklahoma State University Tulsa campus. The funds used for this project will be recovered through OneNet user fees. (Funded from 718-OneNet)

2) Dobson Technologies in the amount of $47,181.15 to relocate the Oklahoma Community Anchor Network fiber due to the Oklahoma Department of Transportation road construction taking place on US70 in Carter County. The funds used for this project will be recovered through OneNet user fees. (Funded from 718-OneNet)

3) Norlem Technology Consulting in the amount of $64,277.00 for hardware and software for OneNet's firewall service. The funds used for this project will be recovered through OneNet user fees. (Funded from 718-OneNet)

4) Presidio Networked Solutions in the amount of $66,535.80 for hardware and software to provide support services to OneNet customers. The funds used for this project will be recovered through OneNet user fees. (Funded from 718-OneNet)

5) Telco Supply in the amount of $37,939.00 to install a standby generator and propane tank to provide electrical power to the Langston hut at Langston University. The funds used for this project will be recovered through OneNet user fees.(Funded from 718-OneNet)

6) Dobson Technologies in the amount of $38,963.65 for construction of 24 strand of fiber to connect the Wister Public Library to the Oklahoma Community Anchor Network. The funds used for this project will be recovered through OneNet user fees. (Funded from 718-OneNet)

AGENDA ITEM #31-e (2):

Agency Operations.

SUBJECT: Approval of the renewal of the contract for legal services with the Office of the Attorney General for Fiscal Year 2018.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Attorney General for Fiscal Year 2018.

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. For Fiscal Years 2015, 2016 and 2017, the Assigned Attorney was Matt Stangl. For Fiscal Year 2018, the Assigned Attorney will again be AAG Matt Stangl. Mr. Stangl was a staff attorney in the Office of the General Counsel for the University of Oklahoma from 2007 to 2013.

POLICY ISSUES:

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. 2001, § 18*l* as amended. This is a renewal of an existing contract.

ANALYSIS:

The contract provides considerable value to the State Regents and to the State System.

- The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.

- The contract has enabled the State Regents to provide legal services support to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.

- Mr. Stangl's prior experience in the Office of the General Counsel for the University of Oklahoma is especially relevant to the State Regents' needs with respect to both the agency and the State System.

The annual cost of the contract is $65,525.04 annually, and will be billed at $5,460.42 per month. This includes the assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2016 was also $65,525.04, so there has been no increase in the annual cost for the past two fiscal years. A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the time expended and the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The Chancellor will direct that the assigned AAG not include within the scope of the activities any matters pertaining to the University Center of Southern Oklahoma (f/k/a Ardmore Higher Education Program) or the Office of Educational Quality and Accountability. The contract also provides that it may be terminated by either party upon 60 days written notice. Approval of the contract is recommended.

CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2018

1. **PARTIES:**

This Agreement is between the Office of Attorney General and the Oklahoma State Regents for Higher Education ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2. **AUTHORITY:**

This Agreement is authorized by virtue of 74 O.S. 2011, § 18*l.*

3. **CONTRACT DURATION:**

This Agreement commences July 1, 2017, and covers fiscal year 2018 ending June 30, 2018.

4. **CONSIDERATION:**

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of $65,525.04 annually, with monthly payments in the amount of $5,460.42. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

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(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney equivalent to .50 FTE for the OSRHE regardless of whether the Assigned Attorney are in fact utilized. It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5. **OFFICE LOCATION:**

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6. **SUPERVISION:**

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorney's activities on their behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. **TERMINATION:**

This agreement may be terminated by either party upon 60 days written notice.
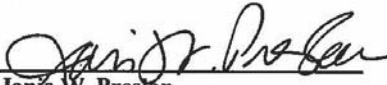
8. **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Janis W. Preslar. The authorized agent and designee for the OSRHE is Glen D. Johnson.

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

OFFICE OF THE ATTORNEY GENERAL

By: _____
Glen D. Johnson
Chancellor

By: _____
Janis W. Preslar
Deputy Attorney General
Chief, General Counsel Section

DATE: _____

DATE: 2/21/17

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Approved
As To Form
Initials _____

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AGENDA ITEM #31-f:

Resolutions.

This item will be available at the meeting.

AGENDA ITEM #32-a:

       Programs.

SUBJECT: Current status report on program requests.

RECOMMENDATION:

       This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2016 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the State Regents' Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2016-2017).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Approved Electronic Media Requests
5. Requested Degree Program Deletions
6. Approved Degree Program Deletions
7. Requested Degree Program Name Changes
8. Approved Degree Program Name Changes
9. Requested Degree Designation Changes
10. Approved Degree Designation Changes
11. Cooperative Agreements
12. Suspended Programs
13. Reinstated Programs
14. Inventory Reconciliations
15. Net Reduction Table

Supplement available upon request.

AGENDA ITEM #32-b (1):

> **Annual Reports.**

SUBJECT: Acceptance of the Low Producing Programs Annual Report.

RECOMMENDATION:

> **This is an information item only.**

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	**Minimum Majors Enrolled**
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.

3. Offline Programs. Programs scheduled for deletion or suspension.

4. Restructured Programs are expected to meet minimum productivity within a given time period.

5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).

6. Data Discrepancies. This includes other factual issues that can be verified.

7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In February 2017, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 12 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

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

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	298	38	13%	0	0	38	1			5	1	3	28
OUHSC	61	17	28%	0	1	16			1	1	1		14
OU-LAW	12	0	0%	0	0	0							
OSU	244	17	7%	0	0	17				2	2	1	12
OSU-OKC	60	4	7%	1	0	3			1	2			1
OSUIT	40	3	7%	0	0	3					2	1	
OSU-VET	2	0	0%	0	0	0							
OSU-CHS	7	0	0%	0	0	0							
CU	46	3	7%	0	0	3		3					
ECU	56	0	0%	0	0	0							
LU	36	9	25%	0	1	8			1	2	3		3
NSU	94	8	9%	0	0	8		4			2		2
NWOSU	52	14	27%	0	0	14		14					
OPSU	31	9	29%	0	0	9		4				4	1
RSU	35	1	3%	0	0	1		1					
SEOSU	56	10	18%	0	0	10		2		8			
SWOSU	69	10	14%	0	0	10		4		1	5		
UCO	111	6	5%	0	0	6				1	4		1
USAO	25	5	20%	0	1	4		4	1				
CASC	27	3	12%	0	0	3				1	2		
CSC	26	8	31%	0	0	8		6			2		
EOSC	32	16	50%	0	0	16		3		1	8		4
MSC	33	2	6%	0	0	2					2		
NEOAMC	46	10	22%	0	2	8		4	2		3		1
NOC	31	4	13%	0	0	4		1					3
OCCC	76	5	7%	0	0	5		1			3		1
RCC	37	3	8%	0	1	2			1		2		
RSC	71	10	14%	0	0	10		4			4		2
SSC	24	6	25%	0	2	4		2	2		2		
TCC	104	2	2%	0	1	1			1	1			
WOSC	22	4	18%	0	0	4					2		2
Totals	1,864	227	12%	1	9	217	1	57	10	25	50	9	75

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** One program of the low producing programs (0.44 percent) has been deleted or is scheduled for deletion.

2. **Suspended programs.** Nine of the low producing programs (3.96 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.

3. **Restructured or justified programs.** Two hundred fifteen (94.71 percent of the 227 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

AGENDA ITEM #32-b (2):

> **Annual Reports.**

SUBJECT: Acceptance of the Academic Policy Exception Quarterly Report.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 64th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Four exceptions to OSRHE academic policies were granted by the Chancellor since the March 23, 2017 report.

ANALYSIS:

Oklahoma State University (OSU)

An exception to the OSRHE Undergraduate Degree Requirements policy, which states that a student must complete one laboratory science course, was granted to OSU to allow two students to graduate without having completed a laboratory science course. The exception was granted because the students did not complete the course due to academic advising and graduation check oversights, both students had completed seven hours of science courses, and recommendation of the president.

Northeastern State University (NSU)

An exception to the OSRHE Undergraduate Degree Requirements policy, which details graduation requirements for the Bachelor of Science in Organizational Leadership program offered as part of the Reach Higher: Oklahoma's Adult Degree Completion Program; and the historical practice of the Reach Higher Four-Year Council, which prohibits participating institutions from allowing course substitutions within the major courses, to allow a student to satisfy the required Survey of Fiscal Management Course with a course substitution to earn the degree, provided all other program requirements are satisfied. This exception is based on the fact that the student suffers from an untreatable, degenerative brain disease that prevents him from completing the required course, and the recommendation of the president.

Carl Albert State College

An exception to the OSRHE Institutional Admission and Retention policy section 3.9.6.I.3, which states that high school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a Cumulative Grade Point Average (CGPA) of 2.0 or above on a 4.0 scale, was granted to allow a student to concurrently enroll in Spring 2017 courses without meeting the requisite 2.0 CGPA. This exception was based on the fact that the student was allowed to enroll in and begin Spring 2017 courses without meeting the requisite CGPA due to an administrative oversight, and the recommendation of the president.

AGENDA ITEM #32-b (3):

> **Annual Reports.**

SUBJECT: Acceptance of the Faculty Salary Report, FY2016.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $67,819 for the year 2015-2016. This is an increase of $377 or 0.5percent above 2014-2015. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2015-2016 is 5,106 an increase of 39, or 0.8 percent, over 2014-2015. When the constituent agencies are included, the total for the system is 6,764, a decrease of 515 or 8.3 percent from the previous year.

The 2015-2016 salaries range from a low of $15,302 to a high of $303,867 on a 9-10 month basis and from $4,725 to $425,004 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits decreased slightly by 0.7 percent for 9-10 month faculty and 1.8 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $23,727 and $30,849 for 11-12 month faculty. The increase is largely influenced by increases in health care costs.

Supplement

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

<u>MINUTES</u>

Seven Hundred Eighty-Second Meeting

May 26, 2017

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

Minutes of the Seven Hundred Eighty-Second Meeting
May 26, 2017

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Eighty-Second Meeting
of the
Oklahoma State Regents for Higher Education
May 26, 2017

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Friday, May 26, 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, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeffrey Hickman and Mike Turpen. Regent White joined the meeting at 11:00 a.m.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker made a motion, seconded by Regent Lester, to approve the minutes of the State Regents' regular meeting on April 20, 2017. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, 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 the agencies FY18 budget cut. Additionally, Chancellor Johnson stated that the first meeting of the State Regents' Task Force on the Future of Higher Education met on Thursday, May 25, 2017 and was very successful with approximately 60 members present and several State Regents attending as well.

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6. **STATE REGENTS.** Chancellor Johnson introduced Oklahoma Special District Court Judge for Payne County, Judge Kathy Thomas. Judge Thomas was present to administer the oath of office to Regent Jeffrey Hickman, who was appointed to a nine-year term by Governor Mary Fallin. All Regents congratulated Regent Hickman.

7. **STUDENT ADVISORY BOARD.**

   a. Judge Thomas also administered the oath of office to incoming members of the Student Advisory Board (SAB). Members of the SAB are elected to serve a one-year term by delegates to the Oklahoma Student Government Association at their annual meeting.

   b. Regent Turpen made a motion, seconded by Regent Parker, to approve the 2017 Annual Report of the Student Advisory Board. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and Helm. Voting against the motion were none. Vice Chancellor for Student Affairs Kermit McMurry introduced Mr. Tyrance Billingsley, Chair of the Student Advisory Board, who provided Regents with an overview of the SAB annual report and recommendations. Recommendations included providing students access to healthcare, website access, access to mental health services, lower textbook costs, more academic advisement, physical disability resources and maintaining the current policy concerning weapons on campus.

8. **STUDENTS.** Ms. Robia Charbonneau, a student at Rose State College (RSC), spoke about her higher education experience. Ms. Charbonneau stated that she recently graduated from RSC with an Associates degree and will be attending the University of Central Oklahoma to pursue her Nursing degree. She received the William P. Willis scholarship, the President's Leadership Class scholarship and was an Oklahoma Academic All-State student. Ms. Charbonneau stated that she worried how she would pay for college but receiving those scholarships made getting a college education a reality. She finished by stating that she is very thankful for the opportunities she has been given and hopes to become a nurse and travel the world to help others.

9.   **E&G BUDGET.**

    a.   This item was approved after the Recess (page 19622).

    b.   Regent Helm made a motion, seconded by Regent Lester, to approve the allocation of $937,680.86 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regent Holloway, Lester, Hickman, Turpen, Massey, Stricklin, Helm and Parker. Voting against the motion were none.

10.   **TUITION.** Regent Helm made a motion, seconded by Regent Stricklin, to approve the FY2018 Tuition and Mandatory Fee Principles and Guidelines. Voting for the motion were Regent Lester, Hickman, Turpen, Massey, Stricklin, Helm, Parker and Holloway.   Voting against the motion were none.

11.   **CONTRACTS AND PURCHASES.**   Regent Helm made a motion, seconded by Regent Parker, to approve the following purchases for amounts in excess of $100,000:

    (1)   The University of Missouri, Great Plains Network in the amount of $162,577 for annual membership fees, network fees and Internet II connection fees.

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

    (3)   EBSCO in the amount of $117,600 for FY18 annual subscription services to Academic Search Premier Database.

    (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.

    (5)   United States Postmaster in the amount of $101,100 to cover the OSRHE annual postage charges for FY18.

    (6)   Navient Solutions Incorporated in the amount of $2,240,000 for the use of an integrated software system and services for administering student loans, portfolio management and

claims review services for the Oklahoma College Assistance Program.

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

(8)   Education at Work Incorporated in the amount of $686,000 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.

(9)   Sudden Link in the amount of $177,903 for circuits to provide services to OneNet customers.

(10)   Indian Nations Fiber Optics in the amount of $440,575 for circuits to provide services to OneNet customers.

(11)   Windstream Oklahoma, LLC in the amount of $916,557 for circuits to provide services to OneNet customers.

(12)   Skyrider in the amount of $316,688 for circuits to provide services to OneNet customers.

(13)   Dobson Technologies Transport in the amount of $379,230 for circuits to provide services to OneNet customers.

(14)   Cross Cable Television, LLC in the amount of $238,429 for circuits to provide services to OneNet customers.

(15)   Cox Communications in the amount of $1,520,076 for circuits to provide services to OneNet customers.

(16)   Vyve Broadband in the amount of $172,000 for circuits to provide services to OneNet customers.

(17)   American Telephone and Telegraph Corporation in the amount of $5,952,000 for circuits to provide services to OneNet customers.

(18)   Pioneer Long Distance Inc. in the amount of $437,896 for circuits to provide services to

OneNet customers.

(19)   Presidio Networked Solutions in the amount of $107,517 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network.

(20)   Pine Telephone Company in the amount of $243,972 for circuits to provide service to OneNet customers.

(21)   MBO Networks, LLC in the amount of $697,486 for circuits to provide services to OneNet customers.

(22)   Oklahoma Western Telephone Company dba Star Search Rural TV in the amount of $110,496 for circuits to provide service to OneNet customers.

(23)   Galt in the amount of $168,729 for temporary staffing for OneNet Front Desk, Business Department and Provisioning.

(24)   Chickasaw Telecom in the amount of $450,000 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network.

(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.

(26)   Dobson Technologies Transport in the amount of $250,000 for fiber optic cable relocation due to road and highway construction projects.

(27)   Dobson Technologies Transport and Telecom Solutions in the amount of $170,000 for FY18 statewide fiber maintenance of the Oklahoma Community Anchor Network (OCAN) statewide network.

(28)   Mercer in the amount of $397,500 for FY18 investment consulting services.

(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.

(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.

Voting for the motion were Regent Hickman, Turpen, Massey, Stricklin, Helm, Parker, Holloway and Lester.   Voting against the motion were none.

12.   **INVESTMENTS.**   Regent Parker made a motion, seconded by Regent Helm, to approve new investment managers Asia Alternatives Capital Partners V and Quantum Energy Partners VII both for $7 million. Voting for the motion were Regent Turpen, Massey, Stricklin, Helm, Parker, Holloway, Lester and Hickman.   Voting against the motion were none.

13.   **NEW PROGRAMS.**

    a.   Regent Holloway made a motion, seconded by Regent Helm, to approve the request from the University of Oklahoma to offer the Graduate Certificate in Design Entrepreneurship and Real Estate and the Graduate Certificate in Resilient Planning, Design and Construction. Voting for the motion were Regent Massey, Stricklin, Helm, Parker, Holloway, Lester, Hickman and Turpen.   Voting against the motion were none.

    b.   Regent Holloway made a motion, seconded by Regent Lester, to approve the request from East Central University 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. Voting for the motion were Regent Stricklin, Helm, Parker, Holloway, Lester, Hickman, Turpen and Massey.   Voting against the motion were none.

    c.   Regent Holloway made a motion, seconded by Regent Parker, to approve the request from Northeastern State University to offer the Bachelor of Arts in Creative Writing and the Certificate in Geographic Information Systems. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and Stricklin.   Voting against the motion were none.

d. Regent Holloway made a motion, seconded by Regent Stricklin, to approve the request from Northwestern Oklahoma State University to offer the Master of Science in General Psychology. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and Helm.   Voting against the motion were none.

e. Regent Holloway made a motion, seconded by Regent Stricklin, to approve the request from Oklahoma City Community College to offer the Associate in Applied Science in Anesthesia Technology. Voting for the motion were Regent Holloway, Lester, Hickman, Turpen, Massey, Stricklin, Helm and Parker.   Voting against the motion were none.

f. Regent Holloway made a motion, seconded by Regent Lester, to approve the request from Oklahoma State University – Oklahoma City to offer the Certificate in Surveying Core Technology. Voting for the motion were Regent Lester, Hickman, Turpen, Massey, Stricklin, Helm, Parker and Holloway.   Voting against the motion were none.

14. **PROGRAM DELETIONS.** Regent Holloway made a motion, seconded by Regent Lester, to approve the following request for program deletions:

a. East Central University requested to delete the Bachelor of Science in Athletic Training.

b. Southeastern Oklahoma State University requested to delete the Bachelor of Arts in Social Studies Education and the Bachelor of Arts in Spanish Education.

Voting for the motion were Regent Hickman, Turpen, Massey, Stricklin, Helm, Parker, Holloway and Lester.   Voting against the motion were none.

15. **POLICY.**

a. Regent Holloway made a motion, seconded by Regent Helm, to approve policy revisions to the *Concurrent Enrollment* policy and the *Institutional Admission and Retention* policy. Voting for the motion were Regent Turpen, Massey, Stricklin, Helm, Parker, Holloway, Lester and Hickman.   Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent Stricklin, to approve policy revisions to the *Undergraduate Transfer and Articulation* policy. Voting for the motion

were Regent Massey, Stricklin, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.

c. Regents reviewed the proposed revisions to the *Academic Program Approval* policy. This item was for posting only.

16. **POLICY EXCEPTION.** Regent Holloway made a motion, seconded by Regent Parker, to approve the request for policy exceptions for a pilot project proposed by the University of Science and Arts of Oklahoma (USAO). These policy exceptions will allow USAO to move to a more holistic admission process. Voting for the motion were Regent Stricklin, Helm, Parker, Holloway, Lester, Hickman, Turpen and Massey. Voting against the motion were none.

17. **AUTHORIZATION OF PRIVATE INSTITUTIONS.** Regent Holloway made a motion, seconded by Regent Lester, to authorize private institutions to operate in Oklahoma. Regent Helm Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.

18. **POLICY.**

a. Regents reviewed the proposed revisions to the *Brad Henry International Scholarship Program* policy. This item was for posting only.

b. Regents reviewed the proposed revisions to the *Council on Information Technology* policy. This item was for posting only.

19. **COMMENDATIONS.** Regent Helm 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 Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and Helm. Voting against the motion were none.

20. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

21. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Stricklin, to approve the following consent docket items:

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

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.

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

   (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.

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

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

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

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

g. Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award an honorary degree.

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

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.

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

Voting for the motion were Regent Holloway, Lester, Hickman, Turpen, Massey, Stricklin, Helm and Parker. Voting against the motion were none.

22. **REPORTS.** Regent Parker made a motion, seconded by Regent Stricklin, to accept the following reports:

a. Programs. Current status report on program requests.

b. Annual Reports.

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

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

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

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

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

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

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

Voting for the motion were Regent Lester, Hickman, Turpen, Massey, Stricklin, Helm, Parker and Holloway. Voting against the motion were none.

23. **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.

24.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Massey announced that the next regular meetings are scheduled to be held on Wednesday, June 28, 2017 at 10:30 a.m. and Thursday, June 29, 2017 at 9:00 a.m. at the State Regents Office in Oklahoma City.

25.   **RECESS.** Regent Massey suspended the meeting due to pending legislation which may affect appropriations to the State System. The State Regents meeting resumed at 11:00 a.m. on Friday, May 26, 2017, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma, however, the pending legislation had still not passed and Regent Helm made a motion, seconded by Regent Lester to recess until 11:20 a.m. The State Regents meeting resumed at 11:20 a.m. however, the pending legislation had still not passed and Regent Helm made a motion, seconded by Regent Parker to recess until 11:41 a.m.   After the recess, the State Regents approved the allocation of state appropriated funds.   Present for the meeting were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen.

26.   **E&G BUDGET.**

a.   **REGENT HELM MADE A MOTION, SECONDED BY REGENT TURPEN, TO APPROVE THE ALLOCATION OF STATE APPROPRIATED FUNDS TO INSTITUTIONS AND PROGRAMS FOR FY2018 AND ACCEPT THE FY2018 BUDGET PRINCIPLES AND GUIDELINES.** Voting for the motion were Regent Hickman, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester.   Voting against the motion were none.

25.   **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
Thursday, May 25, 2017

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Thursday, May 25, 2017, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on October 13, 2016. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen and John Massey. Regent Massey called the meeting to order and presided.

3. **PUBLIC HEARING.**

   a. Regents reviewed the proposed changes to academic service fees for Northwestern Oklahoma State University (NWOSU). Vice Chancellor for Budget and Finance Amanda Paliotta stated that this fee would support the Doctor in Nursing Practice program and will support implementation of a new online software program to help students complete the program.

   b. There were no public comments made on the academic service fee hearing.

4. **SIGNING CEREMONY.** Representatives from the Tribal Education Departments National Assembly (TEDNA) were present to sign a Memorandum of Understanding (MOU) with the Oklahoma State Regents for Higher Education (OSRHE) to collaborate on higher education programs within Oklahoma tribes. This collaboration will improve educational opportunities and outcomes for American Indian and Alaska Native students. Dr. Gloria Sly, Education Liaison for the Cherokee Nation and President of TEDNA, Mr. Quinton Roman Nose, Executive Director of TEDNA, Chancellor Johnson and Chairman Massey all signed the MOU.

   Dr. Sly stated that the TEDNA national organization works with tribes to develop tribal education programs and provides over 4,000 scholarships each semester. She stated that she hopes to help other tribes with their educational programs through this MOU. Mr. Roman Nose stated he hopes this agreement will help them move forward with education and take this model to other states and tribes.

   Vice Chancellor for Academic Affairs Debbie Blanke introduced several other TEDNA members that were present for the ceremony:
   • Mr. Phil Gover, Founding Director of Sovereign Schools Project, TEDNA;
   • Ms. Tresha Spoon, Director of Education for the Absentee Shawnee Tribe;
   • Ms. Catherine Parker, Director of Higher Education for the Comanche Nation;
   • Mr. Jacob Tsotigh, University of Oklahoma South Central Technical Assistance Center;
   • Dr. Jerry Bread, University of Oklahoma Native American Studies, retired;
   • Mr. Julian Guerrero, Associate Director of TEDNA;

- Ms. Chloe Roughface, Administrative Assistant for TEDNA – Native Youth Community Projects (NYCP);
- Ms. Sydney Wahkinney, Resource Coordinator for TEDNA-NYCP; and
- Mr. Dwight Pickering, Director of Indian Education for the Oklahoma State Department of Education.

Additionally, Vice Chancellor Blanke recognized the following OSRHE staff for their work on facilitating the TEDNA partnership:
- Mr. Matt Higdon, Director of Student Preparation;
- Ms. Lisa Nelson, Assistant Director of Student Preparation; and
- Ms. Shiela Smith, Reach Higher Administrator.

5. **MERCER HAMMOND.** Ms. Beth Johnson, Mr. Tim Westrich, and Matt Reckamp from Mercer-Hammond were present to facilitate a discussion regarding the Oklahoma State Regents for Higher Education's current investments. Ms. Johnson, Mr. Westrich and Mr. Reckamp discussed the current market environment, investment returns and investment manager recommendations.

6. **EXECUTIVE SESSION.** Regent Stricklin made a motion, seconded by Regent Parker, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

7. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that there will most likely be a revenue shortfall in June from the two oil gross production funds and this shortfall will be prorated across the institutions. For the FY18 budget, she stated the debt service obligations will be taken care of first and the cut to the institutions will be 6.1 percent.

8. **LEGISLATIVE UPDATE.** Chancellor Johnson distributed the current list of legislation being considered at the State Capital.

9. **TASK FORCE REPORTS.**

   a. **Online Education Task Force.** Vice Chancellor Blanke stated that the next meeting of the Online Education Task Force will be June 29, 2017 and the year-end report will be presented at that meeting.

   b. **State Regents Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the task force is currently working with the Oklahoma Department of Mental Health and Substance Abuse Services to ensure campuses have access to mental health training opportunities.

10. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the May 2017 update on institutional activities via e-mail.

11. **CALENDAR OF EVENTS.** Chancellor Johnson discussed several upcoming events:

- Thursday, May 25, 2017 – State Regents Task Force on the Future of Higher Education meeting – 1:00 p.m. in the PHF Conference Center Colloquium Room.

- Thursday, May 25, 2017 – State Regents Dinner – 6:00 p.m. at Bellini's.

- Friday, May 26, 2017 – Reception for Regent Jeff Hickman – 8:30 a.m. at the State Regents office in Oklahoma City.

- 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.

- Wednesday, September 6, 2017 – State Regents Meeting – 10:30 a.m. at the State Regents office in Oklahoma City.

- Wednesday, September 6, 2017 – State Regents Task Force on the Future of Higher Education meeting – 1:00 p.m. in the PHF Conference Center Colloquium Room.

- Wednesday, September 6, 2017 – State Regents Dinner – 6:00 p.m. – location TBA.

- Thursday, September 7, 2017 – State Regents Meeting – 9 a.m. at the State Regents office in Oklahoma City.

12. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

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John Massey, Chairman   Jay Helm, Secretary