



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

February 1, 2018

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 1, 2018 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 February 1, 2018.

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

A G E N D A

Thursday, February 1, 2018 – 9:15 a.m.
Or immediately following the 8:30 a.m. meeting
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Ron White, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion).
5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

STUDENTS

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

ACADEMIC

7. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Master of Arts in Social Foundations of Education. Page 5.
 - b. Rogers State University. Approval to offer the Certificate in Cybersecurity and Information Assurance. Page 15.
 - c. Redlands Community College. Approval to offer the Certificate in Enology and the Certificate in Viticulture. Page 23.
8. **Program Deletions.** Approval of institutional requests for program deletions. Page 29.
9. **Summer Academies.** Approval of the 2018 Summer Academy Grants. Page 33.
10. **Oklahoma's Promise.**
 - a. Adoption of proposed permanent rule revisions. Page 37.

- b. Presentation of the Oklahoma's Promise Year End Report for 2016-17. Page 47.
- 11. **Academic Scholars.** Adoption of proposed permanent rule revisions. Page 55.
- 12. **Policy.** Posting of revisions to the Professional Programs policy. Page 59.
- 13. **State Authorization.** Requests to authorize private institutions operating in Oklahoma. Page 85.

FISCAL

- 14. **E&G Budget.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 89.
- 15. **Policy.** Approval of revisions to the investment policy. Page 91.
- 16. **Contracts and Purchases.** Approval of FY-2018 Purchases in excess of \$100,000. Page 103.
- 17. **Investments.** Approval of investment managers. Page 105.

EXECUTIVE

- 18. **Task Force on the Future of Higher Education.** Acceptance of the Task Force on the Future of Higher Education's Final Report. Page 107.
- 19. **APA Rules.** Adoption of Suspension or Non-Renewal of Professional and Commercial Drivers Licenses Administrative Rule. Page 109.
- 20. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 115.
- 21. **Executive Session.** Page 117.
 - 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

22. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Programs. Program Modifications. Approval of institutional requests. Page 119.
 - b. Suspensions. Approval of institutional requests. Page 129.
 - c. Academic Nomenclature. Ratification of institutional requests. Page 131.
 - d. Electronic Delivery.
 - (1) University of Oklahoma College of Law. Approval to offer the Master of Laws in Law, the Graduate Certificate in Energy and Natural Resources Law, and the Graduate Certificate in Indigenous Peoples Law through online delivery. Page 133.
 - (2) Cameron University. Approval to offer the Bachelor of Science in Organizational Leadership through online delivery. Page 135.
 - e. High School Courses for College Admission. Ratification of requests to approve high school courses for college admission. Page 137.
 - f. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 139.
 - g. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2017. Page 141.
 - (2) Personnel. Ratification of appointment of Assistant Vice Chancellor and Project Director for GEAR UP. Page 143.
 - h. Resolution. Approval of a resolution recognizing retiring staff. Page 149.

REPORTS

23. **Reports.** Acceptance of reports listed.
- a. Programs. Current status report on program requests. Page 151. (Supplement)
 - b. Annual Reports.
 - (1) Acceptance of the 2017 Employment Outcomes Report. Page 153.
 - (2) Financial Aid Report. Acceptance of Student Financial Aid at State System Institutions for 2015-16. Page 157.

24. **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.
25. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, March 28, 2018 at 10:30 a.m. and Thursday, March 29, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.
26. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2018

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of November 22, 2017 through January 18, 2018.

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 November 22, 2017 through January 18, 2018:

- Met with Secretary of Education and Workforce Development Natalie Shirley, State Superintendent Joy Hofmeister, and CareerTech State Director Marcie Mack in Oklahoma City to discuss K-12, higher education, and CareerTech issues.
- Participated in Oklahoma Educational Television Authority (OETA) Board of Directors Executive Committee conference call to discuss OETA issues.
- Attended Greater Oklahoma City Chamber of Commerce meeting with Northrop Grumman Vice President Richard Sullivan to discuss higher education and workforce development issues.
- Met with Oklahoma State Chamber President Fred Morgan in Oklahoma City to discuss higher education issues.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Met with Rose State College (RSC) President Jeanie Webb and Lieutenant General Lee Levy in Oklahoma City to discuss higher education issues.
- Participated in conference call with East Central University (ECU) President Katricia Pierson to discuss higher education issues.
- Attended reception hosted by Lieutenant General Lee Levy at Tinker Air Force Base.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Met with Secretary of Agriculture Jim Reese in Oklahoma City to discuss higher education issues.
- Attended State Chamber Board of Directors meeting at the Cox Convention Center in Oklahoma City.
- Met with Treasurer Ken Miller in Oklahoma City to discuss higher education issues.
- Met with Representative Avery Frix in Oklahoma City to discuss higher education issues.
- Attended Rose State College (RSC) reception hosted at Rose State College in Midwest City.
- Met with Attorney General Mike Hunter in Oklahoma City to discuss higher education issues.
- Hosted annual holiday luncheon for State Regents Staff at the State Regents office in Oklahoma City.

- Participated in conference call with Campus Compact Executive Director Andrew Seligsohn to discuss higher education issues.
- Met with Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues.
- Met with Oklahoma Teachers Retirement System Executive Director Tom Spencer in Oklahoma City to discuss higher education issues.
- Met with first year OU College of Law mentees and Regent Andy Lester in Oklahoma City.
- Participated in conference call with Superintendent Joy Hofmeister to discuss higher education issues.
- Attended Governor Fallin's holiday reception at the Governor's Mansion in Oklahoma City.
- Attended and provided remarks at State Board of Equalization meeting at the State Capitol in Oklahoma City.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Met with Tulsa Community College (TCC) President Emeritus Tom McKeon in Oklahoma City to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Executive Committee conference call to discuss higher education issues.
- Met with Northwestern Oklahoma State University (NWOSU) President Janet Cunningham in Oklahoma City to discuss higher education issues.
- Participated in conference call with Redlands Community College (RCC) President Jack Bryant to discuss higher education issues.
- Participated in conference call with Representative Jadine Nollan to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Met with Secretary of Education and Workforce Development Dave Lopez in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma A&M Board of Regents Executive Director Jason Ramsey to discuss higher education issues.
- Attended memorial service for Senator Norman Lamb in Enid.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) Executive Committee to discuss higher education issues.
- Attended event honoring former State Regent Carl Renfro in Tonkawa.
- Participated in conference call with Art Coleman to discuss higher education issues.

Meeting of the
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AGENDA ITEM #6:

Students.

This will be an oral presentation.

Meeting of the
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February 1, 2018

AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Master of Arts in Social Foundations of Education.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Master of Arts in Social Foundations of Education, 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 Arts in Social Foundations of Education.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2019; and
Graduates: a minimum of 3 students in 2019-2020.

BACKGROUND:

Academic Plan

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

CAS, College of Arts and Sciences

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

CASNR, College of Agricultural Sciences and Natural Resources

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

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

CEAT, College of Engineering, Architecture and Technology

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

COE, College of Education

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

COHS, College of Human Sciences

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

SSB, Spears School of Business

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

CVHS, Center for Veterinary Health Sciences

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

OSU-Tulsa

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

OSU-CHS, Center for Health Sciences

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

New Academic Programs under consideration or proposal

CAS

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

CASNR

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

CEAT

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

COE

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

COHS

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

SSB

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

OSU-CHS

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

APRA Implementation

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

priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

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

Program Review

OSU offers 247 degree and/or certificate programs as follows:

32	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
91	Baccalaureate Degrees
78	Master’s Degrees
46	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Master of Arts in Social Foundations of Education at their September 8, 2017 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Master of Arts in Social Foundations of Education

Program purpose. The proposed program is designed for current working professionals/certified teachers who wish to increase their knowledge base in core areas, including history, philosophy, sociology, and anthropology of education.

Program rationale and background. The proposed program will enhance practitioners’ and leaders’ marketability and their capacity to earn professional development credits. Additionally, the degree will prepare students who wish to continue their education and earn a doctorate or other terminal degree in education and related fields. The curriculum for the program is interdisciplinary and designed to attract students with broad interests in education, particularly in examining the relationship of education and educational policy to social, cultural, economic, and political forces. OSU anticipates students pursuing the degree will come from varied academic backgrounds, including education, history, sociology, anthropology philosophy, and other related fields.

Employment opportunities. The proposed program is not designed to lead to immediate employment but will serve as an added credential for individuals seeking to advance in their careers. Most educators who seek to broaden their knowledge and employment opportunities and those who wish to continue on to earn a doctorate or other terminal degree recognize the benefits of obtaining a master’s degree. Particularly, K-12 public school teachers in Oklahoma are encouraged to pursue professional development credits for earning graduate credit hours and degrees in any academic area within the field of education. A Master of Arts in Social Foundations of Education can qualify professionals for specialist and leadership positions within their schools and district offices. OSU is confident students completing the proposed program will benefit through increased employment opportunities.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2019
Minimum Graduates from the program	3	2019-2020

Duplication and impact on existing programs. There are no Master of Arts in Social Foundations of Education programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 30, 2017. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Social Foundations of Education program will consist of 36 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	12
Research and Inquiry	9
Electives	9
Thesis	6
Total	36

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

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

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

Program resource requirements. Program resource requirements for the Master of Arts in Social Foundations of Education are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$30,411	\$60,822	\$60,822	\$60,822	\$60,822
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$301.25 per credit hour for in-state students and \$1,087.00 per credit hour for out-of-state students. OSU estimates student enrollment of 3,6,6,6 and 6 students in years 1 through 5. OSU anticipates students completing 18 credit hours per academic year.</i>					
TOTAL	\$30,411	\$60,822	\$60,822	\$60,822	\$60,822

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$23,250	\$46,500	\$46,500	\$46,500	\$46,500
<i>Narrative/Explanation: Courses will be taught by current faculty. The amounts above reflect 1 faculty and 2 adjunct faculty at .15 FTE.</i>					
Graduate Assistants	\$3,953	\$7,906	\$7,906	\$7,906	\$7,906
<i>Narrative/Explanation: The amounts above are budgeted for a graduate tuition waiver and stipend for 1 graduate assistant in year one and 2 graduate assistants in years 2 through 5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$4,000	\$3,000	\$3,000	\$3,000
<i>Narrative/Explanation: The amounts above are budgeted for expenses related to recording and production of lecture videos.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$29,203	\$58,406	\$57,406	\$57,406	\$57,406

Attachment

**OKLAHOMA STATE UNIVERSITY
MASTER OF ARTS IN SOCIAL FOUNDATIONS OF EDUCATION**

Program Requirements		Credit Hours
Core Courses		12
*SCFD 5123	History of Education	3
*SCFD 5713	Educational Philosophy	3
SCFD 5873	Culture, Society, and Education	3
SCFD 5883	Educational Sociology	3
Research and Inquiry		9
Select 9 credit hours from the following courses		
CIED 5073	Pedagogical Research	3
STAT 5043	Sample Survey Designs	3
HIST 5023	Historical Methods	3
REMS 5013	Research Design and Methodology	3
REMS 5953	Statistical Methods in Education	3
SCFD 5913	Introduction to Qualitative Inquiry	3
SOC 5243	Social Research Design	3
SOC 5263	Quantitative Analysis of Social Research	3
SOC 5273	Qualitative Research Methods	3
SOC 5283	Advanced Qualitative Sociological Research	3
Electives		9
Select 9 credit hours from the following courses		
SCFD 5223	Role of the Teacher in American Schools	3
SCFD 5923	Popular Culture and Education	3
SCFD 5900	Problems and Issues in Social Foundations	1-3
SCFD 5993	Urban Education	3
SCFD 6853	Anthropology of Education	3
CIED 5623	Multicultural and Diversity Issues in Curriculum	3
CIED 5723	Gender and Curriculum	3
EDLE 5813	Leadership Theory and Ethical Decision Making	3
EDLE 5953	Developing Educational Organizations	3
HIST 5120	Readings Seminar in American History	3
HIST 5220	Research Seminar in American History	3

HIST 5140	Readings Seminar in European and World History	3
HIST 5240	Research Seminar in European and World History	3
SOC 5063	Seminar in Social Inequality and Stratification	3
SOC 5663	American Pluralism, Race, and Ethnicity in American Life	3
SOC 5493	Seminar in Environmental Justice	3
SCFD 5720	Education Workshop (Community Engagement and Advocacy)	
Thesis		6
SCFD 5000	Master's Report or Thesis	
Total		36

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2018

AGENDA ITEM #7-b:

New Programs.

SUBJECT: Rogers State University. Approval to offer the Certificate in Cybersecurity and Information Assurance.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's request to offer the Certificate in Cybersecurity and Information Assurance, 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.

- **Certificate in Cybersecurity and Information Assurance.** This certificate is embedded within the Bachelor of Technology in Applied Technology (107) and will be included in the regular 5-year program review due in 2020.

BACKGROUND:

Academic Plan

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

Inspire Student Learning and Development (Strategic Plan Goal #1)

- Implement a co-requisite model for developmental studies (Goal 1.1.1.1 and 1.1.1.6)
 - ◆ Pair developmental courses with college-level coursework with supplemental learning opportunities to increase student success
- Offer unique student experiences (Goal 1.1.1.2 and 1.1.1.3)
 - ◆ Military History Day
 - ◆ Fine Arts Summer Studies-At-Large program
 - ◆ Fine Arts student and faculty gallery exhibitions
 - ◆ Internships with businesses and agencies including Phillips 66, Will Rogers Museum, Davis Gun Museum, University of Tulsa Special Collections, RSU TV and radio, energy and environmental companies
 - ◆ Multicultural student activities and events, including the Inclusion Project
 - ◆ Bartlesville Student Center addition
- Offer improved student experiences (Goal 1.1.1.2)
 - ◆ New comprehensive first-year student experience program
- Implement new Career Services digital platform to enhance and streamline services. (Goal 1.1.1.5 and 4.1.2.1)

- Create web-based hub for internship opportunities for students. (Goal 1.1.2.1 and 1.2.2.1)
- Provide video-based (e.g., Skype) personal counseling services to students at Bartlesville and Pryor campuses. (Goal 1.1.1.5 and 4.1.2.1)
- Obtain equipment (braille labeler, FM classroom system) for students with physical disabilities. Purchase software to help decrease dependence on student note takers. (Goal 1.1.1.5 and 4.1.2.1)
- Expand community partnerships in Mayes, Washington, and Tulsa Counties to increase opportunities for volunteerism across all campuses and to build more connections in Tulsa. (Goal 1.1.2.1 and 4.2.4.1)

Advance Institutional Excellence, Innovation & Tradition (Strategic Plan Goal #2)

- Offer new degrees and certificates (Goal 2.1.4.1, 4.2.2.1, and 4.2.2.2)
 - ◆ Cyber Security certificate
 - ◆ EMS Paramedic certificate
 - ◆ National Security Studies minor (in development)
 - ◆ Actuarial Science degree (in development)
 - ◆ Environmental Regulation (in development)
 - ◆ Implement articulation agreement with Bismarck State College and Grand River Dam Authority in Power Plant and Process Plant Technology
 - ◆ Continuing education opportunities
 - Through RSU Works online portal and face-to-face classes. RSUWorks is a collaborative project between RSU Public TV and Las Vegas Public Television to offer non-credit classes and training programs. Audience will be regional business and industry, as well as lifelong learners.
- Disability Services will implement longer office hours during the first three weeks of each new semester to ensure effective and efficient completion of accommodation requests. (Goal 2.1.1.4)
- Student Activities intends to create a competitive tradition during Hillcamp (new student orientation) that will build year upon year. (Goal 2.1.4.1)
- Strengthen focus on effective customer service throughout the university. (Goal 2.1.1.4 and 4.1.2.1)

Engage Relevant Stakeholders (Strategic Plan Goal #3)

- Create community pathways (Goal 3.1.2.1 – 3.1.2.6 and 3.1.3.1)
 - ◆ Math and Science faculty deliver STEM workshops in area schools
 - ◆ EMS students participate and collaborate with Claremore Indian Hospital for Car Seat Safety Fair
 - ◆ EMS students provide CPT and First Aid training classes to community groups
 - ◆ Host Google camp at Pryor campus
 - ◆ Alumni reunion events
- Residential Life will re-connect with alumni who served as Resident Assistants (RA) with plans to develop an RA reunion to coincide with future Homecoming festivities. (Goal 3.1.2.5 and 3.1.2.6)
- Continue strengthening university branding initiatives, as well as increase market presence in our targeted geographic locations. (Goal 3.1.1.1 – 3.1.1.3)
- Continue to expand private giving and support to help off-set declining state allocations. (Goal 3.1.4.1 and 3.1.4.2)
- Expand and develop comprehensive community engagement initiatives designed to increase the amount of student volunteerism in the Rogers County area. (Goal 3.1.2.3)

Enhance Enrollment Growth and Development (Strategic Plan Goal #4)

- Enrollment Stabilization & Growth Plan – Launch of Drive for 5000: Increase student headcount by 250 persons each year through a combination of increased admission and retention gains. (Goal 4.1.2.1)
- Admissions Focus: (Goal 4.2.1.1 – 4.2.1.4)
 - ◆ Accelerate lead generation through use of search service.
 - ◆ Increase promotional efforts including social, commercial and print media in regional recruitment areas.
 - ◆ Accelerate HS visits in Tier 1 OK, AR, MO, KS schools.
 - ◆ Establish faculty, current student and alumni recruitment team to supplement professional staff team.
 - ◆ Expand international recruitment efforts in SE Asia and survey additional markets in Central America and Eastern Europe.
 - ◆ Expand recruitment efforts for adult learners including transfer students from feeder community colleges and adult returning students to Reach Higher.
 - ◆ Expand outreach efforts to veteran, Hispanic and native communities.
 - ◆ Leverage Raise Me scholarship opportunities in collaboration with OU
 - ◆ Re-structure financial aid awards and increase leveraging strategies to targeted student populations include high-EFC families.
- Retention Focus: (Goal 4.2.3.1 – 4.2.3.3)
 - ◆ Launch analytics functionality of Jenzabar Retention module for FTFT 2017 cohort
 - ◆ Increase utilization of Jenzabar Retention Early Alert system in collaboration with financial aid attendance tracking and mid-term grading efforts
 - ◆ Develop initial phase of First Year Experience program; Mandatory New Student Orientation participation and required College Orientation course to start in fall 2018.
 - ◆ Identify and resolve obstacles to student success; explore 100% professional advising strategy, institute exit interview/survey for exiting students (withdrawal and transfer), develop communications plan and online support service programming.
 - ◆ Launch '15 to Finish' enrollment campaign to improve persistence and graduation rates
 - ◆ Increase training for faculty and students on Jenzabar degree auditing tools to enable greater student responsibility for progress toward degree
 - ◆ Examine and change RSU policies and procedures that are not student success centered.
 - ◆ Re-engineer our college readiness support structure, including advising, course offerings, academic support services, tracking and intervention strategies.
- Partnership Initiatives: (Goal 4.2.4.1 and 1.1.2.1)
 - ◆ Partnership with Tulsa Community College on international student admissions & transfer student pipeline. Current discussion includes ESL/IEP resource/program collaboration; joint-admission and residential housing sharing.
 - ◆ Promotional Partnership with City of Claremore on highway billboards and signage on major arteries surrounding city.
 - ◆ Claremore Chamber of Commerce partnership to adopt 'Hillcat Friday' across the city; initiative would include selling RSU gear, promoting the wearing of RSU gear and business discounts for RSU ID holders, etc. for current students and special offerings for prospective students and families who take campus tours and visit local businesses.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and

activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

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

Program Review

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

1	Certificate
10	Associate in Arts or Sciences Degrees
3	Associate in Applied Science Degrees
19	Baccalaureate Degree
1	Master’s Degree
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. RSU’s governing board approved the Certificate in Cybersecurity and Information Assurance at their May 11, 2017 meeting. RSU is currently approved to offer the following degree programs through online delivery:

- Associate in Science in Computer Science (097);
- Associate in Arts in Business Administration (004);
- Associate in Arts in Liberal Arts (023);
- Bachelor of Technology in Applied Technology (107);
- Bachelor of Science in Business Info Technology (108);
- Bachelor of Arts in Liberal Arts (109); and
- Bachelor of Science in Business Administration (113).

RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Cyber Security and Information Assurances

Program purpose. The proposed program will prepare students to take the CompTIA Security+ exam.

Program rationale and employment opportunities. The U.S. Department of Labor reports the median annual wage for information security practitioners is \$90,000 and that career opportunities are expected to increase nationally by 18 percent through 2024. In Oklahoma, the Oklahoma Employment Security Commission projects career opportunities to increase 12.5 percent. Although a bachelor’s degree is preferred for employment, many employers also prefer candidates who possess professional certification. The proposed certificate will serve as an added credential for those individuals who have already earned a degree or for those majoring in another related discipline. Additionally, upon successful completion of the program, students will be prepared to take the CompTIA Security+ exam, which meets the ISO 17024 standard and is approved by the U.S. Department of Defense to fulfill Directive 8570.01-M requirements, which requires that all Information Assurance personnel be compliant with the mandated IT and Security certification standards. Furthermore, two of the courses required in the curriculum are part of the Information Systems Security and Assurance Curriculum (ISSA) as confirmed by the Information Assurance Courseware Evaluation Program at the National Security Agency. RSU believes the proposed certificate will prepare students for careers in Information Security and allow students to better compete for jobs in a growing field.

Student demand. The proposed program is expected to fulfill student demand within the Bachelor of Technology in Applied Technology (107) program.

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

Institution	Existing Program
Rose State College	Certificate in Cyber Security (31)
Oklahoma City Community College	Certificate in Cyber/Information Security (139)

A system wide letter of intent was communicated by email September 4, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent October 11, 2017. Neither OU nor any other State System institution notified the State Regents’ office of a protest. Due to distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 19 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	19
Total	19

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

Delivery method. The proposed program is embedded within the Bachelor of Technology in Applied Technology (107), which was approved for online delivery at the February 18, 2000 State Regents' meeting, and will also be offered via electronic media.

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Technology in Applied Technology (107) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**ROGERS STATE UNIVERSITY
CERTIFICATE IN CYBERSECURITY AND INFORMATION ASSURANCE**

Certificate Requirements		Credit Hours
Program Requirements		19
IT 1411	Orientation to Computer Technology	1
IT 2143	Introduction to Networking	3
IT 2153	Network Operation Systems I	3
IT 3333	Cybersecurity Investigations	3
IT 4353	Information Assurance and Security Management	3
IT 4373	Information Assurance Regulation and Ethics	3
IT 4443	Fundamentals of Information Security	3
Total		19

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AGENDA ITEM #7-c:

New Programs.

SUBJECT: Redlands Community College. Approval to offer the Certificate in Enology and the Certificate in Viticulture.

RECOMMENDATION:

It is recommended that the State Regents approve Redlands Community College's requests to offer the Certificate in Enology, via traditional and electronic delivery, and the Certificate in Viticulture, 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.

- **Certificate in Enology.** This certificate is embedded within the Associate in Applied Science in Sustainable Agriculture (085) and will be included in the regular 5-year program review.
- **Certificate in Viticulture.** This certificate is embedded within the Associate in Applied Science in Sustainable Agriculture (085) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Redlands Community College's (RCC) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

Priorities

1. Full implementation of co-requisite models
2. Development of Math pathways encompassing statistics and calculus
3. Algebra III course development and execution at El Reno High School
4. Enhancement of advising practices for increased retention
5. Increase utilization of Early Alert System to increase successful course completion

Programs

1. Currently evaluating the feasibility of restructuring degree options related to AA in General Studies program
2. Investigating possible additional degree programs

APRA Implementation

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

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

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

Program Review

RCC offers 37 degree and/or certificate programs as follows:

15	Certificates
14	Associate in Arts or Sciences Degrees
8	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RCC's faculty developed the proposals, which were reviewed and approved by institutional officials. RCC's governing board approved the Certificate in Enology and the Certificate in Viticulture at their October 19, 2017 meeting. RCC is currently approved to offer the following degree programs through online delivery:

- Associate in Arts in Family Studies and Child Development (084);
- Associate in Applied Science in Criminal Justice (045);
- Associate in Arts in Enterprise Development (675); and
- Associate in Science in Enterprise Development (676).

RCC 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:

**Certificate in Enology
Certificate in Viticulture**

Program purpose. The proposed certificates are designed to prepare students for direct entry into the wine industry or for currently employed individuals to update their skills and knowledge.

Program rationale and employment opportunities. The courses required for the certificates are offered through the Viticulture Enology Science and Technology Alliance (VESTA) partnership between accredited higher education institutions, vineyards, and wineries across the United States. VESTA consists of 16 colleges and universities in 12 states collaborating with industry to have a 21st century vision for education in grape growing, winemaking, and business management. The mission of VESTA is to address the technical workforce needs of the U.S. grape and wine industry by providing industry-validated programs in viticulture, enology, and wine business entrepreneurship via online and field-based training that lead to technical certificates, associate degrees, and master’s degrees. RCC has been a member of the VESTA consortium since 2005. Careers in agriculture and related fields are one of the largest industries and long-term employment in the U.S. The United States Department of Agriculture predicts a 15 percent job growth for sustainable food and biomaterials production careers over the next five years. Therefore, knowledge of sustainable farming practices will be essential in the coming decades. Furthermore, Workforce Oklahoma Occupational Outlook 2018 indicates Oklahoma’s top 10 rapid growth industries to include scientific and technical services; specifically an 18 percent growth in beverage and tobacco product manufacturing. From 2007 to 2012, the number of wineries across the U.S. increased 48 percent. This rapid growth requires the technical workforce to fill upcoming job opportunities. RCC is confident that students completing the proposed certificates will be successful in their employment endeavors.

Student demand. The proposed programs are expected to fulfill student demand within the Associate in Applied Science in Sustainable Agriculture (085) program.

Duplication and impact on existing programs. There are no Certificate in Enology or Certificate in Viticulture programs offered in Oklahoma. A system wide letter of intent was communicated by email November 16, 2017. None of the State System institutions notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate programs will each consist of 15 total credit hours as shown in the following table. Three new courses will be added and the curricula are detailed in the attachments (Attachment A and B).

Content Area	Credit Hours
Course Options	15
Total	15

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

Delivery method. The proposed certificates will be delivered synchronously and asynchronously using Blackboard, Saba Meeting, and web conferencing. Video lecture will be available through Sonic Foundry's Mediasite system. Instructor lectures, industry interviews and tutorials will be captured, edited, compressed, and streamed from the VESTA Mediasite server, allowing students to access lecture content at all times. A variety of communication methods, including course announcements, emails, asynchronous discussions, and synchronous class meetings will be used to foster and reinforce the learning community.

Financing and program resource requirements. The proposed programs are embedded certificates within the Associate in Applied Science in Sustainable Agriculture (085) 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

**REDLANDS COMMUNITY COLLEGE
CERTIFICATE IN ENOLOGY**

Certificate Requirements		Credit Hours
Course Options		15
Select 15 credit hours from the following		
*ENO 1103	Introduction to Wine Microorganisms	3
ENO 1463	Introduction to Enology	3
ENO 2263	Sensory Evaluation	3
ENO 2462	Intermediate Enology	2
ENO 2683	Analysis of Must and Wine	3
ENO 2103	Enology Practicum	3
Total		15

ATTACHMENT B

**REDLANDS COMMUNITY COLLEGE
CERTIFICATE IN VITICULTURE**

Certificate Requirements	Credit Hours	
Course Options	15	
Select 15 credit hours from the following		
VIN 1113	Introduction to Viticulture	3
VIN 2013	Viticulture Practicum	3
VIN 2112	Integrated Pest Management	2
VIN 2142	Winter Viticulture Technology	2
VIN 2702	Marketing for the Small Winery	2
*VIN 2722	Winery Tasting Room Management	2
*VIN 2762	Fundamentals of Information Security	3
Total		15

*Denotes new courses

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AGENDA ITEM #8:

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:

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the programs listed below:

- Bachelor of Arts in Spanish (149)
- Associate in Science in Tribal Administration (154)
- Associate in Science in American Indian Studies (158)
- Associate in Science in Cheyenne Arapaho Tribal College General Studies (159)

Oklahoma City Community College (OCCC) requests authorization to delete the programs listed below:

- Associate in Applied Science in Biotechnology Research Assistant (115)
- Certificate in Biotechnology Research Assistant (119)
- Certificate in Computer Animation (160)
- Certificate in Game Design (152)
- Certificate in Medical Office Administration (107)
- Certificate in Legal Office Procedures (126)

POLICY ISSUES:

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

ANALYSIS:

SWOSU requests authorization to delete the Bachelor of Arts in Spanish (149). This program was approved at the June 29, 2006 State Regents' meeting. SWOSU reports:

- Despite recruitment efforts, the program failed to attract an adequate number of students to be viable and is no longer cost effective.
- There are currently six students are enrolled and will be allowed to complete the program.
- Eight courses will be deleted.
- Funds will be reallocated to the Education and General Fund.

SWOSU requests authorization to delete the Associate in Science in Tribal Administration (154). This program was approved at the December 4, 2008 State Regents' meeting. SWOSU reports:

- The Cheyenne Arapaho Tribal College has been closed as a result of defunding from the tribes.
- There are currently no students enrolled in the program.
- No courses will be deleted and will be used for a minor in Tribal Administration.
- No funds are available for reallocation.

SWOSU requests authorization to delete the Associate in Science in American Indian Studies (158). This program was approved at the September 9, 2010 State Regents' meeting. SWOSU reports:

- The Cheyenne Arapaho Tribal College has been closed as a result of defunding from the tribes.
- There are currently no students enrolled in the program.
- Twelve courses will be deleted.
- Funds will be reallocated to the Education and General Fund.

SWOSU requests authorization to delete the Associate in Science in Cheyenne Arapaho Tribal College General Studies (159). This program was approved at the September 9, 2010 State Regents' meeting. SWOSU reports:

- The Cheyenne Arapaho Tribal College has been closed as a result of defunding from the tribes.
- There are currently no students enrolled in the program.
- Two courses will be deleted.
- Funds will be reallocated to the Education and General Fund.

OCCC requests authorization to delete the Associate in Applied Science in Biotechnology Research Assistant (115) effective beginning the 2017-2018 academic year. This program was approved at the June 27, 1997 State Regents' meeting. OCCC reports:

- The program is no longer cost-effective due to consistently low enrollment and graduation rates.
- There is currently one student enrolled in the program.
- OCCC will provide the student with the opportunity to take the remaining courses through independent study through Summer 2018.
- Nine courses will be deleted.
- Funds will be reallocated to the Education and General Fund.

OCCC requests authorization to delete the Certificate in Biotechnology Research Assistant (119) effective beginning the 2017-2018 academic year. This program was approved at the August 28, 1998 State Regents' meeting. OCCC reports:

- The certificate is no longer cost-effective due to consistently low enrollment and graduation rates.
- There are currently no students enrolled in the program.
- Nine courses will be deleted.
- Funds will be reallocated to the Education and General Fund.

OCCC requests authorization to delete the Certificate in Computer Animation (160) effective beginning the 2017-2018 academic year. This program was approved at the December 3, 2009 State Regents' meeting. OCCC reports:

- The certificate has consistently low enrollment and graduation rates.
- There is currently one student enrolled in the program with an expected graduation date of Spring 2019.
- No courses will be deleted while the teach-out plan is in place.
- Funds will be maintained in the department and used for the Associate in Applied Science in Digital Media Design (006) program.

OCCC requests authorization to delete the Certificate in Game Design (152) effective beginning the 2017-2018 academic year. This program was approved at the October 23, 2008 State Regents' meeting. OCCC reports:

- The certificate has consistently low enrollment and graduation rates.
- There are currently 22 students enrolled in the program with an expected graduation date of Spring 2020.
- No courses will be deleted while the teach-out plan is in place.
- Funds will be maintained in the department and used for the Associate in Applied Science in Digital Media Design (006) program.

OCCC requests authorization to delete the Certificate in Medical Office Administration (107) effective beginning the 2017-2018 academic year. This program was approved in the 1992-1993 academic year. OCCC reports:

- The certificate has consistently low enrollment and graduation rates.
- There are currently nine students enrolled in the program with an expected graduation date of Spring 2020.
- Eleven courses will be deleted.
- Funds will be maintained in the department and used for other business related programs.

OCCC requests authorization to delete the Certificate in Legal Office Procedures (126) effective beginning the 2017-2018 academic year. This program was approved in the 1999-2000 academic year. OCCC reports:

- The certificate has consistently low enrollment and graduation rates.
- There is currently one student enrolled in the program with an expected graduation date of Spring 2020.
- OCCC indicates any required courses will be offered to accommodate the remaining student.
- Six courses will be deleted.
- Funds will be maintained in the department and used for other business related programs.

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AGENDA ITEM #9:

Summer Academies.

SUBJECT: Approval of the 2018 Summer Academy Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the 2018 Summer Academy proposals recommended for funding, with a fifty percent reduction equating to \$315,462 with a projected impact to 626 students, as described below.

BACKGROUND:

Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on mathematics, science and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals.

POLICY ISSUES:

The State Regents' Summer Academies provide stimulating learning opportunities to heighten students' interest and confidence in science, mathematics and multidisciplinary studies to further develop and promote their career and educational aspirations. The State Regents have ensured this successful program's continuation, even as appropriations to our state system of higher education have been reduced by 22 percent over the last three fiscal years.

ANALYSIS:

Prior to 2004, the State Regents' Summer Academy program included in-depth learning experiences through one-, two-, three- and even four-week Academies. Due to a severe cut in grant funding, Academies are now limited to one or two weeks. The Summer Academy grant program runs on a rotating basis depending on the funds available. Funding for successive years is contingent upon continued funding of the Summer Academy program and on program efficacy as demonstrated through internal and external evaluation of the programs.

Due to the severe budget cuts in recent years, impacts on the Summer Academies program are now unavoidable. In multiple-year academies, funding for years two and three of the Summer Academy is contingent upon available funding. The majority of FY18 funds allocated for the Summer Academies program were expended to fully fund the awards made for 2017 Summer Academies. Due to continued budget reductions, the spring allocation for the 2018 Summer Academies must now be reduced by 50 percent. The reduced spring 2018 allocation will be the last payment made for the three-year grant cycle

from 2016-2018. The attached list includes 25 academies being recommended for their third and final year of a three-year grant.

Without an increase in state appropriations to higher education in FY19, there will be no call for proposals for Summer 2019 Academies. It is hoped that funds will be restored and Summer Academies will resume in the FY20 budget year.

Outcomes

State Regents' staff receive many appreciative messages relative to the Summer Academy program. This is a small but representative sample:

- “My son really had a good time at camp. He came home saying that now he wants to pursue a career in Wildlife Biology. Until now, he didn't know about those career options.”
-
- “This camp is an amazing learning experience for me and all my new friends. It really has broadened my horizons and made me want to be an aerospace engineer.”
- “We wanted to thank you so much for the opportunity for our daughter to participate in the Math and Science Summer Academy at ORU this summer!”
- “The PIE Academy is a chance to explore something new. It provided me information in a field that I had little to no experience in. If I got the chance I would definitely attend again.”
- “Thank you Dr. Cheng and CSI team for the hard work to make this year's CSI Summer Academy great. I really enjoyed it. Thanks for allowing me to come and participate.”

Attachment

2018 Summer Academy Grants

Institution	Project Title	Grades served	Student Slots	2018 Recommended Funding
Cameron University	NanoExplorers	9-12	24	\$16,080
Cameron University	Science Detectives	8-10	12	\$6,360
East Central University	Computer Science and Robotics	8-12	10	\$12,060
East Central University	You Are What You Eat	8-9	16	\$6,700
Langston University	An Intensive Summer Academy in Mathematics and Science	10-12	18	\$23,760
Murray State College	MSC Summer College STEM Academy	8-9	50	\$16,250
Northeastern State University – Broken Arrow	Get Green for Blue: Outdoor Investigations to Connect Water to You	8-10	12	\$5,381
Northeastern State University – Tahlequah	Summer Robotics Academy	8-12	25	\$17,775
Oklahoma State University	Exploring the Benefits of Human-Animal Interaction	9-10	30	\$10,050
Oklahoma State University	Camp T.U.R.F (Tomorrow’s Undergraduates Realizing the Future)	9-10	25	\$16,800
Oklahoma State University	It’s a Polymer Life – Polymers of Everyday Life Sumer Academy	10-12	10	\$6,557
Oklahoma State University, Okmulgee	Emerging and Converging Technologies Academy	8-10	24	\$12,730
Oral Roberts University	A Hands-On Program in Mathematics and Science	9-10	40	\$13,400
Seminole State College	Peek Into Engineering (PIE)	9-12	22	\$14,520
Southwestern Oklahoma State University	SSMA: Summer Science and Mathematics Academy	10-12	32	\$21,425
Tulsa Community College	Math and Science in Health (MASH)	10-12	24	\$15,900

University of Central Oklahoma	CSI: A High School Summer Forensics Academy	9-12	36	\$11,725
University of Central Oklahoma	Be an Engineer: Change the World	8-10	15	\$7,949
University of Oklahoma	Oklahoma Mesonet: Mostly Weather with a Chance of Fun	9-10	30	\$10,050
University of Oklahoma	Collaborate, Create, Construct: Innovation Shaping the Built Environment	9-10	30	\$10,050
University of Oklahoma	Starship: Exploration	8	30	\$10,050
University of Oklahoma Health Sciences Center	Exploring Math and Science Academy (EMSA)	9	50	\$26,500
University of Science and Arts in Oklahoma	Where Does Our Food Come From and How Did it Get Here?	8-9	24	\$8,040
University of Tulsa	Summer Engineering Academy	8-11	12	\$5,300
University of Tulsa	Technology Education and Collaborative	8-9	25	\$10,050
Grand Total 2018 Summer Academy Awards			626	\$315,462

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AGENDA ITEM #10-a:

Oklahoma's Promise.

SUBJECT: Oklahoma's Promise. Adoption of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) as described below.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of \$55,000 or less at the time of application to the program. The student's family income must also not exceed \$100,000 when the student begins college (will be checked each year beginning in 2018-2019). SB 529 of the 2017 legislative session made several significant changes to the program which are described in the Analysis section below.

POLICY ISSUES:

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

ANALYSIS:

The proposed rule revisions are primarily related to statutory changes made in SB 529 that was passed during the 2017 legislative session. The changes related to SB 529 include:

Increasing the Application Income Limit: The income limit at the time of application in the 8th-10th grades is increased from \$50,000 to \$55,000 effective for 2017-2018. In addition, the definition of "income" is changed from "taxable and nontaxable" to "federal adjusted gross income" (AGI). The bill further increases the income limit to \$60,000 AGI beginning in 2021-2022. The change to \$55,000 is estimated to increase the percentage of Oklahoma families eligible to participate in the program from forty percent to forty-five percent and could potentially add 800-1000 participants to each high school

graduating class of students. The first high school students enrolling under the new higher income limit will graduate in 2020. Consequently, the first year of fiscal impact for this change will be FY 2020-2021.

Applying the Second Income Limit Each Year in College: Beginning in 2018-19, the \$100,000 second income limit will be checked each year the student is in college. Previously, the second income limit was checked only one time when the student started college. In 2018-2019, there will be no “grandfathering” of students who were already enrolled in college. Recent data indicates that 350-400 Oklahoma’s Promise college students in their sophomore through senior years have incomes over \$100,000 and will be disqualified. In addition, about five percent of Oklahoma’s Promise college students in their sophomore through senior years currently do not complete the federal financial aid application (FAFSA – Free Application for Federal Student Aid) which is used to verify income. These students will be required to complete the FAFSA and if their income is over \$100,000 will be disqualified. This change is expected to save approximately \$1.5 million per year.

Eliminating Award Payment for Remedial Courses: Beginning with the 2018-2019 academic year, the program will no longer pay for noncredit remedial courses. Two recent initiatives should help address student remedial needs.

- Many colleges and universities are moving toward addressing student remediation needs through credit-earning co-requisite courses that allow the student to earn college credit while simultaneously receiving the supplemental academic services they need.
- The Oklahoma State Department of Education, in partnership with the State Regents, the Oklahoma Department of Career and Technology Education, and the Southern Regional Education Board (SREB), is implementing a College Career Math Ready course for high school seniors who intend to go to college and who have already completed Algebra 1, Geometry, and Algebra II, but have scored below a 19 on the math section of the ACT test.

Capping the Number of Credit Hours for which the Scholarship Will Pay in College: SB 529 requires the State Regents to establish a maximum limit on the number of courses (credit hours or other postsecondary units) to which the scholarship will apply. Beginning with students graduating high school in 2017-18, the proposed revisions would set a general limit of 129 credit hours with exceptions granted for students enrolled in degree programs that require more than 129 credit hours (including first-time professional degrees that do not require an undergraduate degree, such as pharmacy). Following is additional information related to this recommendation.

- Most undergraduate degrees require either 120 credit hours (about thirty percent) or 124 credit hours (about fifty percent). The 129 credit hour limit will provide a limited amount of flexibility for students who change majors during their college career.
- About ten percent of college degrees require in excess of 129 credit hours. These include many engineering degrees and education degrees specializing in science and music. Some undergraduate architectural engineering programs require up to 157 credit hours.
- Data from Complete College America shows that, on average, students completing bachelor degrees take about five years and complete about 135 credit hours.

- Oklahoma’s Promise program data shows that about one percent of award expenditures is for courses taken after a student has accumulated 150 credit hours.
- Following are some comparisons of the recommendation for Oklahoma’s Promise to other scholarship and grant programs.

Program	Years of Award Eligibility	Credit Hour Limit
OKPromise (recommended)	5 years	129 credit hours or actual degree hours
Indiana 21 st Century Scholars (similar to OKPromise)	8 years	Award limited to equivalent of 4 yrs. of enrollment
Washington College Bound (similar to OKPromise)	5 years	Equivalent of 4 years
Federal Pell Grant (need-based)	6 years (150% of 4-yr degree)	180 credit hours (150% of 120 hr. degree)
Georgia HOPE Scholarship (merit scholarship)	7 years	127 credit hours
Louisiana TOPS Scholarship (merit scholarship)	4 years (8 semesters)	Continuous enrollment required
Tennessee HOPE Scholarship (merit scholarship)	5 years	120 credit hours or actual degree hours up to 136 hours
Complete College America Average for Bachelor’s Degree	5 years	135 credit hours

- The proposed limit would not include college credit hours earned by the student, but not paid for by Oklahoma’s Promise, including high school concurrent enrollment, Advanced Placement, College-Level Examination Program (CLEP), etc.

Authorizing More Postsecondary Career Technology Programs: SB 529 expands the number of programs at career technology centers for which the Oklahoma’s Promise award may be used. Previously, the statute limited participation to only career technology programs offered within a cooperative agreement between a technology center and a state system college. The new statute authorizes the award to be used for any career technology program that is eligible to participate in federal student financial aid programs. This change makes the Oklahoma’s Promise award consistent with other state and federal financial aid such as the Oklahoma Tuition Aid Grant (OTAG) and the federal Pell Grant. It is estimated that the change will increase the number of Oklahoma’s Promise award recipients at career technology centers by about 100.

Aligning Scholarship Retention Requirements with Institution Degree-Completion Standards: SB 529 replaces a unique and confusing statutory college GPA requirement with the requirement that the student meet the institution’s academic retention and degree-completion standards. The previous statute required students to achieve at least a 2.5 GPA calculated only on courses taken after the student had accumulated 60 credit hours. Since this GPA was different from the student’s cumulative GPA as shown on their transcript, it was difficult and cumbersome for students to monitor.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

610:25-23-1. Purpose

The Oklahoma Higher Learning Access Program, created by the Oklahoma Higher Learning Access Act passed in 1992 (70 O.S. § 2601 et seq.), is designed to help provide access to postsecondary education opportunities for students with financial need who have demonstrated a commitment to academic success in high school. The program shall also be known as "Oklahoma's Promise". The Act identifies two primary purposes:

- (1) The first is to ensure that students who satisfy the requirements of the program, and who pursue an associate or baccalaureate degree in Oklahoma at an accredited public or private institution, or pursue studies in a postsecondary career technology program or course offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System for Higher Education that meets the requirements to be eligible for federal student aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, are relieved of the burden of paying:
 - (A) undergraduate resident nonguaranteed tuition at institutions of The Oklahoma State System for Higher Education;
 - (B) tuition for enrollment in postsecondary programs or courses of a public technology center, not to exceed the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education; or
 - (C) some portion of fees or tuition at a private institution of higher education in Oklahoma accredited pursuant to 70 O.S. § 4103.
- (2) The further purpose of the program is to establish and maintain a variety of support services whereby a broader range of the general student population of this state will be prepared for success in postsecondary endeavors. [70 O.S. § 2602]

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth or tenth grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and fifteen (15) are eligible to apply to become a program participant. Eligibility requirements to participate in the program include the following:

- (1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and
- (2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.
 - (A) To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed \$50,000 per year at the time the student applies for participation in the program. Beginning in 2017-2018, the federal adjusted gross income of the student's parent(s) shall not exceed \$55,000 per year at the time the student applies for participation in the program. Beginning in 2021-2022, the federal adjusted gross income of the student's parent(s) shall not exceed \$60,000 per year at the time the student applies for participation in the program. A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit

child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(B) Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i) Documentation of their most recent calendar (tax) year income. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the application is submitted by the required deadline; or

(ii) Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(iii) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income ~~from taxable and nontaxable sources~~ of the student's parent(s), excluding income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, Fifty Thousand Dollars (\$50,000.00) per year, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)~~(3)~~(6)]

(C) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications [no changes]

610:25-23-4. Program requirements [no changes]

610:25-23-5. Securing Program benefits

(a) To qualify for the program benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:

(1) Be a resident of this state both at the time of application to the program and at the time the student graduates from high school, or have been enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(2) Have graduated within the previous three (3) calendar years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education (OSRHE) may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) calendar years after the student graduates from high school, or other educational program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty.

- (3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.
- (4) Have satisfied admission standards as established by the OSRHE for first-time-entering students for the appropriate type of institution (OSRHE policy on Institutional Admission and Retention) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in the program shall be admitted into an institution of higher education by special admission standards.
- (5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education pursuant to a duly approved cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.
- (6) Be a United States citizen or lawfully present in the United States. This provision shall not apply to any student that was enrolled in the program prior to the end of ~~2006-07~~ 2006-2007 school year.
- (b) For students receiving the program benefit award for the first time in 2012-2013 ~~2012-13~~ and thereafter through 2017-2018, at the time the student begins postsecondary education and prior to receiving any program benefit award, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year. Beginning with the 2018-2019 academic year, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:
- (1) is determined to be independent of the student's parents for federal financial aid purposes,
 - (2) was in the permanent custody of the Department of Human Services at the time the student enrolled in the program, or
 - (3) was in the court-ordered custody of a federally-recognized Indian tribe, as defined by the federal Indian Child Welfare Act, at the time the student enrolled in the program.
- (c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:
- (1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$150,000 per year.
 - (2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year.
 - (3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).
- (d) Award recipients shall apply for financial aid at the institution in which they enroll.
- (e) Beginning in 2018-2019 and thereafter, all ~~All~~ students eligible to receive the program benefit award ~~for the first time in 2012-13 and thereafter~~ must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) or its equivalent each year the student is enrolled in postsecondary education. Students not eligible to complete the FAFSA ~~will~~ may be provided an alternate method by the OSRHE. Income information submitted through the FAFSA, ~~or an alternate method if~~

necessary, shall be used to determine compliance with the income limits described in sections (b) and (c) above. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program.

(f) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

610:25-23-6. Retaining eligibility in postsecondary education

(a) To retain eligibility for program benefits while pursuing a program of higher learning in an institution of The Oklahoma State System of Higher Education, the student shall maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education (OSRHE). Students attending an eligible private institution shall maintain good academic standing and satisfactory academic progress according to the standards of the institution in which they are enrolled. [70 O.S. § 2603; OSRHE policy on Institutional Admission and Retention]

(b) Effective January 1, 2008, any student receiving the program benefit award that is expelled or suspended for more than one semester from an institution of higher education for conduct reasons shall permanently lose eligibility for program benefits.

(c) Students shall meet the requirements for retention and degree completion as established by the institution in which the student is enrolled. [70 O.S. § 2603] ~~For students receiving the program benefit award for the first time in 2012-13 and thereafter, the student must achieve a minimum cumulative grade point average of 2.00 on a 4.00 scale or its equivalent for courses taken through the student's sophomore year and achieve a minimum grade point average of 2.50 on a 4.00 scale or its equivalent for courses taken during the student's junior year and thereafter.~~

~~(1) Any Oklahoma's Promise student with a cumulative grade point average of less than 2.00 upon the completion of sixty (60) earned semester credit hours, or its equivalent, shall permanently lose eligibility for program benefits. The cumulative grade point average at the end of the enrollment period during which the student completes their sixtieth (60th) earned semester credit hour, or its equivalent, shall be calculated by the institution in which the student is enrolled to determine compliance with this provision. The institution shall notify the OSRHE if the student fails to meet this requirement.~~

~~(2) To remain eligible for the award, an Oklahoma's Promise student must also achieve a 2.50 cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent. The first check of this grade point average requirement will be conducted by the institution in which the student is enrolled at the end of the enrollment period during which the student completes their ninetieth (90th) earned semester credit hour, or its equivalent. The grade point average calculation shall include all earned semester credit hours, or their equivalent, starting with the enrollment period immediately following the enrollment period during which the student completed their sixtieth (60th) earned semester credit hour, or its equivalent. Thereafter, the institution in which the student is enrolled shall check the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent, at the end of each enrollment period. Any student whose cumulative grade point average at the required check points is below 2.50, shall be ineligible for program benefits until the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours or its equivalent is raised to 2.50 or above. Any period of ineligibility for failure to meet the requirements of this provision shall count against the student's maximum time period of award eligibility.~~

~~(3) For institutions within the Oklahoma State System of Higher Education, the student's grade point average shall be calculated using the methodology defined as "Cumulative Grade Point Average" in the OSRHE policy on grading.~~

(d) Beginning in 2012-2013 ~~2012-13~~, all Oklahoma's Promise students receiving the award in college will be required to meet federal satisfactory academic progress (SAP) standards as defined by the institution in which they are enrolled. This requirement is ~~in addition to the statutory GPA requirement~~

~~described in section (e) above and~~ will apply to all Oklahoma's Promise award recipients whether or not they are receiving federal student financial aid. Any Oklahoma's Promise student that is ineligible to receive federal financial aid due to failure to meet SAP standards will also be ineligible to receive the Oklahoma's Promise award.

610:25-23-7. Payment of awards; policies and limitations

(a) Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];

(b) Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;

(c) Eligible students enrolled in a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;

(d) Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;

(e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;

(f) Beginning with students graduating high school in 2017-2018 and thereafter, payment will be limited to 129 semester credit hours, or the equivalent, except as provided in the following. Students enrolled in a baccalaureate degree program that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program. Students without a baccalaureate degree who are enrolled in a first professional degree program that does not require completion of a baccalaureate degree and that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program up to a maximum of 150 semester credit hours or the equivalent. The Chancellor may approve exceptions to the limit for extraordinary or hardship circumstances including, but not limited to, sickness and injury.

(g) Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;

~~(g)~~(h) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;

~~(h)~~(i) Students who have previously received awards shall have priority over students applying for initial awards;

~~(i)~~(j) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients

may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.

(k) Beginning with the 2018-2019 academic year, an award shall not include payment for noncredit remedial courses.

610:25-23-8. Administrative responsibilities [no changes]

610:25-23-9. "Heroes Promise"

HB 1343 of the 2011 Oklahoma legislative session amended the Oklahoma Higher Learning Access Act to authorize certain persons to participate in the Oklahoma Higher Learning Access Program and to qualify for the program benefits. This category of program participation shall be referred to as the "Heroes Promise" program. Except as otherwise provided in this section, the administrative rules of the Oklahoma Higher Learning Access Program shall apply to participants in the Heroes Promise program.

(1) Eligibility: A student shall be eligible to participate in the Heroes Promise program if the student meets the following criteria:

(A) The student is a child of any person killed after January 1, 2000, in the line of duty in any branch of the United States Armed Forces or who died after January 1, 2000, as a result of an injury sustained while in the line of duty in any branch of the United States Armed Forces and the person who was killed or died filed an individual or joint Oklahoma income tax return for the tax year prior to the year during which the person was killed or died.

(B) The student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(C) The student executes an agreement to participate in the program.

(2) Application and Enrollment:

(A) Eligible students enrolled in a public or private school in the eighth-, ninth-, or tenth-grade, and eligible students educated by other means between the ages of thirteen (13) and sixteen (16) may apply to participate in the program.

(B) Eligible students who have completed the tenth grade or who have reached age sixteen (16) shall be given the opportunity to apply to participate in the program prior to reaching the age of twenty-one (21).

(C) An eligible student shall not be required to establish financial need as described in 610:25-23-2(2).

(D) To apply, the student and/or their parent, custodial parent, or guardian shall submit appropriate documentation of eligibility including, but not limited to:

(i) A copy of an individual or joint Oklahoma income tax return filed by the parent of the student for the tax year prior to the year during which the parent was killed or died.

(ii) Documentation of the parent's death after January 1, 2000 while in the line of duty or as a result of injury sustained while in the line of duty in any branch of the United States Armed Forces.

(iii) Documentation that the student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(3) Exemption from Oklahoma Higher Learning Access Program Requirements: Students eligible for the Heroes Promise program shall not be subject to the program requirements contained in 610:25-23-4 (Program requirements).

(4) Securing Program Benefits: An eligible student may qualify for a Heroes Promise award which includes payment of an amount equivalent to resident tuition or other tuition pursuant to Section 2604 of Title 70 of the Oklahoma Statutes for the first semester or other academic unit of postsecondary enrollment if the student meets the following criteria:

(A) The student has satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution, or, if attending a private institution, has satisfied admission standards as determined by the private institution. No student participating in the Heroes Promise program shall be admitted into an institution of higher education by special admission standards.

(B) The student has secured admission to, and, prior to reaching the age of twenty-one (21), has enrolled in an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary ~~vocational-technical~~ career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education pursuant to a duly approved cooperative agreement between a technology center school and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. The Oklahoma State Regents for Higher Education may award the Heroes Promise benefit for a student's first semester or other academic unit of postsecondary enrollment taken after the student turns twenty-one (21) years of age if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll before the student reaches twenty-one (21) years of age. The period of the extension shall be the length of the term of duty.

(C) Except as otherwise provided in this section, students eligible for the Heroes Promise award benefits shall not be subject to the provisions of 610:25-23-5 (Securing Program benefits).

(D) Except as otherwise provided in this section, the payment of Heroes Promise award benefits shall be subject to the provisions of 610:25-23-7 (Payment of awards; policies and limitations).

(E) A student that qualifies for the Oklahoma Higher Learning Access Program benefit based on both their Heroes Promise eligibility and completion of the regular program requirements shall only receive a single program benefit.

(5) Retaining Eligibility in Postsecondary Education: To retain eligibility for the Heroes Promise award while pursuing a program of higher learning at an eligible Oklahoma institution, the student must maintain compliance with the provisions of 610:25-23-6 (Retaining eligibility in postsecondary education).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2018

AGENDA ITEM #10-b:

Oklahoma's Promise.

SUBJECT: Program Update and 2016-2017 Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents accept the Oklahoma's Promise Program Update and the 2016-17 Year End Report.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 8th, 9th, or 10th grade. The family income limit was increased to \$32,000 in 1999 and further increased to \$50,000 in 2000. The income limit remained at \$50,000 until 2017 when the Legislature increased the limit to \$55,000 beginning with the 2017-2018 school year.

Through 2017-2018 Oklahoma's Promise college students are subject to a second income limit at \$100,000 checked once at the time the student starts college. Beginning in 2018-2019, the second income limit will be checked each year the student is enrolled in college.

POLICY ISSUES:

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

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2016-17 Year-End Report is available as a supplement to the agenda item.

Enrollment

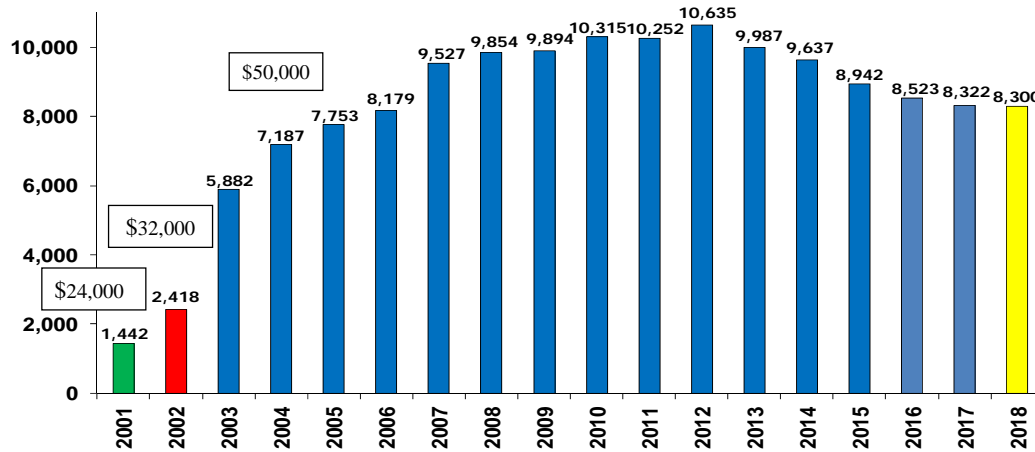
Enrollment of high school students in the program has been declining for the past five years, due in part to the lack of an adjustment in the family income limit since 2000. However, in the most recent years, the rate of decline has been smaller. The 2017 Oklahoma's Promise high school graduating class enrolled 8,322 students, a decrease of 201 or two percent from the class of 2016. The 2017 class enrollment equates to about 18 percent of its high school sophomore enrollment of approximately 46,000 in 2014-2015.

The 2018 graduating class is currently projected to remain level at about 8,300 students.



OKPromise High School Enrollment

(By High School Graduation Year)



As of 1/10/18

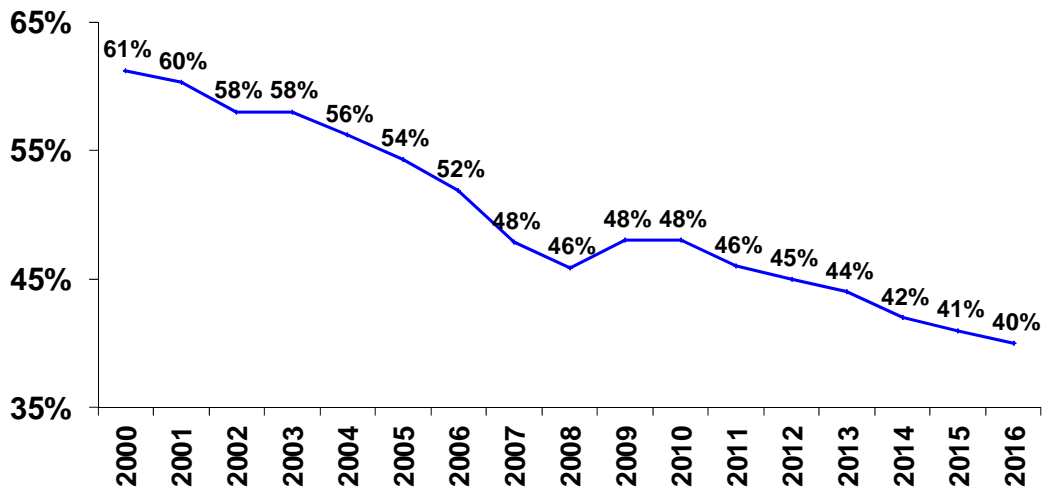
Estimated Eligible Population

The \$50,000 family income limit for program applicants remained unchanged from 2000 to 2017. United States Census data indicates that the pool of students potentially eligible to participate in Oklahoma's Promise shrank significantly over that period. The percentage of Oklahoma families with incomes under \$50,000 decreased from 61 percent in 2000 to 40 percent in 2016. Assuming that about 40 percent of Oklahoma students lived in families with incomes of less than \$50,000, it is estimated that roughly half of financially-eligible students were enrolled in the program in the 2017 graduating class.

During the 2017 legislative session, the Oklahoma Legislature acted to increase the income limit from \$50,000 to \$55,000 beginning with the 2017-2018 academic year. It is estimated that the percentage of Oklahoma students potentially eligible to participate in Oklahoma's Promise will increase from 40 percent to about 45 percent. The legislation further increases the income limit to \$60,000 beginning in 2021-2022.



Estimated Percent of Oklahoma Families with Total Income Under \$50,000



Source: US Census Bureau, 2000 Census, American Community Survey-2001-2016

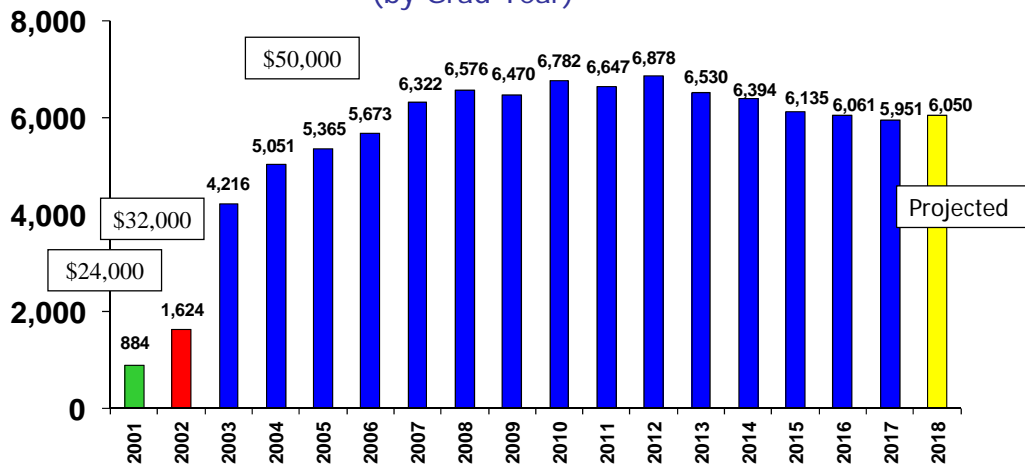
Number of Students Completing the Program's High School Requirements

The number of students completing the program's high school requirements in 2017 decreased slightly from the previous year. A total of 5,951 students from the 2017 graduating class completed the program's high school requirements, a decrease of 110 or 1.8 percent from 2016.

The number of students projected to complete the high school requirements in 2018 is expected to be about the same as 2017.



High School Students Completing OKPromise Requirements (by Grad Year)



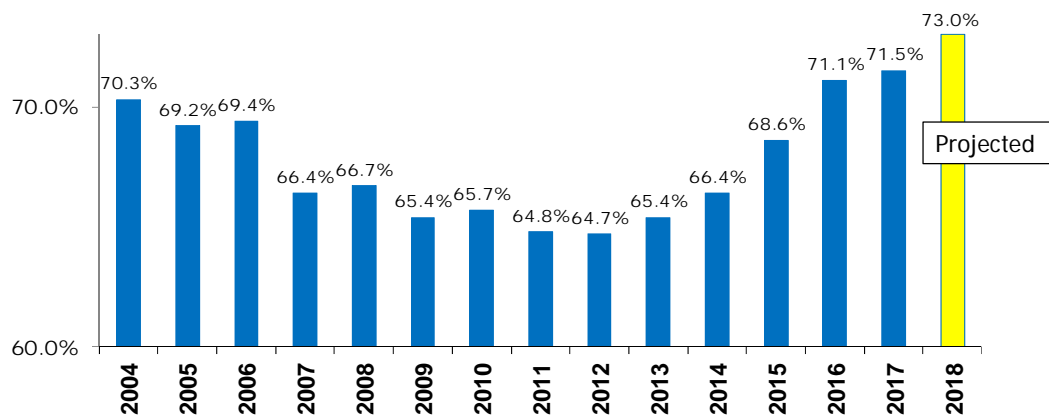
As of 1/11/18

Percentage of Students Completing the High Program's School Requirements

For the fifth consecutive year, the rate at which Oklahoma's Promise students completed the program's high school requirements has increased. The completion rate for the 2017 class was 71.5 percent, up from 64.7 percent five years ago in 2012 and is the highest rate in the past fourteen years. Each 1 percent increase in the completion rate equates to about 65 additional freshmen Oklahoma's Promise scholarship recipients.



High School Requirement Completion Rates (by grad year)



As of 1/10/18

Other Performance Measures for Oklahoma's Promise Students

The full Oklahoma's Promise 2016-2017 Year End Report, available as a supplement, shows that students completing the program continue to be successful academically:

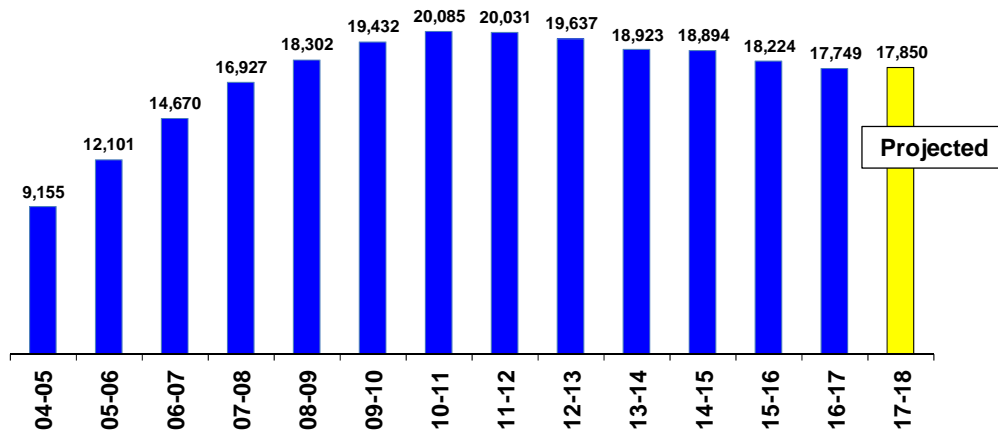
- High school GPA's exceed the state average
- ACT scores exceed those of their comparable middle- and lower-income peers
- College-going rates exceed the state average for all Oklahoma high school graduates
- Lower-than-average college remediation rates
- Higher than average freshmen college GPA's
- Above-average full-time college enrollment
- Above-average college persistence rates
- Above-average college degree completion rates

Projected College Recipients

The number of college students receiving the Oklahoma's Promise award has declined for several years, from a high of about 20,000 in 2010-2011 to about 17,750 in 2016-2017, a drop of 12 percent. However, the number of scholarship recipients is projected to remain level in 2017-2018 and begin to increase gradually in future years as the new higher income limit is implemented.



Scholarship Recipients



As of 1/10/18

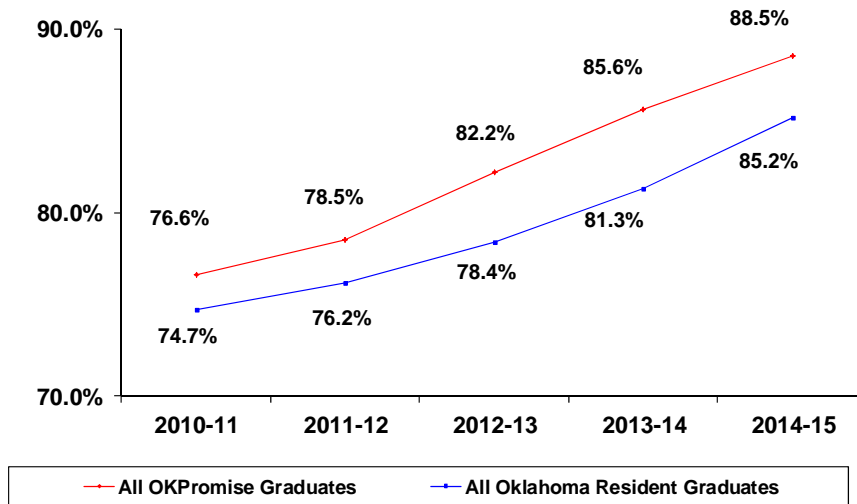
Employment of Oklahoma's Promise Graduates

Oklahoma's Promise college graduates are more likely to stay in the state and be employed in the state when compared to all Oklahoma residents graduating from college in Oklahoma. The latest data shows that, one year after college graduation, 88.5 percent of Oklahoma's Promise graduates are employed in the state compared to 85.2 percent of all resident graduates.



Employment of OKPromise Graduates

(Employed in Oklahoma between April 2015 and June 2016)



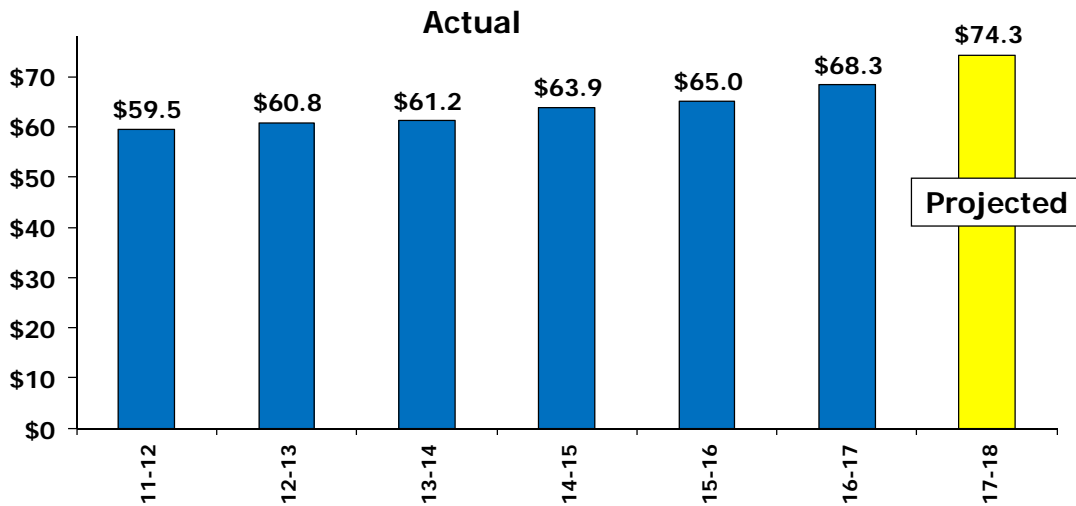
Oklahoma's Promise Cost Projections

In 2016-2017, scholarship expenditures for Oklahoma's Promise increased by \$3.3 million or 5 percent over the previous year. Scholarship expenses are currently projected to increase to \$74.3 million in 2017-2018.



Scholarship Expenditures

(In \$ millions, by academic year)



As of 1/10/18

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2018

AGENDA ITEM #11:

Academic Scholars.

SUBJECT: Academic Scholars. Adoption of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Academic Scholars Program as described below.

BACKGROUND:

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

By statute, nonresident student participation is limited to a maximum of twenty-five percent of awards or funding. The statutes authorize the State Regents to determine a maximum level within the limit. Due to state funding cuts, the State Regents acted to reduce the limit on nonresident participation from twenty-five percent to twenty percent beginning in 2012-2013. The State Regents further reduced the limit to ten percent in 2017-2018 and to zero percent beginning in 2018-2019.

The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. The annual award amounts for all National Merit & ACT/SAT qualifiers are \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a community college. The annual award amounts for Institutional Nominees were \$2,800 for students attending a research university, \$2,000 for students attending a regional university, and \$1,800 for students attending a community college. In addition to the cash award paid by the program, public institutions provide tuition waiver scholarships. In 2016-2017, about 2,400 students participated in the program receiving awards totaling approximately \$10.7 million.

POLICY ISSUES:

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

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

ANALYSIS:

The proposed rule revision would limit the ability of nonresident student participants to transfer their scholarship to another institution. Due to state funding reductions over the past several years, the State Regents have acted to reduce the funding of scholarships for nonresident students participating in the program. Effective with the 2018-2019 academic year, no funding will be provided for nonresident student scholarships. Institutions may continue to accept nonresident students into the program but are responsible for paying the scholarship cost from institutional funds. To prevent the potential unfunded scholarship obligation from being transferred to another institution that did not initially award the scholarship, the proposed rule change would require the nonresident student wishing to transfer the scholarship to receive approval from the institution to which they intend to transfer.

The proposed rule revisions were posted at the State Regents meeting on October 20, 2017.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 1 - Academic Scholars Program

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

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

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

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

(a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:

(1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,

(2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,

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

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

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

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

(i) Research universities:

(I) ACT: 32 or SAT equivalent

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

(ii) Regional universities:

(I) ACT: 30 or SAT equivalent

- (II) GPA 3.8 and either Top 4 percent Class Rank or rank of first or second in their graduating class
- (iii) Two-year colleges:
 - (I) ACT: 29 or SAT equivalent
 - (II) GPA 3.7 and either Top 5 percent Class Rank or rank of first or second in their graduating class
- (B) Students graduating from high schools that do not provide class rank and home-educated students shall be considered for eligibility as an Institutional nominee based on their ACT or SAT test scores.
- (C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
- (D) Institutional Nominees may be Oklahoma residents or nonresidents.
- (E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate's degree or the accumulation of at least 48 credit hours. In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.
- (F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.
- (G) For any year that the State Regents provide less than full funding of the total cost of all awards for nonresident students participating in the program, nonresident students may transfer the scholarship to another institution only upon approval of the institution to which they intend to transfer.
- (H) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.
- ~~(H)~~ (I) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.
- (b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

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

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

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

Section 610:25-1-8. Requirements for graduate and professional students

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2018

AGENDA ITEM #12:

Policy.

SUBJECT: Posting of revisions to the Professional Programs policy.

RECOMMENDATION:

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

BACKGROUND:

In 1981, the State Regents established the educational policy standards for the Oklahoma College of Osteopathic Medicine and Surgery (OCOMS) in Tulsa, Oklahoma.

In 1988, the OCOMS merged with Oklahoma State University (OSU) and became the OSU College of Osteopathic Medicine (OSUCOM). Since this merger, OSUCOM courses have been offered at the Oklahoma State University Center for Health Sciences (OSUCHS).

In 1997, the State Regents approved policy revisions to the OSUCOM's grading, retention, and academic promotion standards. These revisions required 1) second year students to pass the Level One component of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) before receiving promotion to the third year of study and 2) fourth year students to take the Level Two component of the COMLEX and report the scores prior to graduation.

In 2009, the State Regents revised the Professional Programs policy to specify that all students graduating in 2008 and later must take and pass the Level Two component of the COMLEX as a requirement for graduation.

POLICY ISSUES:

Currently, the maximum class size of the OSUCOM is limited to 115 slots per year. OSU is requesting to raise the number of OSUCOM slots to 165 per year.

ANALYSIS:

The Cherokee Nation is currently expanding the W.W. Hastings Hospital campus in Tahlequah with the construction of a new 450,000 square foot health center. As part of the renovations, the tribe has agreed to allocate space for the establishment of an additional OSUCOM site, the Oklahoma State University Center for Health Sciences at the Cherokee Nation (OSUCHS-CN), which will provide the space necessary to accommodate the additional slots.

The OSUCHS-CN will build on the OSUCOM's established success in training primary care physicians to meet the health care needs of Oklahoma. Curriculum delivery at the OSUCHS-CN

will be achieved through both direct instruction by resident faculty and via distance learning from the OSUCHS campus in Tulsa.

Training medical professionals in the historic capital of the Cherokee Nation allows for an intimate understanding and knowledge of the proud heritage of Indian Country. Cherokee Nation citizens, like many Native American tribes, face many health challenges and disparity in care. Increasing awareness and education within these unique environments will help create health care professionals who are prepared to address the unique socioeconomic and cultural determinants of health to improve the wellness of tribal citizens.

The renovation and facility expenses for the OSUCHS-CN will be funded by the Cherokee Nation. This commitment allows for ongoing faculty and operational costs to be covered by OSU-COM tuition and fees.

The proposed revisions were approved by OSU's governing board on October 20, 2017. An excerpt of the policy that includes the proposed changes is attached. It is recommended that the State Regents post the amendments to this policy.

[Policy Excerpt]

3.24 PROFESSIONAL PROGRAMS

3.23.1 Purpose

This policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.23.2 Definitions

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

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

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

3.23.3 Admission Standards for the Oklahoma State University College of Osteopathic Medicine (OSUCOM) and the University of Oklahoma College of Medicine (OUCOM).

The two public colleges of medicine within the state may admit students if they meet the specified Medical College Admission Test (MCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Medicine, using standards defined by the college.

In addition to meeting these quantitative standards, the student must also be judged to be qualified for entry through the qualitative institutional interview process. Within the total incoming class enrollment limits set by the State Regents (OSUCOM – ~~145-165~~ and OUCOM – 200), the colleges of medicine may admit out-of-state students per year as indicated below:

OSUCOM – 15 percent or 20 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students, whichever is greater

Oklahoma students who have met both the qualitative and quantitative standards must be given priority over out-of-state applicants and, in addition, admission through the alternative admission category must give

high priority to Oklahoma citizens and to addressing the need for cultural diversity within the student body.

When the MCAT system of scoring changes, the State Regents will specify the appropriate new MCAT score based on the same percentile ranking for the new scoring system as the percentile ranking of the scores specified above represent under the current scoring system. The State Regents *Academic Affairs Procedures Handbook* lists the current admission criteria and courses needed for admission.

3.23.4 Program Standards for the OU College of Medicine

Grading, promotion and graduation standards are determined by college faculty in accordance with the Liaison Committee for Medical Education (LCME) standards. LCME accreditation standards are described in the *Function and Structure of a Medical School* publication.

The grading, promotion and graduation standards are outlined in policies published in the College of Medicine policy manual and in the College of Medicine Student Handbook.

3.23.5 OU College of Allied Health

A. Doctor of Audiology

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Higher Learning Commission of the North Central Association (HLC) and the Council on Academic Accreditation (CAA) standards and will be outlined in policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

B. Doctor of Physical Therapy

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Accreditation in Physical Therapist Education (CAPTE) standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

C. Doctor of Science in Rehabilitation Sciences

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the HLC standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

3.23.6 OU Doctor of Public Health

A. Functions

The College of Public Health is to support and sustain the state and regional public health workforce by providing doctoral level

training in the form of a professional program emphasizing the translation of knowledge into practice.

B. Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Council of Education for Public Health (CEPH). In addition to the general admission requirements to the College of Public Health, the minimum standards to be considered for admission are as follows:

1. A Master of Public Health (MPH) degree from a CEPH accredited school. Applicants with other master's or doctoral degrees from non-CEPH accredited programs will be considered on an individual basis; however, if accepted, these students may be required by the advisory committee to take additional courses that guarantee competency in the MPH core.
2. A minimum of three years of work experience in a public health-related field.
3. Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.
4. A transcript showing a graduate level GPA of at least a 3.5, based upon a 4.0 scale. For those applicants below a 3.5 GPA, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other relevant experience in making recommendations for admission.

C. Standards for Retention

In order to be eligible for continued enrollment in the program, a student must maintain a CGPA of at least a 3.00 in all coursework in the professional program. Additionally, the student must successfully pass a general comprehensive examination.

D. Standards for Graduation

In order to be eligible for graduation from the College of Public Health with a Doctor of Public Health degree, a student must achieve a CGPA of at least 3.00 in all courses required for the professional degree and successfully prepare, write and defend an original applied dissertation.

3.23.7 OSU College of Osteopathic Medicine

A. Functions

The 1988 Oklahoma Legislature adopted House Bill No. 1801, repealing provisions of law relating to establishment and operation of The Oklahoma College of Osteopathic Medicine and Surgery (70 O.S., Supp. 1981, §4501, §4502, §4503 and

§4504), merging The Oklahoma College of Osteopathic Medicine and Surgery with Oklahoma State University (70 O.S., Supp. 1981, §3423 and §3424), and declaring the College of Osteopathic Medicine to be an agency and an integral part of Oklahoma State University (70 O.S., Supp. 1981, §3103). Among other provisions, House Bill No. 1801 expresses legislative intent ". . . that the Oklahoma State Regents for Higher Education, in determining the functions, programs of study, and standards of education of the college, continue to give emphasis to the preparation of doctors of osteopathic medicine in the field of general practice."

In recognition of the merger of Oklahoma State University with The Oklahoma College of Osteopathic Medicine and Surgery, the Oklahoma State Regents for Higher Education hereby determine the functions of Oklahoma State University to include the operation of a college of osteopathic medicine located in Tulsa County. The Oklahoma State University is authorized to carry out the following functions through the College of Osteopathic Medicine, effective July 1, 1988.

1. To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.
2. To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.
3. To provide a program of public service to Oklahoma communities which are deficient in physician manpower by means of the college-affiliated outpatient clinics, hospitals, and other health-related centers.
4. To offer programs in continuing education for osteopathic physicians and related professionals in order to guarantee the continuation of high standards of osteopathic medical practice for the citizenry of Oklahoma.
5. To cooperate with scientific, educational, and public health agencies in the development of programs which contribute to the improvement of health service and are responsive to general public needs.
6. To engage in scientific research designed to improve the quality of health care with special emphasis given to the application of osteopathic concepts and principles.

B. Grading and Promotion Standards

1. In order to be eligible for promotion or graduation, a

student must maintain a minimum of a 2.0 CGPA (based on a four-point scale) during any given academic year.

2. A student who receives a “D” or a “U” in any course may have the privilege of taking a single re-examination in that course or completing special projects or studies in the deficient area(s). If the student passes, the final grade may be no higher than a “C.” At the discretion of the department head, appropriate remedial action may be required prior to the re-examination.
3. A student may not be promoted from either the first, second, or third year with a “U” grade being the grade of record for any course taken during that year to be applied toward satisfaction of graduation requirements. All “U” grades must be satisfactorily cleared in accordance with existing academic policy before a student may be promoted from one academic year to the next.
4. A student may not be promoted to the third year of study without passing the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1.

C. Graduation Criteria and Standards

1. A fourth-year student must have completed all scheduled course work including required courses and clerkships, scheduled electives, and preceptorship in order to be eligible for graduation.
2. All students graduating in 2008 and later must take and pass the COMLEX Level 2 Computer Exam (CE) and Performance Exam (PE) as a requirement for graduation.
3. No fourth-year student may be considered for graduation with a “U” grade being the grade of record on any course taken during that year. All “U” grades must be satisfactorily cleared in accordance with existing academic policy before a fourth-year student may be graduated.
4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.23.8 OU College of Dentistry

A. Functions

The authorized functions for the College of Dentistry located at the University of Oklahoma Health Science Center are as follows:

1. To prepare dentists for the State of Oklahoma through an approved dental education program in dental education leading to a D.D.S. degree.
2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.
3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.
4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.
5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Dental Accreditation (CODA) standards and will be outlined in policies published in the College of Dentistry policy manual and in the College of Dentistry Student Handbook. The State Regents *Academic Affairs Procedures Handbook* lists the courses needed for admission.

C. Advanced Standing Program for Foreign Trained Dentists

The program for advanced standing students offers qualified graduates of foreign dental programs seeking to practice dentistry in the United States (U.S.) the opportunity to earn the Doctor of Dental Surgery (D.D.S.) degree from the OU College of Dentistry.

Foreign trained dental students who have received their dental degree from an institution outside of the U.S. must meet the standards for retention and must meet the standards for graduation as defined in this policy.

In order to be eligible for consideration for admission to the advanced standing program, the student must have obtained a degree in dentistry from a foreign dental school and must meet the following requirements listed below.

1. The applicant must present official transcripts from previous dental education;
2. Present acceptable TOEFL scores;

3. Complete a comprehensive clinical skills assessment;
4. Pass Part I of the National Board Dental Examination; and
5. Interview.

Those who are conditionally admitted must successfully complete the following requirements below.

1. General orientation;
2. Pre-clinic orientation; and
3. Clinical and didactic integration.

Students admitted into the advanced standing program shall be fully integrated into the third-year class and shall receive the same clinical education as all other students receiving the D.D.S. degree.

D. Standards for Retention

In order to be eligible for continued enrollment in the professional program in dentistry a student must meet the following requirements:

1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).
2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.
3. Pass Part I of the National Board Dental Examination prior to the third year.

E. Standards for Graduation

In order to be eligible for graduation from the School of Dentistry with a Doctor of Dental Surgery degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."
2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.
3. Pass Part II of the National Board Dental Examination.

3.23.9 Program Standards for the OU Doctor of Pharmacy Program

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Accreditation Council for Pharmacy Education (ACPE) standards and will be outlined in policies published in the College of Pharmacy policy manual and in the College of Pharmacy Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

3.23.10 SWOSU Doctor of Pharmacy

A. Functions

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and is a member of the American Association of Colleges of Pharmacy. The mission of the SWOSU College of Pharmacy is to educate and graduate highly competent practitioners of pharmaceutical care. The College of Pharmacy achieves its mission through excellence in teaching, research/scholarly activity, and service to the university, state, profession, and society.

B. Standards for Admission

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission. The minimum standards to be considered for admission are as follows:

1. Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.
2. Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.
3. A minimum CGPA of 2.50.
4. Submission of valid ACT or SAT scores.
5. Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

In addition to meeting these quantitative standards, applicants will be required to appear for a personal interview before a committee composed of faculty members and pharmacy students. Preference will be given to Oklahoma residents.

C. Standards for Retention

In order to be eligible for continued enrollment in the professional program in pharmacy a student must meet the following requirements:

1. Must maintain at least a 2.00 CGPA (based on a four-point scale) during any given academic year.
2. Complete each prescribed course in the curriculum with a minimum grade of "C."
3. Complete at least 12 hours during the fall and spring semesters.

D. Standards for Graduation

In order to be eligible for graduation from the College of Pharmacy with a Doctor of Pharmacy degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."
2. Maintain at least a 2.00 CPGA in the professional program.
3. Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.23.11 NSU College of Optometry

A. Functions

The authorized functions of the Optometry Education Program at NSU are as follows:

1. To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.
2. To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.
3. To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.
4. To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.
5. To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with other external clinical agencies as may be necessary to carry out the authorized functions of the professional

program.

6. To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.
7. To engage in departmental and other research activities designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.
8. To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.

B. Standards for Admission

In order to be eligible for admission to the NSU Professional Program in Optometry Education, a student must meet the following criteria and standards listed below. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

1. The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.
2. The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.
3. The applicant must have taken the Optometric Admission Test (OAT).
4. The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.

C. Retention

For continued enrollment in the program, a student must maintain a CGPA of 2.0 in the professional program. In addition, the student must demonstrate to the satisfaction of the faculty those moral, ethical and professional qualities deemed suitable to the professional practice of optometry.

D. Authorized Fees and Tuition Charges

The fees and tuition charges for professional optometry courses will be established at a level consistent with the fees and charges of other professional health-related programs and charges for courses outside the professional sequence will be the same as those authorized for other courses at Northeastern by academic level.

E. Standards for Graduation

A student who satisfactorily completes the first two years of the four-year professional optometry program, and who has met the basic admission standard of ninety (90) semester credit hours including the satisfaction of the general education requirement, shall be eligible to receive the bachelor of science degree with a major in vision science. Following receipt of the bachelor of science degree in vision science, a student who satisfactorily completes the final two years of the prescribed four-year professional optometry program shall be eligible to receive the Doctor of Optometry (O.D.) degree.

F. Degrees and Certificates

A student who satisfactorily completes the four-year professional optometry curriculum shall be awarded the Doctor of Optometry (O.D.) degree. A student who satisfactorily completes the baccalaureate curriculum as described above shall be awarded the Bachelor of Science degree.

3.23.12 OSU College of Veterinary Medicine

A. Functions

The functions of the College of Veterinary Medicine of OSU shall be as follows:

1. To offer a four-year course of professional training leading to the degree of Doctor of Veterinary Medicine.
2. To offer a two-year upper-division technical training program leading to the degree of Bachelor of Science.
3. To offer courses in the basic sciences leading to the Master of Science and Doctor of Philosophy degrees.
4. To offer graduate clinical training either with or without advanced degree objectives.
5. To offer service courses for students of the several colleges of OSU and other appropriate institutions.
6. To offer continuing education programs for the veterinary medical and related professions.
7. To maintain and operate clinics and hospitals to serve the instructional program.
8. To maintain and operate an animal care and procurement center for the College of Veterinary Medicine and for the university.
9. To work cooperatively with the state in the maintenance and operation of a diagnostic service for the benefit of the state of Oklahoma.
10. To conduct basic and applied veterinary medical

research.

B. Admission Standards

Students are admitted to the OSU College of Veterinary Medicine on the basis of records of academic performance in preparatory studies; personal interviews and references to determine personal characteristics and career motivation; and standard achievement tests. The following specific criteria and standards are hereby adopted for first-time-entering students and transfer students. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

In the determination of eligibility for first-year admission to the OSU College of Veterinary Medicine, fully qualified Oklahoma residents shall be given first priority over residents of other states.

1. The number of first-year resident students admitted shall be no fewer than 58 and the number of first-year nonresident students shall not exceed 48. Under no circumstances will any nonresident applicant be admitted with admissions qualifications that are below any admitted resident applicant. See the State Regents' *Policy Statement on Contract Fees for Nonresident Students located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition* for a definition of out-of-state contract students.
2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.
3. Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.
4. A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels.
5. A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.23.13 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.
2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.
3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.
4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.
5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.
6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.
7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. Admission

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT); provided that a limited number of students with superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study. To be eligible for

admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.
4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enter because of military service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

3.23.14 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' *Teacher Education Policy*.

3.23.15 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Associate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college and (b) adequate resources are available at the institution to support the program.

2. Procedures for Program Approval

Institutions desiring to offer associate degree nursing

programs should first make application to the State Regents to establish eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with the Oklahoma Board of Nursing (OBN). The State Regents coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval* policy.

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

- a. Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.
- e. Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer associate degree nursing programs is required. The institution must meet the standards of the OBN and hold provisional or full approval from the OBN while

proceeding with the necessary steps to attain accreditation by the National League for Nursing NLNAC or the CCNE within a reasonable time.

B. Baccalaureate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Baccalaureate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college, and (b) adequate resources are available to support the program.

2. Procedures for Program Approval

Institutions desiring to offer baccalaureate degree nursing programs should first make application to the State Regents to establish institutional eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with OBN. The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval* policy.

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

- a. Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the

institution and shall be awarded the bachelors degree.

- e. Graduates of the program shall be eligible to make application to the Oklahoma Board of Nursing for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer bachelors degree nursing programs may be extended by the State Regents on a year-to-year basis until the first class is graduated. The State Regents' accreditation standards will be based on and consistent with those of the National League for Nursing. Institutions offering nursing programs will be expected to proceed with the necessary steps to attain accreditation by The National League for Nursing within a reasonable time. There is a recognized need for trained manpower in the field of professional nursing. Where appropriate, institutions may desire to develop proposed program offerings in this field. The staff of the State Regents' Office will be available to advise with institutional administrators regarding the need for nursing programs as reflected by results of research and study related to this area of manpower need. Accreditation of institutions approved to offer baccalaureate degree nursing programs is required. The institution must meet OBN standards and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the NLNAC or the CCNE within a reasonable time.

3.23.16 Program Standards for the OU College of Nursing Doctor of Nursing Practice

A. Functions

The OU College of Nursing Doctor of Nursing Practice (DNP) program is a post master's option specifically for advanced practice registered nurses serving as nurse practitioners and clinical nurse specialists. This program will prepare nurse leaders in unique interdisciplinary and interprofessional environments such as:

- Clinical scholars.
- Health care and policy leaders.
- Evidence-based practice experts.
- Quality improvement leaders.
- Informatics leaders.

B. Program Standards

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the National League for Nursing Accrediting Commission (NLNAC) standards and will be outlined in policies published in the College of Nursing policy and procedures and in the College of Nursing Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

3.23.17 LU School of Physical Therapy

A. Functions

The LU School of Physical Therapy was established to address the academic functions in the first professional degree program, the Doctor of Physical Therapy (DPT), and to develop graduate post-professional education opportunities. The functions for the DPT program at LU are as follows:

1. To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.
2. To educate the graduates of the DPT program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession.
3. To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.
4. To prepare the DPT graduates as clinical generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, impairment, functional limitation and disability.
5. To prepare the DPT graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists.
6. To promote the importance of life-long learning and self-directed professional development.
7. To provide the DPT graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the University's and the School of Physical Therapy's record of scholarship, clinical practice and community responsibility.

B. Standards for Admission

The minimum standards to be considered for admission are as follows:

1. Completed requirements for a baccalaureate degree at an accredited college or university with a minimum GPA of 3.0 on a scale of 4.0.
2. Complete the DPT Program specified prerequisite courses with a "C" or better grade in each course and an overall GPA of 2.5 for the prerequisite courses. Prerequisite courses must have been completed within the last 10 years. The State Regents' *Academic Affairs Procedures Handbook* includes a list of the Prerequisite courses for admission to the DPT program.
3. Submit official undergraduate and graduate transcript(s) directly from all previously attended institutions to the School of Physical Therapy.
4. Submit three recommendations from academic advisors or individuals who can address the potential for success of the applicant.
5. Submit an autobiographical statement.
6. Submit scores from the Graduate Record Examination (GRE) directly to the School of Physical Therapy.
7. Submit documentation of 50 clinical observation hours with a licensed physical therapist.
8. Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admissions Committee Members.

C. Standards for Retention

In order to be eligible for continued enrollment in the DPT program, a student must meet the following requirements:

1. Must earn a grade of "C" or better in each course and must have a GPA of 3.0 each semester to be a student in good standing.
2. Students with a GPA less than 3.0 but greater than or equal to a 2.6 will be placed on academic probation.
3. Students on academic probation must achieve a minimum GPA of 3.0 in the subsequent semester and continue to improve cumulative GPA each semester for continued enrollment in the program.
4. Students on academic probation must achieve a cumulative GPA of 3.0 by the end of the didactic coursework requirement in the summer semester of Year

III to proceed to complete clinical education requirements for graduation.

5. Students enrolled in the clinical education courses must achieve the minimum performance standards set for each of the performance criteria.
6. Students must complete the courses in the sequence that the curriculum offers as presented in the DPT program course of study.

D. Standards for Graduation

Graduation standards will be determined by college faculty in accordance with the American Physical Therapy Association's Commission on Accreditation of Physical Therapy Education standards and will be outlined in policies published in the School of Physical Therapy policy and procedures and in the School of Physical Therapy Student Handbook.

3.23.18 Program Standards for Health Education with External Clinical Components

Colleges and universities of the State System seeking to offer undergraduate programs of health education based in part on clinical training provided by external agencies shall do so only upon prior approval by the State Regents. The following statement is designed to facilitate the observance of uniform standards and practices among institutions awarding academic credit or granting academic degrees or certificates based on clinical training taken by students in hospitals or other external clinical settings.

A. General Principles

1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.
2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a four-year program.
3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide

student for any purpose, including certification to enable students to qualify for participation in a student assistance program.

B. Standards Relating to the Academic Calendar

Programs of clinical training carried out by hospitals and other external agencies will be expected to meet the same calendar standards applicable to colleges and universities of the State System. Although it is not expected that external agencies will conform to the calendar framework of the academic semester, students taking clinical training will be required to complete a requisite number of didactic and laboratory class hours to meet the standards contained in the State Regents' *Academic Calendars* policy.

C. Standards Related to Licensure and Accreditation

Students completing health education programs utilizing an external clinical component must be eligible to qualify for state licensure or certification in the field in which the education and training has been received. Also the sponsoring institution will be expected to move toward accreditation by a national agency recognized by the Council on Postsecondary Accreditation within a reasonable length of time.

D. Relationships between Academic Institutions and Clinical Agencies

1. Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.
2. Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.
3. Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.
4. Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

E. Standards Relating to Awarding Academic Credit

1. Colleges and universities desiring to award academic

credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. Such requests shall describe the nature and content of each specialized course to be carried out by the external agency, together with the methodology to be utilized for the particular course offering, the qualifications of the personnel responsible for each course and the like.

2. Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.
3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.
4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' *Credit for Prior Learning* policy.

3.23.19 Program Standards for Business Education

This statement guides the State Regents and institutions of the State System with respect to the educational standards and the graduation requirements of business programs (associate in applied science degrees are exempt). The standards and requirements are to coordinate with the economic development functions of institutions as described in the State Regents' *Functions of Public Institutions* policy.

A. Education Standards

The program curriculum shall:

1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.
2. Include an entrepreneurial component that promotes enterprise development.
3. Include a student internship component or similar experience that ties classroom learning to business

applications and provides feedback which may be used in future curriculum development.

4. Integrate technology into course content and delivery.
5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

B. Accountability

Institutions shall conduct business program reviews that:

1. Collect data to compare program performance with a cohort of like institutions.
2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.
3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents' *Academic Program Review* policy). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).
4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

C. Graduation Requirements

The program shall:

1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.
2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.
3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on appropriate assessments prior to graduation.

To monitor the progress, institutions are required to include planning and implementation information for business programs and economic development efforts within their annual academic plans.

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997; March 29, 2018. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Revised December 3, 2009. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU Doctor of Physical Therapy: Approved March 7, 2013.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2018

AGENDA ITEM #13:

State Authorization.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

POLICY ISSUES:

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

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

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

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

ANALYSIS:

Prior to February 1, 2018, State Regents’ staff received requests to be authorized from the institutions listed below:

Name	Type	Accreditor
Asbury Theological Seminary (Wilmore, Kentucky) Location: Tulsa, Oklahoma	Private Not-for-profit	Southern Association of Colleges and Schools
Upper Iowa University (Fayette, Iowa) Location: Fort Sill, Oklahoma	Private Not-for-profit	Higher Learning Commission

After reviewing the applications and required documentation, State Regents’ staff concluded that these institutions meet the state authorization requirements. As such, it is recommended that the State Regents authorize Upper Iowa University and Asbury Theological Seminary to operate in Oklahoma.

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

2016-2017 Data

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Asbury Theological Seminary*	0	0	0	0	0
Upper Iowa University	0	2	4	0	0

* Asbury Theological Seminary will begin offering graduate level courses in Tulsa in Fall 2018.

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Asbury Theological Seminary*	0	0	0	0	0
Upper Iowa University	0	84	75	0	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Asbury Theological Seminary*	0	0	0	0	0
Upper Iowa University	0	20	8	0	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Asbury Theological Seminary*	0	0
Upper Iowa University	161	79

* Asbury Theological Seminary will begin offering graduate level courses in Tulsa in Fall 2018.

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AGENDA ITEM #14:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$957,902.42 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$957,902.42 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 \$1,915,804.84. This amount is sufficient for a transfer of \$957,902.42 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 \$76,867,603.41

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

5-Year History of Allocations	Amount to Each Entity
FY2014 Total	\$5,844,381.21
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Total	\$5,707,375.33
FY2018 Y-T-D	\$3,631,548.93

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AGENDA ITEM #15:

Policy.

SUBJECT: Approval of revisions to the investment policy.

RECOMMENDATION:

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

BACKGROUND:

The investment policy outlines the responsibility of the State Regents to determine a recommended asset allocation policy and approval of investment managers. In response to the current financial market environment, Mercer Hammond, our investment consultants, has recommended that the target asset policy be shifted to a greater equity exposure at the reduction of fixed income, absolute return and cash over the long-term. The proposed policy also updates the comparative indices for benchmarking purposes and includes minor clean-up edits. This proposal was posted at the December 2017 meeting of the State Regents.

POLICY ISSUES:

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

ANALYSIS:

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

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

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

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

4.1.1 Statement of Purpose

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

- A. Define the investment policies, guidelines and objectives of the Endowment Fund (the “Endowment.”)
- B. Create a framework from which the Investment Committee can evaluate performance, explore new opportunities and make recommendations to the Oklahoma State Regents for Higher Education (the “Regents.”)
- C. Provide guidance for, expectations of, and limitations on all parties bearing responsibilities related to the Endowment Fund of the Oklahoma State Regents for Higher Education.

4.1.2 Roles and Responsibilities

A. Board of Regents

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

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

B. Investment Committee

The Investment Committee’s responsibilities are as follows:

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

2. The Endowment's real return need (i.e. sum of spending rate, management costs and desired growth rate, if any.)
3. New guidelines as appropriate.
4. Establish appropriate implementation guidelines, to include:
 1. The time horizon for the portfolio.
 2. The acceptable level of volatility for the portfolio.
 3. The acceptable asset classes for investment (e.g. U.S. large-cap stocks, U.S. small-cap stocks, emerging markets stocks, etc.)
 4. The allocation of assets among the available asset classes (e.g. 15% to U.S. large-cap stocks, 10% to U.S. small-cap stocks, etc.)
5. Recommend and evaluate the Investment Consultant.
6. Establish investment practices, including:
 1. Determine criteria for hiring and terminating investment managers (e.g. past performance relative to benchmark, within allowable tracking error, etc.)
 2. Determine the portfolio's rebalancing rules.
7. Monitor, review and evaluate investment results in the context of predetermined performance standards.
8. Monitor the performance of the individual fund managers, recommend manager changes to the Regents as appropriate.
9. Ensure that adequate and appropriate research is being conducted concerning the future performance of the portfolio and its investments.
10. Confer at least quarterly to review the performance of the portfolio and the managers, interface with the administration and Consultant to address current issues, and develop recommendations for policy changes to be reviewed and presented for adoption to the Regents.
11. Report regularly on the status of the Endowment to the Regents.

C. Chancellor and Staff

The responsibilities of the Chancellor and staff are as follows:

1. Implement the decisions approved by the Regents.
2. Invest new gifts made to the Endowment according to established guidelines.

3. Sell assets as needed to fund the spending allowance.
4. Rebalance the portfolio as directed by the Investment Policy.
5. Serve as the primary communication link with the Investment Committee and Investment Consultant.

D. Consultant.

The consultant's responsibilities are as follows:

1. Assist in the development and implementation of investment policies, objectives and guidelines.
2. Prepare an asset allocation analysis and recommend an asset allocation strategy with respect to the Endowment's objectives.
3. Review investment managers – including search, selection and recommendation.
4. Prepare and present performance evaluation reports in accordance with CFA Institute standards.
5. Attend Investment Committee meetings to present evaluation reports on a quarterly basis. Attend other meetings on an "as needed" basis.
6. Review contracts and fees for both current and proposed investment managers.
7. Review and develop special investment strategies that complement existing asset classes or strategies to be considered.
8. Notify the Investment Committee and staff of any changes in personnel or ownership of the consulting firm.
9. Notify the staff and Investment Committee immediately of any litigation or violation of securities regulations in which any Investment Manager utilized by the Endowment is involved.
10. Notify staff and Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm, which is utilized by the Endowment.
11. Adhere to all regulatory agency guidelines.

E. Investment Managers

The investment managers' responsibilities are as follows:

1. Invest assets under their management
2. Exercise discretionary authority over the assets entrusted to them.

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

F. Custodian

The custodian's responsibilities are as follows:

1. Provide timely reports detailing investment holdings and account transactions monthly and an annual report summarizing the following to be submitted to the administration within 21 days following each fiscal year end.
2. The reports will include the following:
 1. Statement of all securities and other assets on hand.
 2. Statement of all property received representing contributions to the accounts.
 3. Statement of all sales, redemptions, and principal payments.
 4. Statement of all distributions from the account.
 5. Statement of all expenses paid.
 6. Statement of all purchases.
 7. Statement of all income.
3. Establish and maintain an account(s) for each Investment Manager of the Endowment.
4. Provide all normal custodial functions including security safekeeping, collection of income, settlement of trades, collection of proceeds of maturing securities, daily investment of uninvested cash, etc.
5. Prepare additional accounting reports as requested by the Administration or Investment Consultant.

4.1.3 **Investment Policies and Objectives**

- A. General Investment Philosophy – Providing for future spending needs while meeting current spending needs is the objective of the funds administered by the Oklahoma State Regents for Higher Education.
 1. Time Horizon: The Endowment has an infinite life.
 2. Return: The long-term minimum need of the Endowment is to achieve a total return averaging at least the spending rate of approximately 4.5%, plus inflation, fees, and costs. Returns experienced in excess of the

need provide for the long-term growth of the Endowment.

3. Risk: The overall level of risk in the investment portfolio will be primarily mitigated by attention to asset allocation. The focus is on overall portfolio risk, not risk related to specific asset classes.
4. Taxes: The Endowment is owned by a tax-exempt organization.

B. Return Measurement Objectives.

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

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

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

1. Investment portfolio assets should return, over a full business cycle (expected to be 3 to 5 years,) an annualized nominal rate of return greater than or equal to the long-term return objective plus the rate of inflation, net after all fees and costs.
2. Investment portfolio assets should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to a composite index created by combining various indices in the same proportion as the Endowment's policy allocation.
3. Each investment manager should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to the appropriate market index for that

asset class, with not more than commensurate risk.

**TABLE A
PERMISSIBLE ASSET CLASSES AND
COMPARATIVE INDICES
FOR INVESTMENT MANAGERS**

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

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

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

C. Volatility and Risk

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

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

D. Spending Policy

The purpose of the Endowment Fund is to provide in perpetuity.

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

E. Asset Allocation

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

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

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

F. Portfolio Rebalancing

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

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

Approved March 12, 1992. Revised June 29, 1994, May 30, 1997, May 25, 2001, April 3, 2003, April 27, 2006, February 8, 2007, and September 13, 2007, April 2009, October 2013, October 18, 2017 and February 1, 2018.

4.1.4 **Other Funds and Programs Administered by the Oklahoma State Regents**

A. William P. Willis Scholarship Program

1. Oklahoma Statute 70 Section 2291 requires that the State Regents, in their role as Board of Trustees for the William P. Willis Scholarship Fund, "invest the trust capital in a reasonable and prudent manner which, consistent with any long-term investment needs, will produce the greatest trust income over the term of the investment while preserving the trust capital."
2. Given that the principal of the fund is not to be expended, the fund can tolerate the volatility of investments other than fixed income. The principal of the fund, defined as the total legislative appropriations, may be treated as quasi-endowment funds and invested in up to sixty percent (60%) equity and equity-like investments. The remainder of the principal should be held in fixed income investments and cash.
3. All earnings generated through the investment of these funds will be credited to the William P. Willis Scholarship Fund.

B. Oklahoma Tuition Aid Grant Funds

1. Funds appropriated to the Oklahoma Tuition Aid Grant Program (OTAG) by the Oklahoma legislature are eligible for investment at the discretion of the Oklahoma State Regents. These funds cannot tolerate volatility since the full appropriation is expended each year.
2. Therefore, investment of these funds is restricted to investment grade fixed income securities. Securities should be fully collateralized or backed by the full faith and credit of the federal government, a federal agency, or the state of Oklahoma.
3. Fixed income investment maturities should coincide with scheduled OTAG distributions. That is, since the cash flows of the program are known, the maturity date of individual investments should be set to the time of the expected cash distribution rather than purchasing a security with a significantly longer maturity with the expectation of realizing a capital gain at the time of sale.
4. All earnings generated through the investment of these funds

will be credited to the Oklahoma Tuition Aid Grant Fund.

C. Oklahoma State Regents' Retirement Funds

1. To fund the liability associated with the supplemental retirement plan, the State Regents must hold a pool of funds equal to the actuarial value of the retirement liability. The year-to-year cash need of the fund will vary depending on the number of retirees and is projected to extend to approximately the year 2021.
2. The long time horizon of these funds permits exposure to volatility associated with equity investments. As a general rule, equity and equity-like investments should comprise no more than fifty percent (50%) of the portfolio. The balance of the fund may be invested in a variety of fixed income investments.
3. Alternately, the State Regents will purchase annuities to fund all or part of this obligation.

D. Investment of All Other Funds

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

4.1.5 **Investment Risk**

- A. In addition to considering the asset allocation between fixed income and equity investments, careful attention shall be given to analyzing the risk attributes of all securities purchased. Normally, funds other than endowments shall not be invested in equities. Any funds invested in equities must be able to tolerate the volatility, or market risk, associated with the stock market. As a general rule, funds, which cannot be invested for more than five years, should not have equity exposure.
- B. Fixed income investments should be examined on the basis of liquidity, maturity, duration, quality, and yield. Fixed income investment portfolios should be diversified on the basis of these characteristics. For investments other than those made in endowment and quasi-endowment funds, maturities should coincide with cash need. That is, when the cash flows of a program are known, the maturity date of an individual investment should be set to the time of the expected cash distribution rather than purchasing a security with a significantly longer maturity with the expectation of realizing a capital gain at the time of sale.
- C. Special care shall be exercised before purchasing derivative or non-traditional securities. For example, the volatility associated with certain mortgage-backed securities, even though backed by the federal government, would not be suitable for most non-endowment funds.

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

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AGENDA ITEM #16:

Contracts and Purchases.

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Copper River in the amount of \$115,000.00 for Adva Optical equipment to provide 100 Gigabit Ethernet connections to the University of Oklahoma at the main campus located at 905 Asp Avenue, Norman Oklahoma. The cost for this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 2) Copper River in the amount of \$500,000.00 for Adva Optical transport equipment to provide 100 Gigabit Ethernet Dense Wave Division Multiplexer hardware for internet access delivery to various nodes on the OneNet network. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

Change Order's to Previously Approved Purchase Orders

OneNet

- 3) At their meeting on May 26, 2017, the State Regents previously approved a purchase from Dobson Technologies Transport Telecom Services in the amount of \$250,000.00 for fiber optic cable relocation for road and highway construction projects. An additional amount of \$200,500.00 is now needed due to the Oklahoma Department of Transportation road construction project on State Highway 183. The new total of this purchase order will be \$450,500.00. The cost for this project will be recovered through customer user fees. (Funded from 718-OneNet).

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AGENDA ITEM #17:

Investments.

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AGENDA ITEM #18:

Task Force on the Future of Higher Education.

This item will be available at the Regents Meeting.

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AGENDA ITEM #19:

APA Rules.

SUBJECT: Adoption of the Suspension or Non-Renewal of Professional and Commercial Drivers Licenses Administrative Rule.

RECOMMENDATION:

It is recommended that the State Regents adopt the proposed permanent rules revocation for the Suspension or Non-Renewal of Professional and Commercial Drivers Licenses and complete the process for revoking the rules as described below.

BACKGROUND:

Senate Bill 357 was signed into law on April 25, 2017. The law repealed 70 O.S. 2011, Section 623.1, which was the statute that necessitated the related administrative rule 610 Chapter 25, Subchapter 25, Suspension or Non-Renewal of Professional and Commercial Driver Licenses. The law was enacted in 1996 as a collection tool for guaranteed student loans though the process was never utilized by the Oklahoma College Assistance Program (OCAP).

POLICY ISSUES:

Since the law authorizing the suspension or non-renewal of Professional and Commercial Driver Licenses was repealed the APA rule for the program is no longer required.

ANALYSIS:

The suspension or non-renewal of licenses was originally viewed as a possible collection tool. However, once enacted, it became apparent that it would result in a much more punitive process than what was already in place with OCAP's authority under federal regulation to pursue Administrative Wage Garnishment. Therefore, the suspension or non-renewal was not implemented as OCAP's ability to garnish wages of working individuals was viewed as more productive and less punitive than the suspension or non-renewal of licenses. Suspension or non-renewal of licenses could in fact make it more difficult for a defaulted borrower to repay if they were no longer able to work and earn wages in their licensed profession.

Since the process of suspension or non-renewal was never used by OCAP there will be no effect on current collection processes used by OCAP for defaulted student loans.

610:25-25-1. Purpose

—The amendment of 70 O.S. 1991, § 623, by O.S.L. 1996, Ch. 261, § 1, necessitates the enactment of these rules procedures designed to provide those targeted by the amendment, namely the category of defaulted student loan borrowers that both fail to enter repayment, and also hold or otherwise qualify for a professional license or certification, with:

- (1) —An opportunity to establish repayment in lieu of loss of professional license or certification; and
- (2) —Notice, hearing requirements and appeal procedures, as authorized by the amendment.

[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]

610:25-25-2. Definitions

—The following words or terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"License" means *any professional license, certificate, registration, permit approval or similar document issued by a licensing board granting to an individual a right or privilege to engage in a profession, occupation or business, including Class A, B or C commercial driver licenses issued pursuant to Title 47 of the Oklahoma Statutes* [70 O.S. § 623.1 (E)(2)].

"Licensing board" means *any bureau, department, division, board, agency or commission of this state or of a municipality in this state that issues a license* [70 O.S., § 623.1 (E)(1)].

"Reasonable and affordable monthly payment" means a determination of payment amount made by the Oklahoma State Regents for Higher Education (OSRHE), pursuant to applicable federal regulations whereby assessment is made of licensee's disposable income and necessary expenses based on documentation provided by licensee that supports a smaller payment than is generally required of borrowers under the federal Higher Education Act of 1965 as amended.

"Satisfactory repayment" is achieved when licensee has made six (6) consecutive, on-time, voluntary, reasonable and affordable payments directly to OSRHE, pursuant to a written repayment agreement approved by OSRHE. Voluntary payments do not include payments obtained by income tax off set, garnishment, or income or asset execution. On-time means received by OSRHE within fifteen (15) days of the scheduled due date.

"Valid request for hearing" must be made within thirty (30) days of issuance of final notification, and shall explicitly state the reason for such request. Further, the stated reason(s) for the request must indicate clear relevance to the issue of whether licensee is in or will enter into satisfactory repayment. No extraneous or unrelated claims or issues, such as those regarding the validity of the debt, the quality of the education received, false certification, etc., will be addressed in a hearing pursuant to this Subchapter. Borrowers with such claims must resort to already established administrative remedies in a separate proceeding or forum.

"Written repayment agreement" must be written and clearly state the total amount owed, the interest rate, down payment amount, monthly payment amount, due dates for both down payment and regular monthly payments, duration of agreement, and any other terms of consideration for the agreement.

[Source: Added at 14 Ok Reg 168, eff 10-15-96; Added at 14 Ok Reg 1424, eff 5-12-97]

610:25-25-3. Notification procedure

(a) Initial notification.

(1) —Upon purchase of a default claim, Oklahoma State Regents for Higher Education (OSRHE) shall notify the defaulted borrower in writing that failure to pay satisfactorily, as defined by applicable federal regulation, may result in suspension or non-renewal of any professional license, certificate, registration, permit approval or similar document issued by a licensing board granting to an individual a right or privilege to engage in a profession, occupation or business, including Class A, B or C commercial driver licenses issued pursuant to Title 47 of the Oklahoma Statutes [70 O.S., § 623.1 (E)(2)].

(2) —If, after the initial notification, borrower fails to enter repayment or falls out of repayment, OSRHE shall continue collection efforts, informing the licensee in writing on a regular basis of the consequences

of failing to repay, as prescribed by federal regulation, for a period of no less than sixty (60) days. Final notification may be issued by OSRHE only after it has attempted to collect the defaulted loan for sixty (60) days.

(b) Final notification.

(1) OSRHE shall provide a final notification letter allowing an additional thirty (30) days prior to notification of the licensing board. The final notification shall provide the defaulted student loan borrower with an administrative process to challenge issuance of notification of default to licensing board.

(2) The final notification shall be mailed to the licensee's last known address and shall describe the nature and amount of the debt, the intention of OSRHE to notify the appropriate licensing board and an explanation of the licensee's rights.

(3) The final notification shall state that the licensee's professional license, certification, registration, permit approval or similar document issued by a licensing board granting to an individual a right or privilege to engage in a profession, occupation or business, including Class A, B or C commercial driver licenses, shall be suspended and/or not renewed by the licensing board thirty (30) days after OSRHE's mailing of the notice to licensee's last known address, unless within that time the licensee:

(A) pays the balance due as stated in the notice;

(B) enters into a written repayment agreement approved by the OSRHE, or

(C) appears and shows cause in a hearing before a hearing official that suspension or non-renewal of a license is not appropriate.

(4) For purposes of this Subsection, in absence of evidence to the contrary, a licensee shall be considered to have received the final notification, five (5) days after issuance by OSRHE.

[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]

610:25-25-4. Written repayment agreement executed subsequent to final notice

(a) Any written repayment agreement referred to in this procedure shall clearly state the total amount owed, the interest rate, down payment amount, monthly payment amount, due dates for both down payment and regular monthly payments, duration of agreement, and any other terms of consideration for the agreement (which terms may include requirement that licensee provide current employment and salary information, as well as tax information, and submit to semi-annual or annual reviews).

(b) Written repayment agreements executed subsequent to OSRHE's issuance of the final notice but prior to notification of the appropriate licensing board shall:

(1) be signed by licensee or licensee's legally authorized representative, and

(2) become effective only upon OSRHE's receipt of licensee's down payment, which sum shall be equivalent to three (3) monthly payments and shall be paid to OSRHE in cash, money order or certified funds.

(c) Written repayment agreements executed subsequent to notification of any applicable licensing board or subsequent to suspension of any applicable license shall:

(1) be signed by licensee or licensee's legally authorized representative, and

(2) become effective only upon OSRHE's receipt of licensee's down payment, which sum shall be equivalent to six (6) monthly payments and shall be paid to OSRHE in cash, money order or certified funds.

(d) OSRHE may, at its discretion, agree to accept a down payment amount less than the amount required under (b) or (c) of this Section after review of licensee's total documented financial circumstances.

[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]

610:25-25-5. Repayment agreement default

(a) Where the licensee enters a written repayment agreement subsequent to OSRHE's final notification and commits to certain terms in consideration for OSRHE's agreement to forbear notification of licensing boards, the failure of the licensee to meet his/her obligations under the agreement, at any time, for the

duration of the agreement, may result in immediate notification of default to licensing board without further notice to licensee.

(b) For purposes of this Section, the licensee shall be considered to have breached or failed to meet his/her obligations under the agreement upon becoming two (2) payments delinquent.

(c) OSRHE may, at its discretion, and under appropriate circumstances as prescribed by applicable federal regulation, temporarily suspend collection efforts including, but not limited to, notification of any licensing board.

[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]

~~610:25-25-6. Hearing procedure~~

(a) To show cause why suspension or non-renewal of a license would not be appropriate, the licensee shall request a hearing from OSRHE. The request shall be made in writing and within thirty (30) days of OSRHE's issuance of the final notice and shall explicitly state the grounds or reason(s) for the request for hearing. For purposes of this paragraph, in absence of evidence to the contrary, a licensee shall be considered to have received the final notice five (5) days after said notice was issued by OSRHE.

(b) A valid request for hearing must be made within thirty (30) days of issuance of the final notice and shall explicitly state the reason(s) for such request. Further, the stated reason(s) for the request must indicate clear relevance to the issue of whether licensee is in or will enter into satisfactory repayment. No extraneous or unrelated claims or issues, such as those regarding the validity of the debt, the quality of the education received, false certification, etc., will be addressed in a hearing pursuant to this section. Borrowers with such claims must resort to already established administrative remedies in a separate proceeding or forum.

(c) Upon receipt of a request for hearing, OSRHE shall evaluate whether the hearing request is valid. Invalid requests shall be summarily denied by OSRHE and returned to licensee with statement of denial.

(d) If licensee submits a valid request for hearing, OSRHE may exercise discretion in attempting to resolve the matter to the mutual satisfaction of both parties prior to the involvement of an independent hearing official.

(e) When licensee's valid request for hearing, as described in (b) of this Section, is received by OSRHE, OSRHE may **not** issue notification to the appropriate licensing board until licensee has been provided the requested hearing.

(f) The time and location for the hearing with the independent hearing official shall be established by OSRHE. An oral hearing may, at the licensee's option, be conducted by telephone conference. OSRHE shall schedule all hearings with the hearing official and mail written notification of date and time of hearing to licensee allowing licensee at least ten (10) days' notice. Licensee shall bear any costs associated with travel to and from a hearing under this Section. Further, parties shall bear their own attorney fees.

(g) Should a hearing with an independent hearing official be conducted, at the request of the licensee, the only issues that may be determined in such hearing are whether the licensee is in satisfactory repayment and/or whether licensee will enter into repayment. Possible determinations of the hearing official are, therefore, limited to the following:

(1) Hearing official may determine that licensee is in satisfactory repayment and that OSRHE is prohibited from notifying licensing board of licensee's defaulted student loan so long as licensee maintains that status.

(2) Hearing official may determine that licensee will enter satisfactory repayment status and may issue a determination that licensee must sign a written repayment agreement.

(A) Hearing official may specify terms for said agreement, but in no instance shall hearing official specify terms that may violate any federal or state law.

(B) Terms specified by the hearing official shall not extend statutory repayment period or create any impossibility of repayment in full within the applicable repayment period.

(C) So long as licensee complies with the terms, OSRHE is prohibited from notifying licensing board.

~~(D) — Should licensee fail to meet his/her obligations under the agreement specified by the hearing official, OSRHE may proceed with notification of licensing board without further notice to licensee.~~

~~(3) — Hearing official may determine that licensee is not and will not enter satisfactory repayment status and that suspension or non-renewal of his/her license is appropriate and, accordingly, issue determination that OSRHE proceed with notification of licensing board.~~

~~(h) — A copy of hearing official's written determination shall be mailed to licensee on the day of issuance or at the earliest practicable date thereafter. Determinations of hearing official become final ten (10) days after issuance of written determination.~~

~~(i) — Hearing official must, in all respects, strictly comply with all requirements of 34 C.F.R. § 682.~~

~~[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]~~

610:25-25-7. Procedure for notification of licensing board to suspend and not renew

~~(a) — If the licensee fails to respond to a final notice of intent to order the suspension or non-renewal of a license within the prescribed time, fails to timely request a hearing, or fails to appear at a regularly scheduled hearing, the licensee's defenses, objections, or request for a payment plan shall be considered without merit and OSRHE may immediately proceed with notification of licensing board.~~

~~(b) — When OSRHE determines that the licensee is in default, as defined by applicable federal regulation, is not in satisfactory repayment, or has not entered into a written repayment agreement, and the thirty (30) day final notification period has elapsed, or hearing official's determination that notification of licensing board should occur has become final, it may notify any licensing board that a licensee is in default on a student loan obligation.~~

~~(c) — Pursuant to 70 O.S., § 623.1 (B), upon receipt of the notice, the licensing boards shall suspend and not renew the license of the licensee until further notification by the OSRHE.~~

~~(d) — Once so notified, no further administrative review or contested proceeding within the licensing board is required. No licensing board may be held liable for any suspension or nonrenewal of a license or commercial driver license pursuant to the provisions of this act [70 O.S., § 623.1 (C)].~~

~~[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]~~

610:25-25-8. Procedure for appeal of hearing official's decision

~~(a) — Upon written request by the licensee, the decision of the hearing official may be appealed to OSRHE. Licensee's written request for appeal must be received by OSRHE on or before the day that the determination of the hearing official becomes final (ten [10] days after issuance of written decision).~~

~~(1) — An appeal shall be reviewed by an OSRHE employee(s) whose employment responsibilities do not include the collection of defaulted student loans.~~

~~(2) — If licensee establishes to the satisfaction of OSRHE with verifiable and documented evidence that suspension, non-issuance or non-renewal of a license would create a **significant hardship** to the licensee, to the licensee's employees, to legal dependents residing in the licensee's household, or the persons, businesses, or other entities served by the licensee, OSRHE may provide one additional opportunity for the licensee to establish a satisfactory written repayment agreement.~~

~~(3) — OSRHE may grant a new hearing if reconsideration is warranted based on verifiable and documented evidence of material, procedural irregularity.~~

~~(4) — After review of all pertinent documentation, OSRHE shall issue a final written determination regarding appeal of hearing official's decision at the earliest practicable date but not later than thirty (30) days after OSRHE's receipt of appeal request.~~

~~(A) — Subject review may, but need not, include direct oral communication with licensee.~~

~~(B) — Under circumstance where OSRHE upholds decision to proceed with notification of licensing board, OSRHE shall mail copy of its written determination to licensee and may not proceed to notification of licensing board until ten (10) days after copy of written determination is mailed to licensee.~~

~~(5) — The determinations of OSRHE, pursuant of this Section, are final agency decisions.~~

~~(b) — Nothing in this Section shall be construed to prevent post-suspension reconsideration, rehearing or reopening, at the discretion of OSRHE, for good cause shown by licensee.~~

~~(c) Under appropriate circumstances, as prescribed by federal regulation, OSRHE may temporarily suspend all collection efforts, including but not limited to, notification of licensing board.~~

~~(d) Employees of OSRHE must, in all respects, strictly comply with all requirements of 34 C.F.R. § 682, and all other federal and state laws.~~

~~[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]~~

~~610:25-25-9. Procedure for notification of licensing board to renew or terminate suspension-~~

~~(a) OSRHE shall notify each licensing board, as soon as possible and no later than ten (10) business days, to renew or terminate suspension of license, when OSRHE determines:~~

~~(1) that the licensee is no longer in default status due to repayment in full, loan rehabilitation or some other action that discharges the licensee of responsibility for repayment; or~~

~~(2) when the licensee achieves satisfactory repayment status, which, pursuant to federal regulation, is defined as:~~

~~(A) licensee has made six (6) consecutive, on time, voluntary, reasonable and affordable payments directly to OSRHE pursuant to a written repayment agreement approved by OSRHE;~~

~~(B) the required monthly amount may not be more than is reasonable and affordable based on the borrower's total, documented, financial circumstances;~~

~~(C) voluntary payments do not include payments obtained by income tax off set, garnishment, or income or asset execution;~~

~~(D) on time means received by OSRHE within fifteen (15) days of the scheduled due date; or~~

~~(3) when licensee executes a written repayment agreement and, in compliance with the requirements for a written repayment agreement executed subsequent to notification of licensing board as provided in this Section, remits a down payment equivalent to six (6) monthly payments.~~

~~(b) *The issuing licensing board shall reinstate or renew the license of the licensee within thirty (30) days contingent upon the requirements of the licensing board [70 O.S., § 623.1 (D)].*~~

~~[Source: Added at 14 Ok Reg 168, eff 10-15-96 (emergency); Added at 14 Ok Reg 1424, eff 5-12-97]~~

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AGENDA ITEM #20:

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:

- **Chancellor Glen D. Johnson** taped remarks for induction of former State Regent Ike Glass into the Oklahoma State University Hall of Fame; presented Higher Education Distinguished Service Award to Senator Jason Smalley in Oklahoma City; made presentation to Enid Rotary in Enid; made presentation to State Regents Economic Development Council in Oklahoma City; made presentation to State Regents Council on Student Affairs in Oklahoma City; presented higher education's FY19 system-wide budget request and 2018 legislative agenda at regional legislative tour event at Northern Oklahoma College in Enid; and participated in taping for episode of the Oklahoma State Chamber's Business Roundtable television show.
- **Vonley Royal**, executive director for OneNet and higher education CIO, **Robert Nordmark**, director of network services, **Chris Koscuik**, chief information security officer, **Brian Burkhart**, director of network systems, **April Goode**, director of OneNet strategic planning and communications, **Karen Carter**, customer relations manager, and **Nick Thigpen**, network technician organized two customer events during National Cybersecurity Awareness Month in October. The group hosted a security summit for chief information security officers from our higher education institutions, where participants discussed collaborations that will improve cybersecurity for the higher education system and a security forum for all OneNet customer groups.
- **Landis Tindell**, OCAP's digital communications specialist, was recently elected to serve on the Board of Directors for the Oklahoma City branch of the Public Relations Society of America. In his new role he will serve as co-chair of the Professional Development Committee.
- **Angela Willits**, Lumina Degree Completion manager, graduated with a Master's degree in Social Work from the University of Texas in Arlington.

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AGENDA ITEM #21:

Executive Session.

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

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AGENDA ITEM #22-a:

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)

- 1 degree program requirement change
- 2 degree program option name changes

Oklahoma State University Center for Health Sciences (OSUCHS)

- 1 degree program requirement change

University of Oklahoma Health Sciences Center (OUHSC)

- 3 degree program requirement changes

Northeastern State University (NSU)

- 1 degree program requirement change

Southeastern Oklahoma State University (SEOSU)

- 4 degree program option additions

Southwestern Oklahoma State University (SWOSU)

- 6 degree program requirement changes

Carl Albert State College (CASC)

- 1 degree program name change

Oklahoma City Community College (OCCC)

- 4 degree program option deletions

Redlands Community College (RCC)

- 1 degree program requirement change

Seminole State College (SSC)

- 1 degree program name change
- 18 degree program requirement changes

Tulsa Community College (TCC)
5 degree program requirement changes
1 degree program option deletion

POLICY ISSUES:

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

ANALYSIS:

OSU – Master of Science in Educational Psychology (068)

Degree program option name change

- For the Educational Research and Evaluation option:
 - Change option name to Research, Evaluation, Measurement, and Statistics.
- The proposed name change better defines the breadth of the courses offered.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Educational Psychology (070)

Degree program option name change

- For the Research and Evaluation option:
 - Change option name to Research, Evaluation, Measurement, and Statistics.
- The proposed name change better defines the breadth of the courses offered.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Master of Science in Information Assurance (403)

Degree program requirement change

- Add MSIS 5713 as an alternative course to MSIS 5243.
- The proposed change provides students with more course options.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUCHS - Master of Science in Forensic Sciences (004)

Degree program requirement changes

- Add FRNS 5980 (3 credit hours) and FRNS 5xx3/FRNS 5000 (2-3 credit hours) and FRNS 5xxx (3-4 credit hours) as alternative courses to FRNS 5000 (6 credit hours).
- The proposed changes will accommodate a broader student population of both traditional and non-traditional 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.

OUHSC - Master of Health Science in Physician Associate (036)

Degree program requirement changes

- Remove PA 7001, PA 7011, PA 7004, PA 7714, and PA 7105.
- Add PA 7xx2 (Foundations of Medical Sciences I), PA 7xx1 (Focuses in PA Practice I), PA 7xx2 (Foundations of Medical Sciences II), PA 7xx1 (Pharmacotherapeutics I), PA 7xx1 (Focuses in PA Practice II), PA 7xx4 (Pharmacotherapeutics II), PA 7xx1 (Focuses in PA Practice III), PA 7xx1 (Medical Spanish), PA7xx1 (Didactic Summative for Physician Associate Students), and 7xx2 (Senior Summative for Physician Associate Students).
- Change the number of failed courses allowed from 3 to 2.
- Change the minimum Grade Point Average requirement for graduation from 2.0 to 2.7.
- The proposed changes will ensure graduates are prepared to enter the practice of medicine.
- Ten new courses will be added and five courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC - Professional Master of Science in Nursing in Nursing (027)

Degree program requirement changes

- Remove NURS 5843, NURS 5853, NURS 5863, NURS 5873, NURS 5883, NURS 5893 and NURS 5880.
- Add NURS 7012, NURS 7002, NURS 7013, NURS 7003, NURS 7033, NURS 7024, and NURS 7045.
- The proposed changes will allow students to more easily locate preceptors for clinical rotations.
- Six new courses will be added and six courses will be deleted.
- Total credit hours for the degree will change from 47 to 46.
- No funds are requested from the State Regents.

OUHSC - Graduate Certificate in Healthcare Administration (091)

Degree program requirement changes

- Expand admission criteria to allow applicants who have a master's degree from an accredited university in a discipline applicable to healthcare administration to be admitted.
- The proposed change is the result of multiple inquiries from recent graduates of OU's Master of Business Administration in Business Administration (025) program and will help prepare them for entry-level positions in hospitals and health systems.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

NSU - Bachelor of Science in Health and Human Performance (040)

Degree program requirement changes

- Require students to complete all courses in the major and Professional Education Core with a grade of C or higher.
- The proposed change will better prepare students to sit for certification exams and graduate school.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program option additions

- Add options General, Education, Health Care Information Systems, and Hospitality Marketing.

- The proposed options will allow students to take courses that address specific roles within tribal organizations.
- 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.

SWOSU – Bachelor of Arts in English (019)

Degree program requirement changes

- Remove the 3-4 credit hours of World Language requirement.
- Change credit hours required for Senior Upper-Level Elective from 3 to 6.
- The proposed changes will strengthen the major and help to fill upper-level courses already being taught.
- 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.

SWOSU – Bachelor of Science in Health Information Management (033)

Degree program requirement changes

- Remove HIM 4051 and add HIM 4052.
- Remove COMSC 1103 and add HIM 4123.
- The proposed changes clarify requirements and align with accreditation standards.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Master of Education in Education Administration (062)

Degree program requirement changes

- Change internship requirement from 3 credit hours to 6 credit hours.
- The proposed change is the result of a redesign of the internship requirement in order to meet requirements for certification as Principal and Superintendent.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 33 to 36.
- No funds are requested from the State Regents.

SWOSU - Master of Education in School Psychometry (077)

Degree program requirement changes

- Remove EDPSY 5782 and EDPSY 5462 and add EDPSY 5783.
- The proposed change resolves issues associated with receiving financial aid while maintaining the overall content of the curriculum.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 34 to 33.
- No funds are requested from the State Regents.

SWOSU - Educational Specialist in School Psychology (148)

Degree program requirement changes

- Remove EDPSY 5462, EDPSY 5782, PSYCH 5422, PSYCH 5613, and PSYCH 5011.
- Add EDPSY 5783, PSYCH 5423, and PSYCH 5713.
- The proposed changes resolve issues associated with receiving financial aid while maintaining the overall content of the curriculum.

- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will change from 67 to 66.
- No funds are requested from the State Regents.

SWOSU - Bachelor of Science in Exercise Science (151)

Degree program requirement changes

- Add SPRTM 4153.
- Remove KINES 4533.
- The proposed changes create better student learning outcomes.
- 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.

CASC – Associate in Arts in Social Science (036)

Degree program name change

- Change program name to History and Political Science.
- The proposed change provides clarity of degree content.
- 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 Business (026)

Degree program option deletions

- Delete options Legal Secretary and Administrative Assistant.
- The proposed deletions are due to consistently low enrollment and graduation rates.
- There are currently seven students enrolled in the Legal Secretary option and 19 students enrolled in the Administrative Assistant option.
- Any required courses will be offered to accommodate the remaining students.
- Eleven courses will be deleted from the Legal Secretary option and 11 courses from the Administrative Assistant option.
- Total credit hours for the degree will not change.
- No funds are available for reallocation.

OCCC - Associate in Applied Science in Digital Media Design (006)

Degree program option deletions

- Delete options Computer Animation and Game Design.
- The proposed deletions are due to consistently low enrollment and graduation rates.
- There are currently 17 students enrolled in the computer Animation option and 22 students enrolled in the Game Design option with expected graduation dates of Spring 2020.
- Any required courses will be offered to accommodate the remaining students.
- No courses will be deleted while students are enrolled.
- Total credit hours for the degree will not change.
- No funds are available for reallocation.

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

Degree program requirement changes

- Remove the following requirements:
 - Students with a focus on Enology take 15 credit hours from Enology and 10 credit hours from Viticulture.

- o Students with a focus on Viticulture take 15 credit hours from Viticulture and 10 credit hours from Enology.
- The proposed changes are due to the updated National Science Foundation Grant objectives and requirements set forth through the Viticulture Enology Science and Technology Alliance program.
- 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.

SCC - Associate in Science in Agriculture (234)

Associate in Science in Secondary Education (235)

Associate in Applied Science in Business Technology (114)

Degree program requirement change

- Remove SOC 1101 and add SOC 1102.
- The proposed change will strengthen efforts to improve retention and graduation rates.
- One new course will be added and one course will be deleted.
- Total credit hours for the degrees will change from 62 to 63.
- No funds are requested from the State Regents.

SCC - Associate in Arts in Art (201)

Associate in Science in Biology (210)

Associate in Science in Business (203)

Associate in Science in Criminal Justice (225)

Associate in Science in Health, Physical Education, and Recreation (206)

Associate in Science in Health Sciences (207)

Associate in Arts in Liberal Studies (205)

Associate in Science in Pre-Engineering (214)

Associate in Science in Psychology (202)

Associate in Science in Social Sciences (215)

Degree program requirement change

- Remove SOC 1101 and add SOC 1102.
- The proposed change will strengthen efforts to improve retention and graduation rates.
- One new course will be added and one course will be deleted.
- Total credit hours for the degrees will change from 61 to 62.
- No funds are requested from the State Regents.

SCC - Associate in Arts in Child Development (228)

Degree program requirement change

- Remove SOC 1101 and add SOC 1102.
- The proposed change will strengthen efforts to improve retention and graduation rates.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 60 to 61.
- No funds are requested from the State Regents.

SCC - Associate in Science in Elementary Education (204)

Degree program requirement change

- Remove SOC 1101 and add SOC 1102.
- The proposed change will strengthen efforts to improve retention and graduation rates.
- One new course will be added and one course will be deleted.

- Total credit hours for the degree will change from 60-62 to 61-63.
- No funds are requested from the State Regents.

SCC - Associate in Applied Science in Medical Laboratory Technology (108)

Degree program requirement change

- Remove SOC 1101 and add SOC 1102.
- The proposed change will strengthen efforts to improve retention and graduation rates.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 72 to 73.
- No funds are requested from the State Regents.

SCC - Associate in Applied Science in Physical Therapist Assistant (233)

Degree program requirement changes

- Remove SOC 1101 and add SOC 1102.
- Remove CS 1113 and add CS 2023.
- The proposed changes will strengthen efforts to improve retention and graduation rates.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 67 to 68.
- No funds are requested from the State Regents.

SCC - Associate in Science in Computer Science (226)

Degree program requirement changes

- Remove SOC 1101 and add SOC 1102.
- Remove CS 1113 and add CS 2023.
- The proposed changes will strengthen efforts to improve retention and graduation rates and aligns the curriculum with current standards in the industry.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 61 to 62.
- No funds are requested from the State Regents.

SCC - Certificate in Applied Science General Education (232)

Degree program name change

- Change program name to Early College.
- The proposed change better represents the intent of the certificate.
- No new courses will be added and no courses will be deleted.
- Total credit hours of the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Drafting and Design Engineering Technology (175)

Degree program option deletion

- Delete option Drafting and Computer-Aided Design.
- The proposed deletion eliminates an option that is redundant and reconciles the State Regents' degree program inventory with the TCC catalog.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are available for reallocation.

TCC - Associate in Applied Science in Engineering Technology (151)

Degree program requirement changes

- Remove MATH 1513 and Math 1613.
- Add Math 1454.
- For the Drafting and Design Engineering Technology option:
 - Remove BUSN 1053 and GEOG 1014.
 - Add ENGT 1212.
 - Change credit hours required for ENGT 2462 from 2 to 3 (2463).
- For the Manufacturing Engineering Technology option:
 - Remove BUSN 1053, ENGT 1363, ENGT 2543, GEOG 1014, and PHYS 1114.
 - Require ENGT 1463 and ENGT 1543.
 - Change credit hours required for ENGT 2462 from 2 to 3 (2463).
 - Change QCTT 2333, QCTT 2383, and QCTT 2423 from required to electives.
 - Add 8-9 credit hours of Controlled Electives.
- The proposed changes were recommended by the workforce advisory board and ensure that courses align with program learning outcomes and update the curriculum to better meet local workforce needs.
- No new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 63 to 62-63.
- No funds are requested from the State Regents.

TCC - Certificate in Biotechnology (261)

Degree program requirement changes

- Change credit hours required for BIOT 1315 from 5 to 4 (1314).
- Change credit hours required for BIOT 1534 from 4 to 3 (1533).
- Change credit hours required for BIOT 2246 from 6 to 5 (2245).
- Change credit hours required for BIOT 2335 from 5 to 4 (2334).
- The proposed changes are the result of revisions to lab assignments to be more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 26 to 22.
- No funds are requested from the State Regents.

TCC - Associate in Science in Biotechnology (263)

Degree program requirement changes

- Change credit hours required for BIOT 1315 from 5 to 4 (1314).
- Change credit hours required for BIOT 1534 from 4 to 3 (1533).
- Change credit hours required for BIOT 2246 from 6 to 5 (2245).
- Change credit hours required for BIOT 2335 from 5 to 4 (2334).
- The proposed changes are the result of revisions to lab assignments to be more efficient.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66 to 62.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Diagnostic Medical Sonography (281)

Degree program requirement changes

- Remove PSYC 1113/PSYC 2323.
- Change credit hours required for DMS 2035 from 5 to 4 (2034).
- Change credit hours required for DMS 2148 from 8 to 5 (2145).

- The proposed changes are based on the standard ratio of six clinical hours to one credit hour for TCC's allied health programs and also remove unnecessary courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 72-73 to 65-66.
- No funds are requested from the State Regents.

TCC - Certificate in Manufacturing Production Technician (357)

Degree program requirement changes

- Remove MATH 1454 and ENGT 1523.
- Add ENGT 1212, ENGT 1223, ENGT 2453, and QCTT 1313.
- The proposed changes are recommendations from the workforce advisory board.
- No new courses will be added and one course will be deleted.
- Total credit hours for the certificate will change from 16 to 20.
- No funds are requested from the State Regents.

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AGENDA ITEM #22-b:

Suspensions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to suspend the existing academic degree programs, as described below.

BACKGROUND:

The University of Oklahoma (OU) requested authorization to suspend the program listed below:

- Doctor of Philosophy in Counseling Psychology (040)

Oklahoma City Community College (OCCC) requested authorization to suspend the program listed below:

- Certificate in Geographic Information Systems (151)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's 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:

OU requested authorization to suspend the Doctor of Philosophy in Counseling Psychology (040).

- OU reports a lack of dedicated program faculty due to retirements and resignations.
- Students currently enrolled will be able to access coursework and practice/internship experiences led by Educational Psychology faculty.
- The program will continue to work with the American Psychological Association to maintain accreditation.
- OU will reinstate or delete the program by February 28, 2022.

OCCC requested authorization to suspend the Certificate in Geographic Information Systems (151).

- OCCC reports low completion rates for the certificate and needs time to evaluate student demand and relevance to the industry.
- This suspension is effective beginning the 2017-2018 academic year.
- OCCC will reinstate or delete the program by February 28, 2018.

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AGENDA ITEM #22-c:

Academic Nomenclature.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature change as described below.

BACKGROUND:

Oklahoma State University (OSU) requested authorization to elevate the Department of Music to the Michael and Anne Greenwood School of Music. OSU's governing board approved the request on October 20, 2017.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OSU requested approval to elevate the Department of Music to the Michael and Anne Greenwood School of Music within the College of Arts and Sciences. The proposed change is the result of OSU receiving a significant donation to initiate the construction of a new facility to house the School. OSU notes that a name change from Department to School is often done concurrently with such philanthropic investments. Additionally, a named School will increase the visibility of the program to prospective students and communities outside the university.

No additional funding is requested from the State Regents for this change.

Authorization was granted by the Chancellor for the above request. State Regents' ratification is requested.

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February 1, 2018

AGENDA ITEM #22-d (1):

Electronic Delivery.

SUBJECT: University of Oklahoma - College of Law. Approval of requests to offer the existing Master of Laws in Law, the Graduate Certificate in Energy and Natural Resources Law, and the Graduate Certificate in Indigenous Peoples Law through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma - College of Law's requests to offer the existing Master of Laws in Law, the Graduate Certificate in Energy and Natural Resources Law, and the Graduate Certificate in Indigenous Peoples Law via online delivery.

BACKGROUND:

University of Oklahoma - College of Law (OU-Law) is currently approved to offer the following degree programs via online delivery:

- Master of Legal Studies in Oil, Gas, and Energy Law (157);
- Master of Legal Studies in Legal Studies (149);
- Master of Legal Studies in Indigenous Peoples Law (158); and
- Master of Legal Studies in Healthcare Law (159)

OU's governing board approved offering online the existing Master of Laws in Law (LLM) (384), the Graduate Certificate in Energy and Natural Resources Law (155) at their October 24, 2017 meeting. OU-Law 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:

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

Master of Laws in Law (384)
Graduate Certificate in Energy and Natural Resources Law (155)
Graduate Certificate in Indigenous Peoples Law (156)

Demand. OU-Law reports strong interest from overseas applicants who want to pursue graduate education in law. For example, in April 2017, 137 potential applicants from overseas had contacted OU-Law with interest in the LLM and graduate certificate programs. However, the College of Law has found the added cost of travel and living expenses to study in the United States makes it much more financially burdensome for students to move to Oklahoma to pursue a program in a traditional format. As a result, the vast majority of these applicants are unable to complete the application process, which requires students to obtain a visa and secure enough funding to cover tuition and travel. A review of the credentials of the potential candidates indicates a majority would meet the admission criteria and would be admitted. OU-Law believes that if the programs were offered online, these potential candidates would accept an offer of admission and be successful in their selected program.

Delivery method. OU-Law will utilize the learning and course management system, Canvas, for the instructional delivery of the courses and will utilize recorded lectures, online discussion forums, quizzes, tests, and written assignments.

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 October 10, 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 OU-Law's requests to offer the existing degree and certificate programs through online delivery, as described above.

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AGENDA ITEM #22-d (2):

Electronic Delivery.

SUBJECT: Cameron University. Approval of request to offer the existing Bachelor of Science in Organizational Leadership (775) through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's request to offer the existing Bachelor of Science in Organizational Leadership (775) via online delivery.

BACKGROUND:

Cameron University (CU) is currently approved to offer the following degree programs via online delivery:

- Associate in Science in Interdisciplinary Studies (365);
- Master of Business Administration (630);
- Master of Science in Educational Leadership (670); and
- Master of Science in Organization Leadership (635)

CU's governing board approved offering online the existing Bachelor of Science in Organizational Leadership (775) at their December 12, 2017 meeting. CU requests authorization to offer this existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Organizational Leadership (775)

Demand. Student demand for the Bachelor of Science in Organizational Leadership (775) program remains strong and is anticipated to grow. Enrollment per class has ranged from 16 to 33 students in the

past several semesters. Graduates of the program will have ample opportunity to find employment in the area. Employment statistics from the Oklahoma Employment Security Commission (OESC) for the Lawton area show the unemployment rate in October 2017 was 4.4 percent. Additionally OESC data projects a 17 percent increase in employment opportunities for Administrative Services Managers, a 13 percent increase in General and Operations Managers, a 12 percent increase in Business Operations Specialists, and an 8 percent increase in Other Managers. All of the aforementioned occupation areas require employees to have at least a bachelor's degree.

The majority of students pursuing the Bachelor of Science in Organizational Leadership (775) have earned some college and have returned to complete their degree. These students typically work full-time and often have difficulty attending face-to-face classes. By offering the program fully online, students will have a better opportunity to finish their degree and improve their chances for career advancement.

Delivery method. CU will utilize the learning and course management system (LMS) Blackboard for the instructional delivery of the courses. Blackboard is available as an asynchronous system or as an active delivery system depending on instructor preferences or course requirements. Features of the Blackboard LMS that facilitate learning include discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 18, 2015. 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 CU's request to offer the existing degree program through online delivery, as described above.

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AGENDA ITEM #22-e:

High School Courses for College Admission.

SUBJECT: Ratification of requests to approve high school courses for college admission.

RECOMMENDATION:

It is recommended that the State Regents ratify a request to approve high school courses for college admission.

BACKGROUND:

Since Fall 2010, the State Regents' high school curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the subjects listed above or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed within policy section 3.9.3 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

“Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a

college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.”

STAFF ANALYSIS:

Prior to February 1, 2018, State Regents’ staff received a request from the Oklahoma Department of Career Technology Center to approve high school courses for college admission. The table below details each course as well as the college admission subject area in which it will count:

Course	Subject Area
Cybersecurity Basics	Computer Science
Internet of Things Fundamentals	Computer Science

After a comprehensive review of the course objectives and learning outcomes, it was determined that these high school courses meet the requirement for college admission. Therefore these high school courses were approved for college admission by the Chancellor. State Regents’ ratification is requested.

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AGENDA ITEM #22-f:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). Additionally, on June 29, 2015, the Southern Regional Education Board approved Oklahoma as a SARA State.

As the state portal agency, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to February 1, 2018, State Regents' staff received SARA renewal applications from the institutions listed below:

- Eastern Oklahoma State College,
- Oklahoma Christian University,
- Oklahoma State University,
- Platt College,
- Southeastern Oklahoma State University,
- Southern Nazarene University,
- Southwestern Christian University, and
- University of Central Oklahoma.

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor for annual renewal of their participation in SARA. State

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AGENDA ITEM #22-g (1):

Agency Operations.

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

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between November 9, 2017 and December 29, 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 November 9, 2017 and December 29, 2017, there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

OCAP

- 1) Staplegun Design Incorporated in the amount of \$40,000.00 for digital advertising and account service plan for the Free Application for Federal Student Aid (FAFSA) campaign. Target audiences are Oklahoma students in the 12th grade, their parents and other adults with influence. (Funded from 701-OCAP).

OneNet

- 2) Office of Management and Enterprise Services (OMES) in the amount of \$53,124.47 for OneNet's portion of the fiber relocation needed due to the Oklahoma Department of Transportation's (ODOT) Rock Creek Road widening project in Norman, Oklahoma. The cost of this project is shared with the Oklahoma Management and Enterprise Services (OMES), and OneNet's portion will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 3) Solaris Power Systems in the amount of \$55,362.60 for plant battery replacements at the Education Television Network building in Oklahoma City and Oklahoma State University-Tulsa campus location. These batteries are at the end of life and need to be replaced. The cost of this project is recovered through OneNet user fees. (Funded from 718-OneNet).

OCAN

- 4) Graybar Electric Company Incorporated in the amount of \$37,285.20 for Corning fiber optic cable to replenish the Oklahoma Community Anchor Network (OCAN) stock for fiber optic cuts and relocations projects. The cost of these products is recovered through OneNet user fees. (Funded From 720-OCAN).

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AGENDA ITEM #22-g (2):

Agency Operations.

SUBJECT: Ratification of appointment of Assistant Vice Chancellor and Project Director for GEAR UP.

RECOMMENDATION:

It is recommended that the State Regents ratify the personnel change as noted below.

BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

It is recommended that the State Regents' ratify the following personnel action regarding State Regents Staff:

Assistant Vice Chancellor and Project Director for GEAR UP. It is recommended that the State Regents ratify the appointment of Ms. Jolynn Horn to serve as Assistant Vice Chancellor and Project Director in conjunction with the State Regents' receipt of the federal GEAR UP Phase IV grant. This position is responsible for providing leadership and of the OSRHE's GEAR UP project, which is a federally-funded program aimed at early college awareness and preparation for low-income students. The Assistant Vice Chancellor and Project Director will develop partnerships with K-12 education agencies, higher education institutions, external business and community entities, program initiatives in other states, and national public policy organizations to advance the goals of GEAR UP and the State Regents. Ms. Horn has been employed with the State Regents since 1999 and has assumed increasing levels of responsibility, currently serving as Assistant Vice Chancellor for GEAR UP. Ms. Horn holds a Master of Science in Guidance and Counseling Education from Midwestern State University as well as several professional certifications, including Superintendent, Secondary Principal, Elementary Principal, Secondary Counselor, Elementary Counselor, and Vocational Consumer Science. Ms. Horn assumes this new title effective February 1, 2018. This position reports to the Chancellor. A copy of the job description and Ms. Horn's resume are attached.



JOB DESCRIPTION

Assistant Vice Chancellor and Project Director

GEAR UP

FLSA: Exempt

Position #100103

Grade 13

Cost Center: GEAR18 13983

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Provide leadership and overall control of the Oklahoma State Regents for Higher Education's (OSRHE) GEAR UP project - a federally funded program aimed at early college awareness and preparation for low-income students. Advance the work of GEAR UP and OSRHE through partnerships with K-12 education agencies, higher education institutions, external business and community entities, program initiatives in other states, and national public policy organizations whose goals and objectives positively link with the student success goals of the Oklahoma State System of Higher Education. Make strategic and administrative decisions to achieve GEAR UP grant objectives. Overnight and extended in- and out-of-state travel required.

RESPONSIBILITIES AND DUTIES

- Provide leadership for the OSRHE's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project.
- Provide direction for activities and services for the statewide OSRHE GEAR UP project which includes monitoring spending by districts and campuses and requiring financial reporting.
- Develop and lead programs and practices that support the goals of the GEAR UP project.
- ~~Direct sub-grant activity~~ Lead and plan activities with participating GEAR UP school districts administration and grant partners.
- Organize and plan annual state GEAR UP advisory meeting.
- Serve as cost center manager for GEAR UP project funds. Keep up on federal cost requirements.
- Coordinate and submit all reports required by the U.S. Department of Education.
- Coordinate all record keeping, reviews, summaries, agenda items and evaluations for OSRHE.
- Meet with and provide updates to the Chancellor for Higher Education.
- Represent GEAR UP and OSRHE at meetings and conferences at the state and national level.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Evaluate GEAR UP staff performance.
- Organize and conduct staff meetings as needed.
- Plan and help direct regional GEAR UP conferences with other states.
- Coordinate GEAR UP activities with other OSRHE programs and projects which support K-12 student preparation for post-secondary education.

MINIMUM QUALIFICATIONS

Master's degree in education required. Knowledge of K-12 and/or higher education programs and issues required, especially programs and issues related to student success in postsecondary education. Five (5) years or more experience directing a broadly implemented program in a public agency or institution required, including experience in coordinating and building program support and sustainability through collaboration with external agencies, entities and project partners. Overnight and extended in- and out-of-state travel is expected.

PREFERRED QUALIFICATIONS

Experience leading professional staff and directing and coordinating large-scale projects in an educational setting is preferred.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level. Extensive travel required.

SUPERVISION

The employee performs work under the supervision of the Chancellor.

****This position is contingent upon continued availability of grant funds.****

CURRICULUM VITAE

Jolynn S. Horn

TELEPHONE:

Office: (405) 225-9376

OFFICE ADDRESS:

655 Research Parkway
Suite 200
Oklahoma City, OK 73104

CURRENT STATUS:

Employed by Oklahoma State Regents for Higher Education
Assistant Vice Chancellor– GEAR UP Project

EDUCATION:

M.S. Guidance and Counseling Education, Midwestern State University, Wichita Falls, Texas 1986
B.S. Vocational Consumer Science-Communications, Oklahoma State University, Stillwater, Oklahoma 1978
High School Diploma, Helena-Goltry High School, 1974

WORK EXPERIENCE:

Oklahoma State Regents for Higher Education 2000-present

- Vice Chancellor GEAR UP
- Director of Student & Community Outreach Activities
- Senior Coordinator for Professional Development
- School Trainer Coordinator

Chickasha Public Schools, 10-12 Counselor 1992-2000

Waurika Public Schools, K-12 Counselor 1987-1992

Waurika Public Schools, Classroom Teacher 1982-1987

Oil & Gas Land man 1981-1982

Oklahoma State University Extension, Family & Consumer Science Educator 1978-1981

CERTIFICATIONS:

Superintendent
Secondary Principal
Elementary Principal
Vocational Consumer Science

Secondary Counselor
Elementary Counselor

PROFESSIONAL SKILLS:

Manage \$5,000,000 annual budget.
Total Quality Management (TQM) Graduate
Secured partners and negotiated contracts for federal grant.
Supervised up to fourteen staff members and four administrative assistants.
Organize and track data for evaluation of projects.
Organize and track data for required federal reports.
Development of presentation, “Vertical Alignment to a Rigorous Curriculum”
Development of presentation, “Using Data to Strengthen Test Scores”
Conducted presentation on PreACT and ACT test results
Developed presentation, “Steps to Textbook Selection”
Guided development of GEAR UP Professional Development Rubric and LOGIC Model
Developed presentation, “Planning for Student Achievement”
Center for Parent Leadership (Prichard Committee) – Certified Trainer
Ruby Payne, Framework for Understanding Poverty – Certified Trainer
Thinking Maps – Certified Trainer
Jim Fay, Love and Logic - Certified Trainer
SREB Leadership Module Graduate – Professional Development
SREB Leadership Module Graduate - Using Data to Lead Change
SREB Leadership Module Graduate – Creating a High Performance Learning Culture
SREB Leadership Module Graduate– Meeting the Standards
Presented at forty local school districts
Presented at Ed Trusts National Counselor Workshop
Presented North Carolina State GEAR UP Conference
Trainer for Tulsa Public Schools Leadership Academy
Presented at ACT College Readiness Symposium – (3)
Presented at College Board National Conference (3)
Presented at State High Schools that Work Conference (3)
Presented at State Elementary Principals Academy
Presented at National GEAR UP Conference (5)
Trained in Data Analysis – Southwest Educational Development Lab, Austin, TX
Grant Reviewer – Federal and State Level
District Special Education Director 1987-1991
District Test Coordinator 1987-1992
Trained by William Glasser, 1986

INTERNSHIPS:

Substance Abuse and Rehabilitation Unit, Texas State Hospital
Wichita Falls, Texas Counseling Practicum 1986

Charles Page High School, Sand Springs, Oklahoma
Student Teaching 1978

HONORS & AWARDS:

Waurika, Teacher of the Year, 1987
Oklahoma Young Career Woman,
Business and Professional Women - 1982
State Outstanding Teen Involvement Program, 1980

BIBLIOGRAPHY:

Articles

Sturgeon, J. and Cullars, K. "Teen Parenting." Illinois Teacher Fall 1981.

Masters Paper

Horn, J. "Counseling Obese Adolescents." July 1986

MEMBERSHIPS:

Association Curriculum Development (ASCD) – member

OSU Alumni Association

4-H Alumni Association

College & Career Readiness Evaluation Consortium - member

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AGENDA ITEM #22-h:

Resolution.

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AGENDA ITEM #23-a:

Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2017 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2017-2018).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Approved Electronic Media Requests
5. Requested Degree Program Deletions
6. Approved Degree Program Deletions
7. Requested Degree Program Name Changes
8. Approved Degree Program Name Changes
9. Requested Degree Designation Changes
10. Approved Degree Designation Changes
11. Cooperative Agreements
12. Suspended Programs
13. Reinstated Programs
14. Inventory Reconciliations
15. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #23-b (1):

Annual Reports.

SUBJECT: Employment Outcomes Report.

RECOMMENDATION:

It is recommended that the State Regents accept the report on employment of Oklahoma public college and university graduates.

BACKGROUND:

Findings from the employment data collection and analysis have been used in degree program reviews, a May 1998 document, *The General Degree Productivity and Retention of Oklahoma Graduates*, and Department of Commerce presentations to prospective employers. This is the ninth *Employment Outcomes Report* designed to study the value of public higher education in the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-Oklahoma residents who graduate from public colleges and universities remain in Oklahoma?
- How does level of education impact salary?
- What is the median annual salary by field of study and level of degree of Oklahoma graduates?

POLICY ISSUES:

The State Regents place a high priority on being accountable to the public for the investment in higher education. The board's accountability priorities and performance reporting are reflected in recommendations of the Citizens' Commission, in the 1987 15 goals by the State Regents, in the 1990 Mission and Goals for the System, the State Regents' Public Agenda for Higher Education, the Oklahoma State System report cards/Key Indicators of Accountability, and the State Regents' Annual Report.

METHODOLOGY CHANGES:

For the current report, a more accurate selection process was used to identify graduates' records that were not found by the Oklahoma Employment Security Commission. This resulted in more records being sent to the Oklahoma Tax Commission, which may have increased the total number of graduates found in Oklahoma during the target employment period.

In terms of presentation, all data are now being viewed in the form of Tableau dashboards, a data analytics tool that displays trends in an interactive manner. Samples from the Tableau data are included in the report under "FINDINGS", and links to the dashboards are provided in the Background and Appendix of the report, and at the conclusion of the agenda item. The dashboards analyze all data for the graduating classes of 2009-10 through 2013-14. The report summarizes the information for one year and five years after graduation.

Once in Tableau, the data are sorted to display employment by degree level, field of study, industry, and industry in detail. There are filters included to select a year of graduation, a field of study, an institution, STEM or non-STEM, and resident or non-resident indicators. The Public filter should always set to “Y” to indicate filtering of public institutions only. The State Regents utilize metrics from public institutions only to avoid fluctuations due to inconsistent reporting of private institutions’ graduates to the Oklahoma State Regents for Higher Education.

ANALYSIS:

The 2017 Employment Outcomes Report analyzes employment data for graduates of Oklahoma public colleges and universities one year through five years after graduation, 2009-10 through 2013-14 graduates.

The current study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state’s public colleges and universities confirm that the higher the degree a student earns, the higher the salary he or she is likely to earn. A majority of Oklahoma college graduates remain in the state, contributing to the state’s economy and opportunities for growth, even five years after graduation. Following are highlights of the most recent Oklahoma employment data for the state’s higher education graduates:

- Employment by degree level for one year after graduation shows associate in applied science and certificate graduates with the highest percentage of employment (both have 88 percent with 2,816 and 649 employed graduates, respectively), followed by associate in arts/science (85 percent and 5,894 employed graduates), bachelor’s (78 percent and 12,386 employed graduates), master’s (66 percent and 3,250 employed graduates), professional (64 percent and 586 employed graduates) and finally doctoral degree holders (51 percent and 245 employed graduates).
- Comparing median annual salary five years after graduation by degree level among all graduates, the data displays professional degree holders highest (\$85,154), followed by doctoral (\$70,000), master’s (\$52,236), associate in applied science (\$43,564), bachelor’s (\$41,460), associate in arts/science (\$26,384), and certificate degree holders (\$21,808). The higher the education level, the more the median annual salary likely increases, demonstrating that educational attainment is linked to salary.
- Comparing median annual salary five years after graduation by degree level among STEM graduates the data displays doctoral degree holders highest (\$70,738), followed by master’s (\$64,100), bachelor’s (\$51,676), associate in applied science (\$38,028), certificate (\$35,532), and associate in arts/science degree holders (\$25,950). (None of the professional degrees awarded fall within the STEM disciplines.)
- The median salary for graduates after five years is higher than for graduates after only one year at all degree levels. For instance, the data indicate that after five years of employment with a bachelor’s degree, graduates command a median annual salary of \$41,460, compared to \$28,836 one year after graduation (a 44 percent increase). For doctoral degrees, the median annual salary increases from \$42,936 to \$70,000 (a 63 percent increase) one year after graduation to five years after graduation. This supports other findings that the earnings gap between educational levels increases as graduates gain experience in the workforce.
- Resident retention is excellent in the state of Oklahoma, with 87 percent of 2013-14 Oklahoma residents’ bachelor’s and master’s degree recipients employed in-state one year after graduation.

Additionally, 92 percent of the resident associate in applied science graduates remained; 89 percent of certificate and associate in arts/science recipients remained; and professional and doctoral degree recipients remained in-state at rates of 73 and 67 percent, respectively.

- Comparing 2013-14 Oklahoma residents' employment rates to the previous report for 2012-13 resident graduates after one year, rates increased at all degree levels from certificate to master's. On the other hand, rates for professional and doctoral degree graduates decreased from the prior reporting period.

Efforts to improve student preparation and awareness of college, strategic scholarship programs, and accelerated degree completion programs all contribute to increased numbers of college graduates in the state, assisting workforce efforts. In 2010, Oklahoma joined with *Complete College America (CCA)*, a national nonprofit organization focused on raising degree attainment. Significant progress is being made toward the program goals. In the first four years of the CCA initiative, the number of degrees and certificates earned in Oklahoma has increased by **8,462**, surpassing the state benchmark of **6,800**. Governor Mary Fallin framed the importance of this goal and the state's commitment in a September 2011 press conference when she said, "We can and must do better in producing a highly skilled and educated workforce in our state. This is part of our agenda – developing the Complete College America program."

This report will be available in the Studies, Reports, and Data section of the State Regents' website at <http://www.okhighered.org/studies-reports/employment-outcomes/> or upon request. The data dashboards made in Tableau are currently on the State Regents' website and can be found at <http://okhighered.org/econ-dev/dashboards/dashboard-StatewideMedianAnnualSalary.html>.

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AGENDA ITEM #23-b (2):

Annual Reports.

SUBJECT: Financial Aid Report: Overview of Student Financial Aid at State System Institutions for 2015-2016.

RECOMMENDATION:

It is recommended that the State Regents accept the Student Financial Aid Report.

BACKGROUND:

This report utilizes information from the State Regents (OSRHE) Financial Aid Database that has been implemented gradually over the past several years to collect student-level financial aid data from Oklahoma public colleges and universities. The process of developing the new database initially began in 2008 with a project utilizing the consulting firm Noel Levitz.

Currently, state system institutions annually submit student level financial aid information for each aid recipient. This data can be combined with enrollment data from the Unitized Data System (UDS) and information from the federal financial aid application information to generate a more complete perspective of the resources students use to finance a college education. The database allows analysis of the types of student aid that individual students receive and in what combination. OSRHE staff has worked with institutional representatives to review and verify the accuracy of the submitted data. The following report includes information for the four most recent years. [Veteran's education benefits are not included in this analysis. For federal financial aid purposes, the U.S. Department of Education does not consider veteran's education benefits to be part of a student's financial aid package.]

POLICY ISSUES:

The information provided by this report is important for analyzing the impact of financial aid in relation to the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

ANALYSIS:

See the following sections.

Highlights and Trends

- In each of the past four years, total financial aid for undergraduate and graduate/professional students at state system institutions has remained relatively stable at between \$1.35 billion and \$1.4 billion. Undergraduate student aid, at about \$1.1 billion, accounts for 81 percent of total student aid.
- Four-Year Trends in Undergraduate Student Aid, by Type of Aid: Following are the changes in amounts of undergraduate aid, by type of aid, for the period 2012-2013 to 2015-2016.

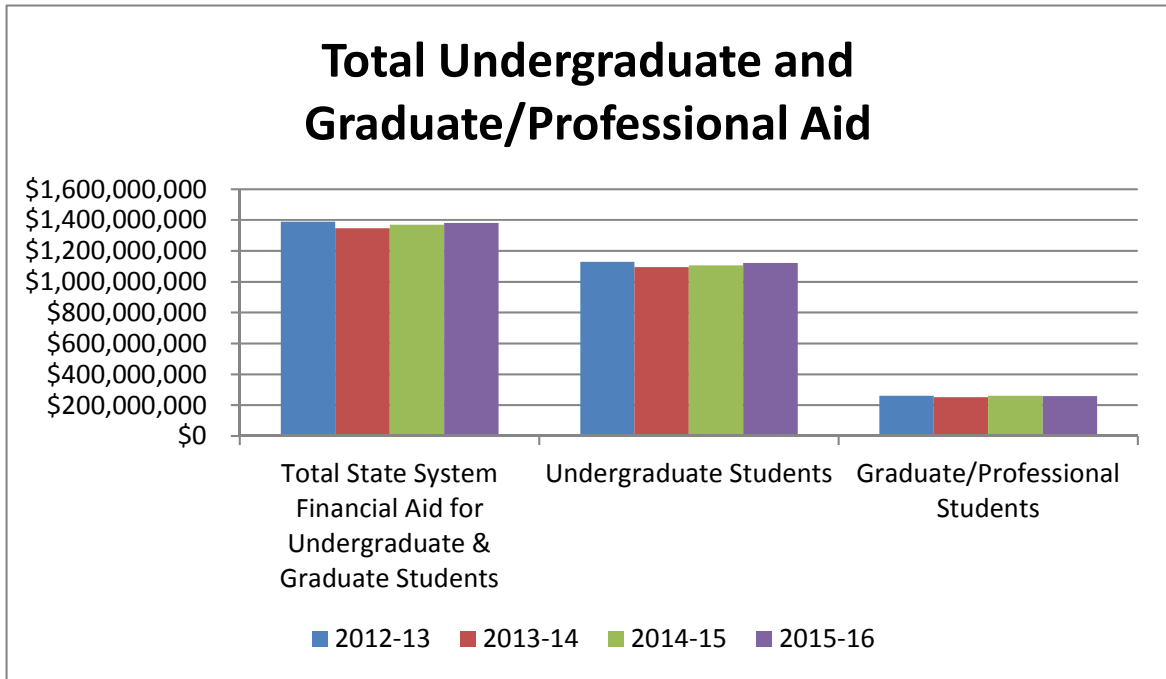
Type of Undergraduate Student Aid	\$ Amount Change 2012-13 to 2015-16 (in \$ millions)	Percent Change
Federal Grants (Pell)	-\$39.5	-14%
State Grants and Scholarships	+\$4.8	+6%
Institution Aid (Tuition Waivers, Foundation, Other)	+\$59.2	+29%
Tribal Grants	+\$2.3	+10%
Other Outside Scholarships and Grants	+\$7.1	+23%
Loans	-\$40.7	-8%
Federal Work Study	-\$0.1	-1%
Change in Total Undergraduate Student Aid	-\$6.9	-1%

- While the total amount of undergraduate financial aid has remained at about \$1.1 billion over the past four years, the proportion of that aid going to the research universities has increased by \$57 million or 14 percent while the proportion going to community colleges has decreased by \$54 million or 17 percent. The amount going to the regional universities decreased moderately by \$10 million or 3 percent.
- Over the past four years total undergraduate loan volume has declined by \$41 million or 8 percent. By tier, undergraduate loan volume has dropped significantly at the community colleges (-\$31 million or -24 percent) and the regional universities (-\$17 million or -10 percent) while increasing slightly at the research universities (+\$7 million or +4 percent).
- The percentage of undergraduate aid comprised of loans has steadily declined from 44 percent in 2012-2013 to 41 percent in 2015-16. Conversely, non-loan aid (grants, scholarships, work-study) has grown from 56 percent to 59 percent.
- Nonresident students account for nearly 24 percent of the total undergraduate student loan volume (\$109 million of \$460 million). At the research universities, nonresident students account for nearly 40 percent of the undergraduate student loan volume.
- Many low-income Pell Grant recipients also rely on student loans. Fifty-four percent of Pell Grant recipients also take out student loans. While Pell Grant recipients make up one-third of overall undergraduate enrollment, they account for almost half of the total undergraduate loan volume (\$221 million of \$460 million).
- Of the \$258 million in graduate/professional student aid, over 70 percent was in the form of loans.

Total Financial Aid for State System Undergraduate and Graduate/Professional Students

- In each of the past four years, total student financial aid received by all students in the state system of higher education, both undergraduate and graduate students, has exceeded \$1.3 billion. About 80 percent, or \$1.1 billion, of the total was received by undergraduate students while the remaining 20 percent went to graduate students.

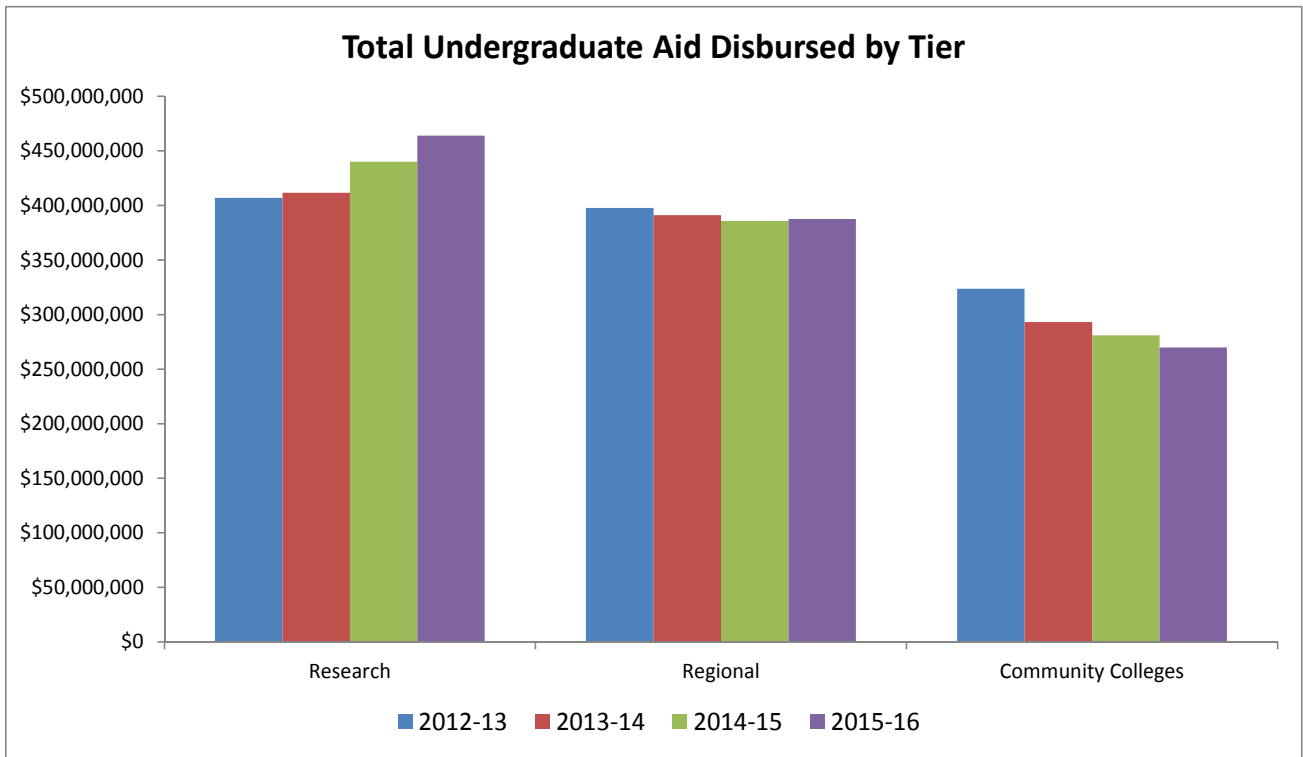
	Total State System Financial Aid for Undergraduate & Graduate Students	Undergraduate Students	Graduate/Professional Students
2012-13	\$1,389,285,750	\$1,128,518,707	\$260,767,043
2013-14	\$1,347,664,322	\$1,095,824,720	\$251,839,602
2014-15	\$1,368,632,106	\$1,106,857,413	\$261,774,693
2015-16	\$1,379,874,360	\$1,121,617,868	\$258,256,492



Undergraduate Student Financial Aid

- Of the \$1.1 billion in undergraduate student aid, more than \$450 million went to the research university tier, almost \$400 million to the regional university tier and \$270 million went to students at community colleges. While the total amount of state system aid stayed at roughly \$1.1 billion over the four years, the amount awarded at the research universities increased by about \$57 million or 14 percent. In contrast, the amount awarded by the regional universities declined by \$10 million or 3 percent while the amount awarded at the community colleges dropped by \$54 million or 17 percent.

Academic Year	Total State System Undergraduate Financial Aid	Research Universities	Regional Universities	Community Colleges
2012-13	1,128,518,707	407,048,227	397,814,329	323,656,151
2013-14	1,095,824,720	411,622,897	390,931,511	293,270,312
2014-15	1,106,857,413	440,130,881	385,727,561	280,998,971
2015-16	1,121,617,868	463,986,459	387,672,718	269,958,691

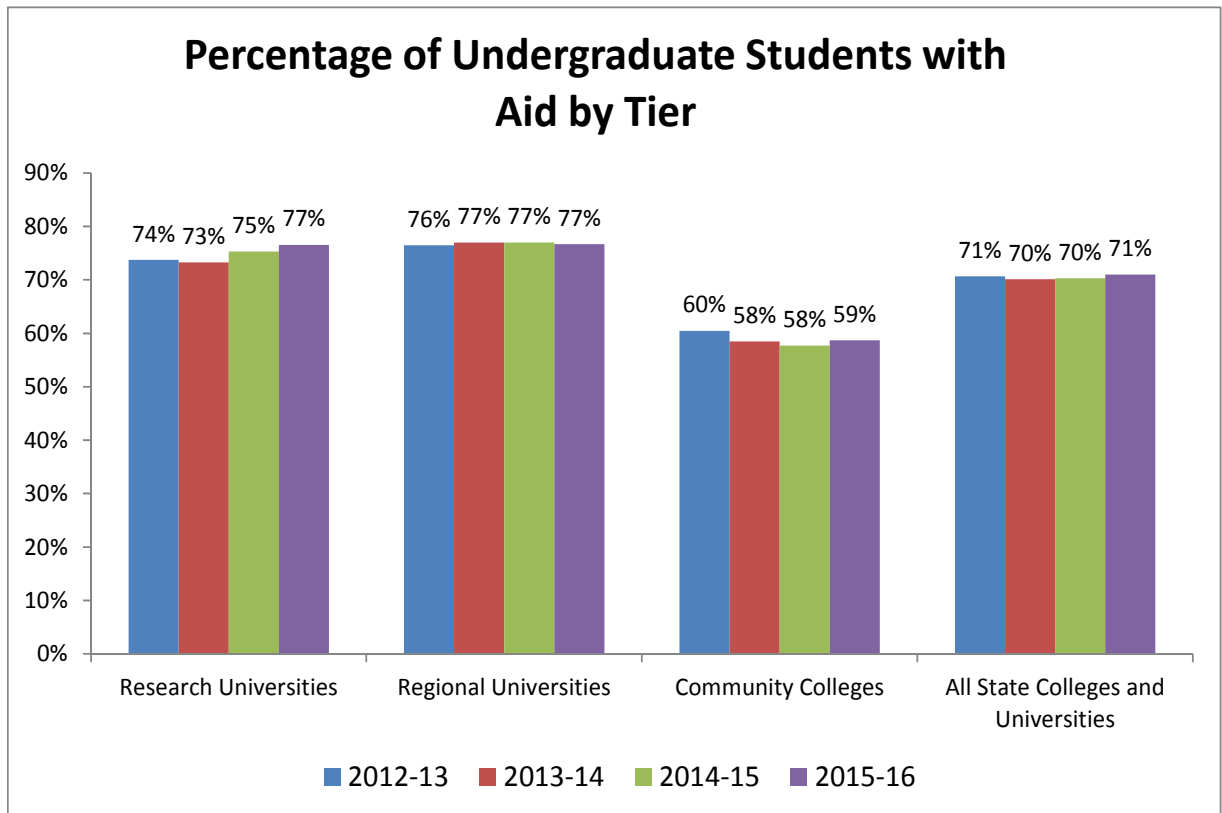


Percentage of Undergraduate Students Receiving Financial Aid

- Although total enrolled undergraduate enrollment has declined gradually over the past four years, the percentage of undergraduate students that receive some form of financial aid has remained stable at about 70 percent.

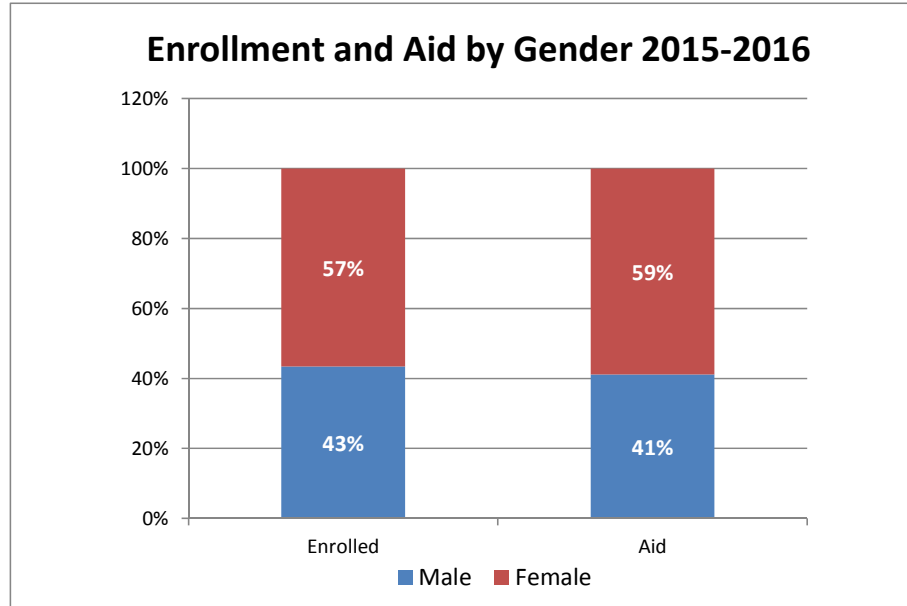
Academic Year	Total Undergraduate Enrollment	Total Undergraduates Receiving Aid	Percent of Undergraduates Receiving Aid
2012-13	203,951	144,061	70.6%
2013-14	193,101	135,086	70.0%
2014-15	188,880	132,751	70.3%
2015-16	185,270	131,562	71.0%

- By tier, the percentage of undergraduate students receiving aid in 2015-16 ranged from a high of 77 percent at the research and regional universities to 59 percent at the community colleges. The total number of students receiving aid by tier in 2015-16 was more than 36,000 at the research universities, almost 43,500 at the regional universities, and nearly 55,000 at the community colleges.

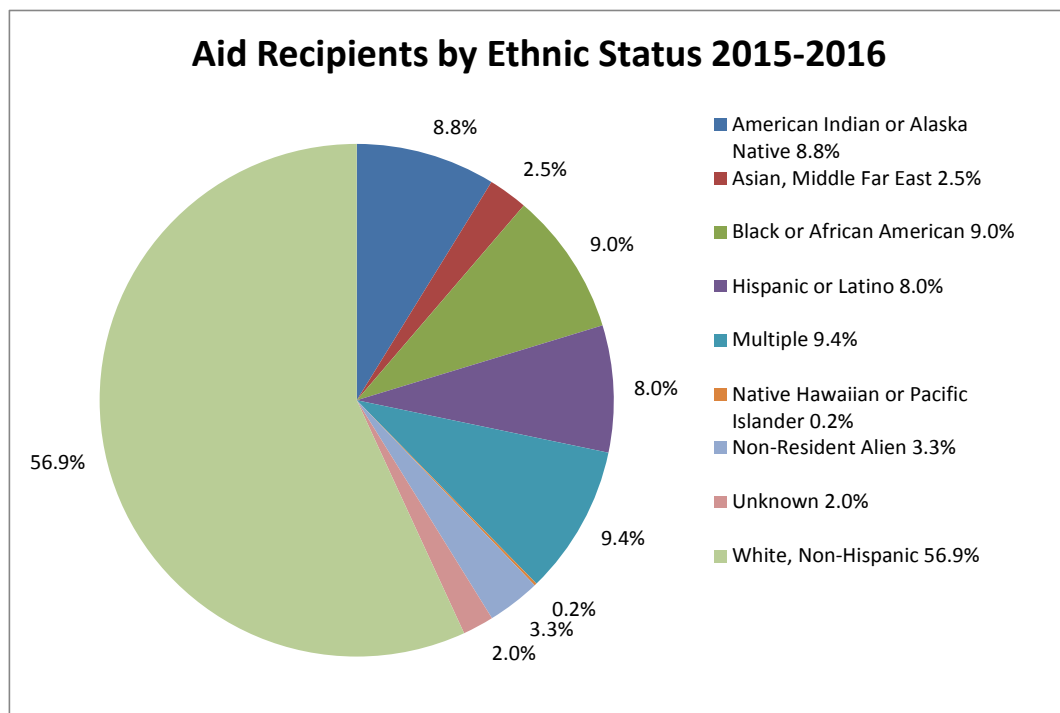


Gender and Ethnicity of Undergraduate Financial Aid Recipients

- The gender of undergraduate aid recipients reflects closely the gender of all enrolled students. In the past four years, the percentage of enrolled students and aid recipients by gender has remained almost equal. Fifty-nine percent of aid recipients were female compared to 57 percent of all enrolled students.

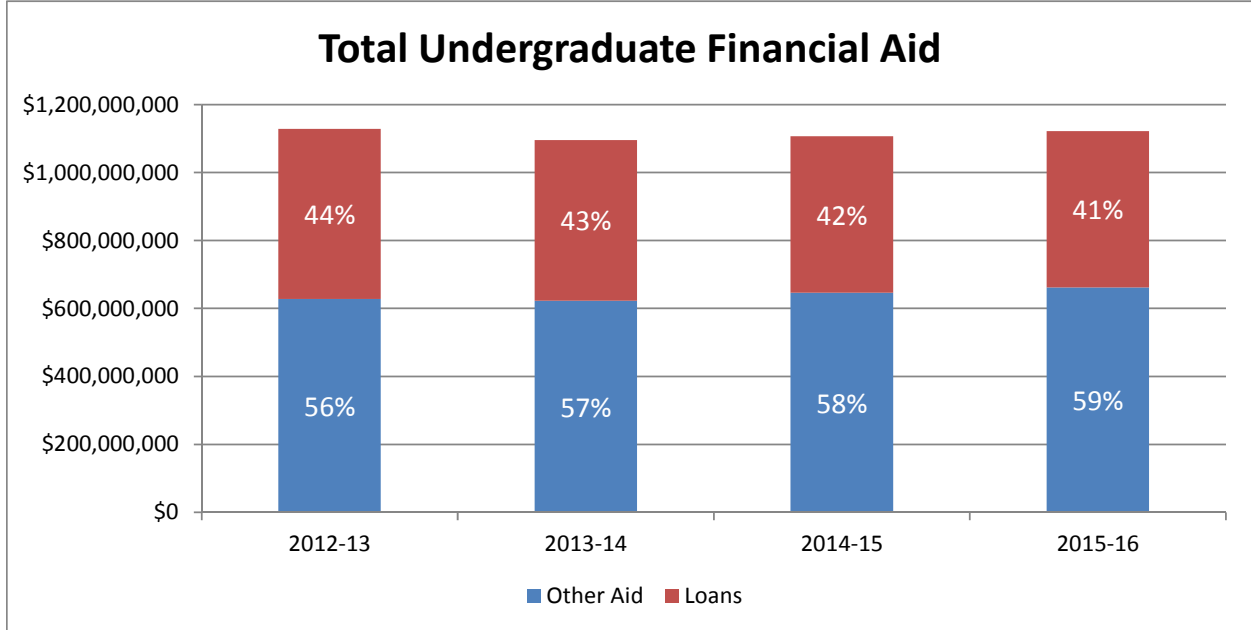


- By ethnicity, the largest group of undergraduate aid recipients was non-Hispanic Whites at 56.9 percent, followed by American Indians and African-Americans at about 9 percent each and Hispanic/Latino students at 8 percent.



Student Loan Data – Undergraduate Students

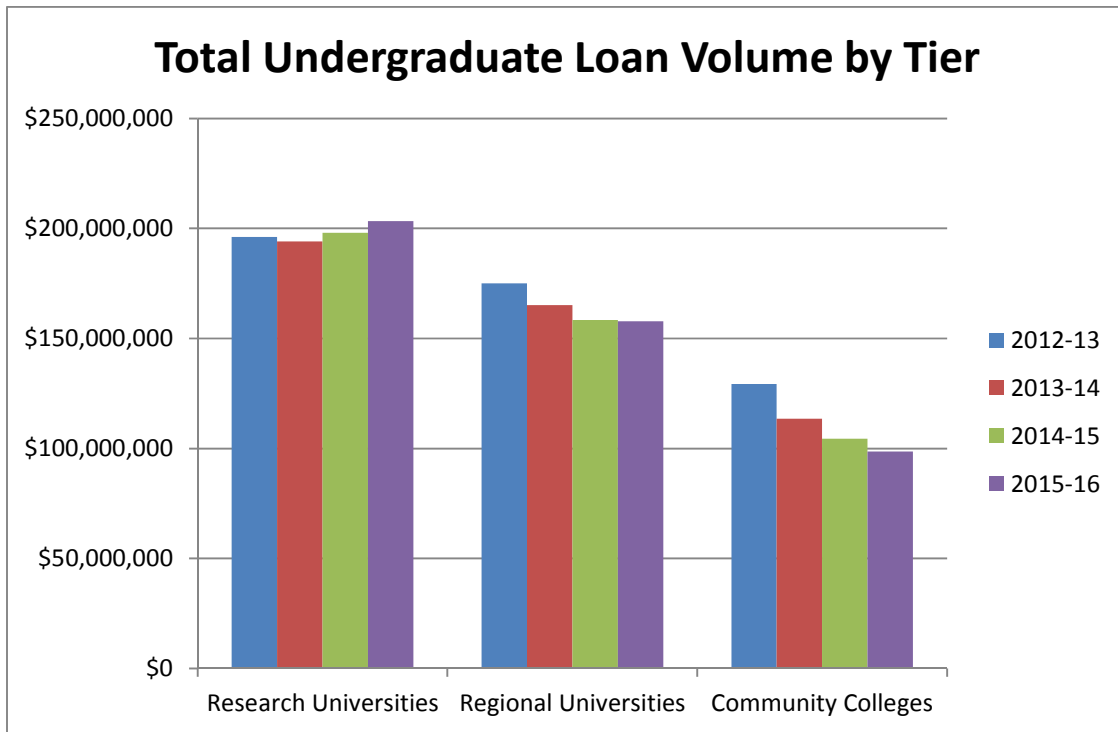
Loans as a Percentage of Total Aid: From 2012-2013 to 2015-2016 the percentage of total aid in the form of loans gradually and steadily declined from 44 percent to 41 percent. Conversely, the proportion from non-loan aid (grants, scholarships, work-study) increased from 56 percent to 59 percent.



- Percentage of Aid from Loans by Tier: By tier, the percentage of aid from loans ranged from 37 percent at the community colleges to 44 percent at the research institutions. The percentage of total undergraduate students receiving loans varied by tier from 20 percent at the community colleges to about 40 percent at both the regional and research universities.

	Total Aid	Percent of Aid from Loans	Percent of Aid Recipients with Loans	Percent of Enrolled Undergraduates with Loans
2015-2016				
Research Universities	\$463,986,459	44%	50%	39%
Regional Universities	\$387,672,718	41%	53%	40%
Community Colleges	\$269,958,691	37%	35%	20%
Total	\$1,121,617,868	41%	45%	32%

Total Loan Volume by Tier: Total loan volume to undergraduate students has declined each of the past four years. However, while loan volume has seen a steady, significant decline at the regional universities and community colleges, loan volume at the research universities has actually increased slightly.



Total Undergraduate Loan Volume				
	Research	Regional	Community	System
2012-13	\$196,134,058	\$175,045,362	\$129,344,497	\$500,523,917
2013-14	\$194,177,996	\$165,224,885	\$113,578,231	\$472,981,112
2014-15	\$198,070,495	\$158,431,482	\$104,353,677	\$460,855,654
2015-16	\$203,310,584	\$157,809,000	\$98,691,342	\$459,810,926

- Average Loan Amounts Per Borrower by Tier: In 2015-2016, \$460 million was loaned to undergraduate students and parents at state system colleges and universities. Of that amount, 44 percent went to students at the research universities, 34 percent to the regional universities, and almost 22 percent to the community colleges.

	Total Loans in Millions	Total Borrowers	Average Annual Loan Per Borrower
2015-2016			
Research Universities	\$203,310,584	18,432	\$11,030
Regional Universities	\$157,809,000	22,892	\$6,894
Community Colleges	\$98,691,342	19,055	\$5,179
Total	\$459,810,926	59,655	\$7,708

*Total is unduplicated.

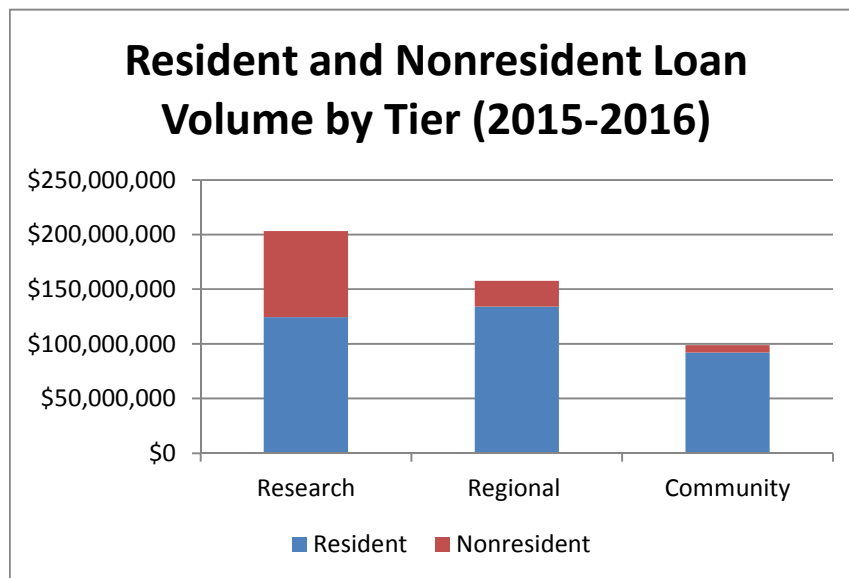
- Average Loan Amounts by Student Residency Status: Of the \$460 million in student loans to undergraduates, more than \$100 million or 24 percent went to nonresident students. While the overall average loan amount was \$7,708, for resident students the average was about \$6,900 compared to more than \$12,100 for nonresident students.

2015-2016	Volume	Borrowers	Average Loan
Resident	\$350,483,061	51,020	\$6,870
Non-Resident	\$109,327,865	8,978	\$12,177
System	\$459,810,926	59,655	\$7,708

- Resident vs. Nonresident Cost of Attendance: As defined by federal financial aid regulations, “cost of attendance” generally includes tuition, fees, books and supplies, room and board, and a limited allowance for transportation and personal expenses. Full-time, dependent student cost data are shown below. The cost of attendance for nonresident students is significantly higher than the cost for resident students.

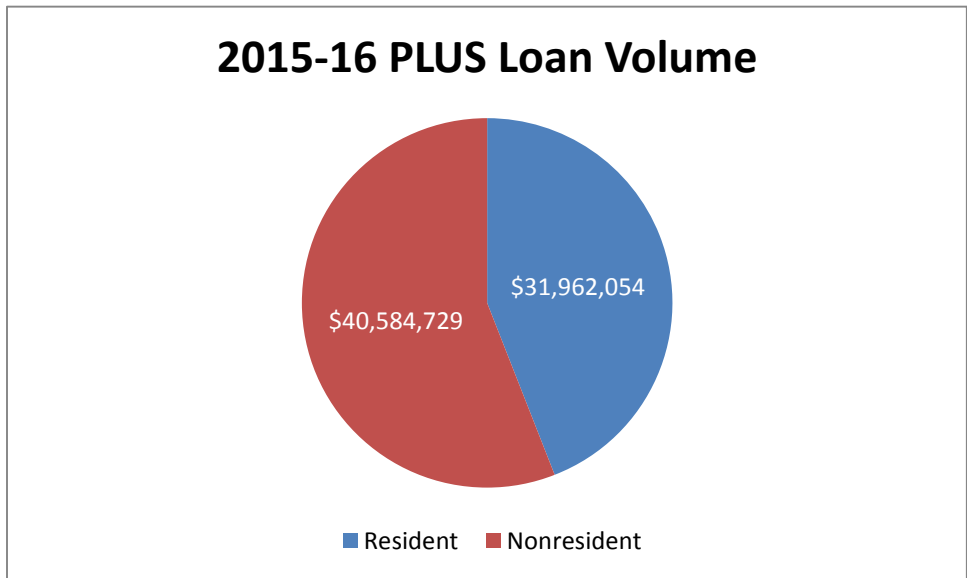
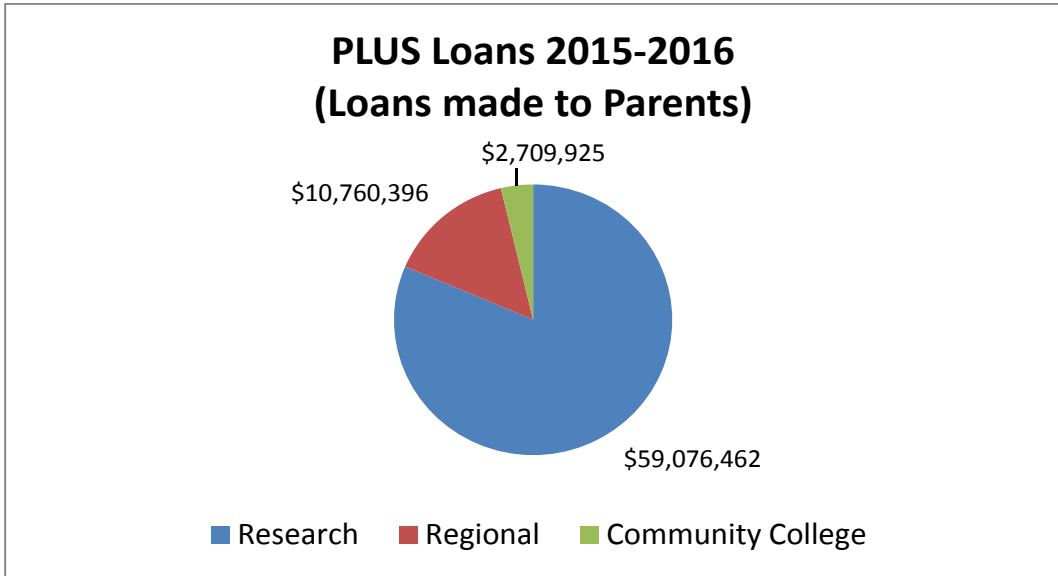
2015-2016	Resident Average Cost of Attendance	Non-Resident Average Cost of Attendance
Research Universities	\$24,153	\$37,446
Regional Universities	\$18,819	\$26,176
Community Colleges	\$16,097	\$20,875
System	\$17,685	\$24,028

- Nonresident Loan Volume by Tier: At the research institutions, nearly 40 percent of the undergraduate student loan volume was for nonresident students and their parents. The percentages of loans related to nonresident students enrolled at the regional universities and community colleges were much smaller.



- Federal Parent (PLUS) Loans: Federal PLUS loans are available to parents of undergraduate students and can be used to pay for costs not already covered by the student’s other financial aid.

These loans are the obligation of the parent, not the student. PLUS loans totaled more than \$72 million in 2015-2016. More than 81 percent of the loans were made to parents of students at the research universities and over 56 percent of the loans were made to parents of nonresident students.

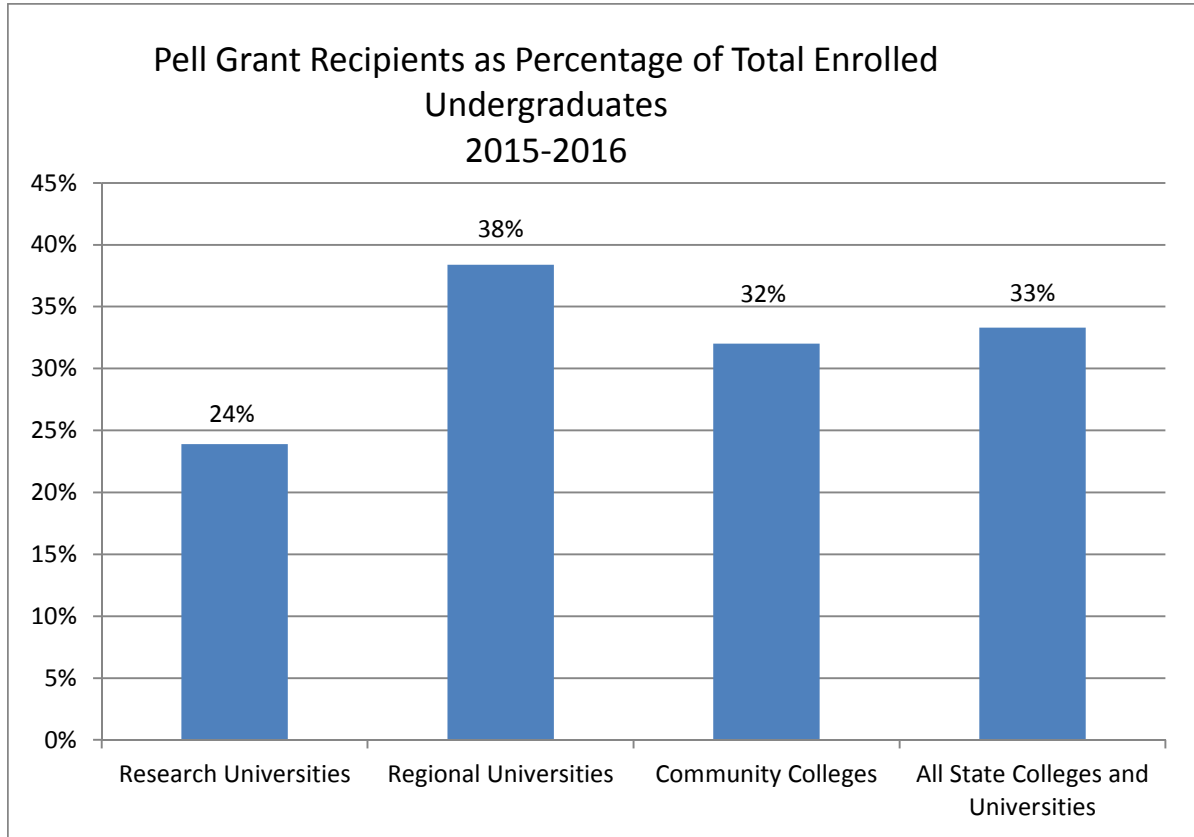


Parent PLUS Loans		Students*	Average
Resident	\$31,962,054	3,192	\$10,013
Nonresident	\$40,584,729	2,253	\$18,014
Total	\$72,546,783	5,404	\$13,425

*Total is unduplicated.

Federal Pell Grant Recipients

- Pell Grant Recipients as Percentage of Enrolled Students: Federal Pell Grants are awarded to students with the least financial resources. In 2015-2016, Pell Grant recipients represented about one-third of all undergraduate students. By tier, their proportion of enrollment ranged from 24 percent at the research institutions to 38 percent at the regional universities. The total number of Pell Grant recipients has dropped over the past three years from almost 77,000 in 2012-2013 to less than 62,000 in 2015-2016.



- Pell Grant Recipients and Student Loans: Though Pell Grant students receive need-based grant aid, many also rely on student loans to cover their education costs. In 2015-2016, Pell Grant recipients received over \$221 million in student loans which was nearly half of the total student loan volume of \$460 million.

State System Institutions
2015-2016 Undergraduate Financial Aid by Tier

Grants / Scholarships	State System	Research	Regional	Community
Federal				
Pell Grants	\$226,721,428	\$45,512,796	\$84,361,078	\$96,847,554
Other	<u>\$9,314,054</u>	<u>\$2,653,816</u>	<u>\$3,463,665</u>	<u>\$3,196,573</u>
Total Federal Grants	\$236,035,482	\$48,166,612	\$87,824,743	\$100,044,127
State				
Oklahoma's Promise	\$60,314,208	\$21,177,982	\$28,113,041	\$11,023,185
Oklahoma Tuition Aid Grant	\$16,311,015	\$3,760,962	\$6,147,212	\$6,402,841
Academic Scholars	\$8,818,068	\$8,380,600	\$334,500	\$102,968
Other	<u>\$1,304,175</u>	<u>\$17,750</u>	<u>\$1,223,130</u>	<u>\$63,295</u>
Total State Grants and Scholarships	\$86,747,466	\$33,337,294	\$35,817,883	\$17,592,289
Institutional				
Tuition Waivers	\$175,528,748	\$95,588,635	\$53,386,285	\$26,553,828
Foundation	\$30,910,866	\$25,408,134	\$4,124,431	\$1,378,301
Other	<u>\$59,185,857</u>	<u>\$30,530,482</u>	<u>\$18,799,178</u>	<u>\$9,856,197</u>
Total Inst. Schol., Grants & Waivers	\$265,625,471	\$151,527,251	\$76,309,894	\$37,788,326
Total Tribal Grants	\$26,250,231	\$7,536,038	\$11,927,557	\$6,786,636
Total Outside Scholarships & Grants	<u>\$38,804,529</u>	<u>\$17,574,406</u>	<u>\$14,516,357</u>	<u>\$6,713,766</u>
Total Grants and Scholarships	\$653,463,179	\$258,141,601	\$226,396,434	\$168,925,144
Loans				
Federal Subsidized	\$169,102,703	\$53,936,686	\$66,934,007	\$48,232,010
Federal Unsubsidized	\$182,662,309	\$61,981,146	\$74,342,029	\$46,339,134
Federal PLUS	\$72,546,783	\$59,076,462	\$10,760,396	\$2,709,925
Fed. Perkins and Other Fed. Loans	\$4,497,123	\$3,890,989	\$540,634	\$65,500
Private	\$29,016,912	\$22,443,905	\$5,228,234	\$1,344,773
Institutional and Other	<u>\$1,985,096</u>	<u>\$1,981,396</u>	<u>\$3,700</u>	<u>\$0</u>
Total Loans	\$459,810,926	\$203,310,584	\$157,809,000	\$98,691,342
Federal Work Study	<u>\$8,343,763</u>	<u>\$2,534,274</u>	<u>\$3,467,284</u>	<u>\$2,342,205</u>
Total Aid	\$1,121,617,868	\$463,986,459	\$387,672,718	\$269,958,691

State System Institutions
Change in Undergraduate Financial Aid, 2012-13 to 2015-16

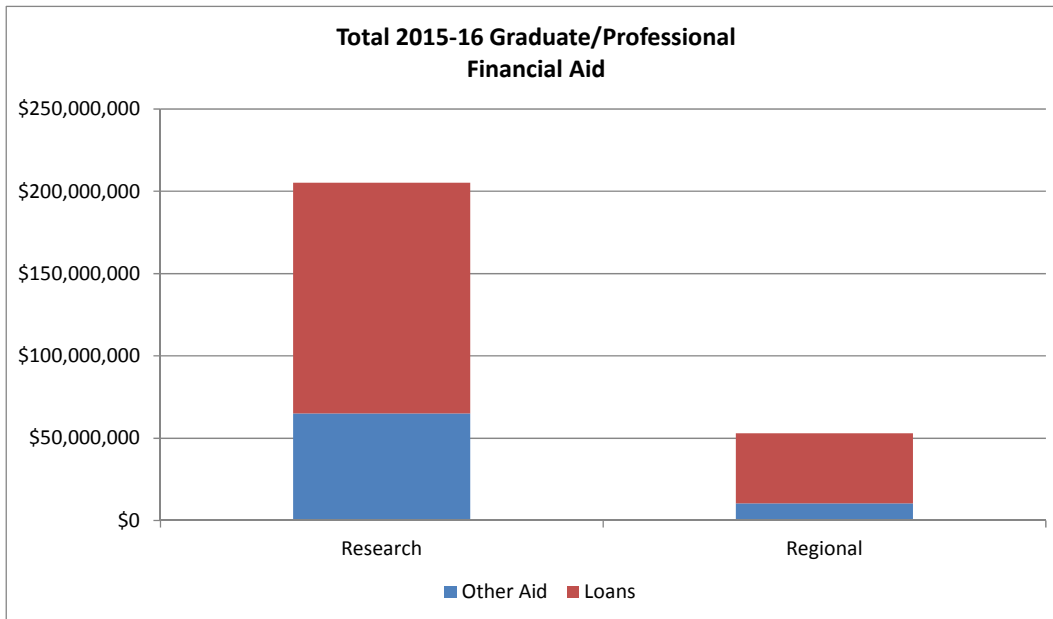
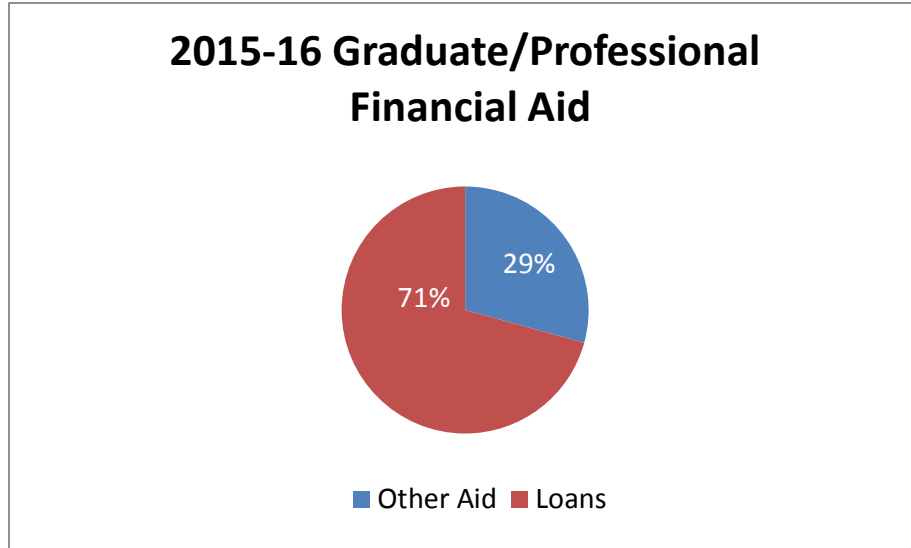
Grants / Scholarships	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	Change from 2012-13 to 2015-16	%
						<u>Change</u>
Federal Programs						
Pell Grants	\$264,623,085	\$247,746,452	\$237,373,073	\$226,721,428	-\$37,901,657	-14.3%
Other	<u>\$10,915,503</u>	<u>\$10,845,534</u>	<u>\$10,221,261</u>	<u>\$9,314,054</u>	<u>-\$1,601,449</u>	-14.7%
Total Federal Grants	\$275,538,588	\$258,591,986	\$247,594,334	\$236,035,482	-\$39,503,106	-14.3%
State Programs						
Oklahoma's Promise	\$55,981,776	\$56,174,384	\$58,815,892	\$60,314,208	\$4,332,432	7.7%
Oklahoma Tuition Aid Grant	\$16,636,099	\$17,440,458	\$16,745,941	\$16,311,015	-\$325,084	-2.0%
Academic Scholars	\$8,316,025	\$8,027,556	\$8,614,522	\$8,818,068	\$502,043	6.0%
Other	<u>\$1,043,515</u>	<u>\$1,214,614</u>	<u>\$1,205,119</u>	<u>\$1,304,175</u>	<u>\$260,660</u>	25.0%
Total State Grants and Scholarships	\$81,977,415	\$82,857,012	\$85,381,474	\$86,747,466	\$4,770,051	5.8%
Institutional Aid						
Tuition Waivers	\$138,787,476	\$143,447,594	\$162,519,113	\$175,528,748	\$36,741,272	26.5%
Foundation	\$18,760,158	\$22,271,476	\$26,797,043	\$30,910,866	\$12,150,708	64.8%
Other	<u>\$48,907,659</u>	<u>\$50,145,036</u>	<u>\$53,237,298</u>	<u>\$59,185,857</u>	<u>\$10,278,198</u>	21.0%
Total Inst. Schol., Grants & Waivers	\$206,455,293	\$215,864,106	\$242,553,454	\$265,625,471	\$59,170,178	28.7%
Tribal Grants	\$23,903,191	\$24,554,125	\$25,588,826	\$26,250,231	\$2,347,040	9.8%
Outside Scholarships & Grants	\$31,688,863	\$33,139,723	\$37,379,206	\$38,804,529	\$7,115,666	22.5%
Total Grants and Scholarships	\$619,563,350	\$615,006,952	\$638,497,294	\$653,463,179	\$33,899,829	5.5%
Loans						
Federal Subsidized	\$209,056,789	\$191,123,739	\$178,143,558	\$169,102,703	-\$39,954,086	-19.1%
Federal Unsubsidized	\$210,125,499	\$194,217,459	\$186,110,966	\$182,662,309	-\$27,463,190	-13.1%
Federal PLUS	\$54,306,220	\$57,813,415	\$64,730,445	\$72,546,783	\$18,240,563	33.6%
Fed. Perkins and Other Fed. Loans	\$4,454,857	\$4,919,950	\$5,497,519	\$4,497,123	\$42,266	0.9%
Private	\$20,599,913	\$22,935,977	\$24,456,850	\$29,016,912	\$8,416,999	40.9%
Institutional and Other	<u>\$1,980,639</u>	<u>\$1,970,572</u>	<u>\$1,916,316</u>	<u>\$1,985,096</u>	<u>\$4,457</u>	0.2%
Total Loans	\$500,523,917	\$472,981,112	\$460,855,654	\$459,810,926	-\$40,712,991	-8.1%
Federal Work Study	\$8,431,440	\$7,836,656	\$7,504,465	\$8,343,763	-\$87,677	-1.0%
Total Aid	\$1,128,518,707	\$1,095,824,720	\$1,106,857,413	\$1,121,617,868	-\$6,900,839	-0.6%

**2015-2016 Undergraduate Financial Aid Recipients
For Selected Programs**

	<u>State System*</u>	<u>Research Universities</u>	<u>Regional Universities</u>	<u>Community Colleges</u>
Grants and Scholarships				
Federal Programs				
Pell Grant	61,727	11,400	21,767	29,845
Federal SEOG	8,492	722	2,807	5,008
TEACH Grant	196	96	100	-
State Programs				
Oklahoma's Promise	17,169	5,172	7,010	6,402
Oklahoma Tuition Aid Grant	18,648	4,112	7,008	7,742
Academic Scholars	2,054	1,831	162	63
Institutional Aid				
Tuition Waivers	59,253	22,131	17,683	19,916
Foundation Scholarships/Grants	14,271	9,968	3,111	1,194
Institutional Scholarships/Grants	23,845	10,210	6,977	6,702
Tribal Grants & Scholarships	9,254	1,943	3,915	3,425
Loans				
Federal Loans				
Federal Subsidized Loans	47,382	13,236	18,464	16,358
Federal Unsubsidized Loans	44,250	14,599	17,588	12,646
Federal PLUS Loans	5,404	3,664	1,404	360
Federal Perkins Loans	1,102	921	154	27
Private Loans	2,501	1,687	645	192
Work Study				
Federal Work Study	3,752	1,019	1,718	1,018
*Unduplicated within program				
Total Aid Recipients**	131,562	36,515	43,477	54,685
**Unduplicated systemwide				

Financial Aid for Graduate/Professional Students

In 2015-2016, nearly \$258 million in financial aid was awarded to graduate/professional students at the state system institutions. Seventy one percent or almost \$183 million of that aid was in the form of loans compared to 41 percent for undergraduate students. Graduate/professional students at the research universities received \$205 million, 68 percent of which was in the form of loans. Total aid of nearly \$53 million was disbursed to graduate/professional students at the regional universities, 80 percent of which was loans.



2015-2016 Loans to Graduate Students			
	Amount	Borrowers*	Average Annual Loan
Research Universities	\$140,155,349	5,884	\$23,820
Regional Universities	\$42,480,882	3,181	\$13,355
Total	\$182,636,231	9,060	\$20,159

*Total is unduplicated.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Eighty-Sixth Meeting



December 7, 2017

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

Minutes of the Seven Hundred Eighty-Sixth Meeting
December 7, 2017

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Eighty-Sixth Meeting
of the
Oklahoma State Regents for Higher Education
December 7, 2017**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 9:21 a.m. on Thursday, December 7, 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 November 28, 2017. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Ron White called the meeting to order and presided until 11:04 a.m. when he left the meeting. Regent Jay Helm presided for the remainder of the meeting. Present for the meeting were State Regents Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman, and John Massey.
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 October 19, 2017. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, Massey and White. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman White stated that the Task Force on the Future of Higher Education recommendations were presented to the Task Force on December 6, 2017 and stated that the subcommittees have done extraordinary work. He thanked the members of the Task Force and noted that the recommendations will be submitted to the legislature in spring 2018.

5. REPORT OF THE CHANCELLOR. Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents and distributed two articles from *The Oklahoman* and *The Journal Record* detailing the approval of Task Force recommendations presented to the full Task Force on Wednesday, December 6, 2017. He also announced that former State Regent Marlin “Ike” Glass was recently inducted into the Oklahoma Higher Education Hall of Fame.

6. STUDENTS.

a. Ms. Christine Murrain, a student at the University of Oklahoma (OU), spoke about her higher education experience. Ms. Murrain stated that she is a junior at OU studying Journalism and received a full scholarship. She is Chair of the Speakers Bureau and Ambassador for the Gaylord College of Journalism and Mass Communication. She stated that she has studied abroad in Italy and London and is a member of Sooners on the Road, traveling to Nashville and Chicago meeting OU alumni. She thanked the Regents for the opportunity to share her story.

b. Ms. Alexis Avery, a student at the University of Science and Arts of Oklahoma (USAO), spoke about her higher education experience. Ms. Avery stated that she graduated from Purcell High School and is pursuing a liberal arts degree at USAO. She has been a volunteer for the annual Festival of Lights in Chickasha and is also a member of the USAO Leadership Academy. She finished by stating that she is a member of the USAO cross country team and also works at the Neill-Wint Center for Neurodiversity with Director Cathy Perri.

7. OKLAHOMA CAMPUS COMPACT. Ms. Debbie Terlip, Executive Director of Oklahoma Campus Compact, presented the winners of the 2017 Oklahoma Campus Compact Annual Voter Registration Contest. The 2017 contest winners were Eastern Oklahoma State College and runner-up Western Oklahoma State College for the Democracy category, Langston University and runner-up Rogers State University for the Liberty category, East Central University and

Southwestern Oklahoma State University tied for first place in the Equality category, and the University of Central Oklahoma and runner-up the University of Oklahoma for the Independence category. The University of Oklahoma also won the Stars award for registering the most out-of-state students and Eastern Oklahoma State College won the Stripes award for registering the highest proportion of out-of-state students. Representatives from these institutions were in attendance to receive their award.

8. FACULTY ADVISORY COUNCIL

- a. Regents received the 2017 Annual Faculty Advisory Report. Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, introduced Dr. Patsy Smith to discuss the Faculty Advisory Council (FAC) work plan. Dr. Smith highlighted diversity on campus, sustainability in higher education, veteran student services, student preparedness and communication among faculty.
- b. Regents recognized FAC members who completed their terms of service. Regents also recognized newly elected FAC members, who are elected by the Faculty Assembly to represent faculty from both independent and State System institutions.

Regent Lester made a motion, seconded by Regent Holloway to accept the 2016 Annual Faculty Advisory Report and recognize FAC members. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Massey, White and Helm. Voting against the motion were none.

9. E&G BUDGET NEEDS.

- a. Chancellor Johnson presented the State System of Higher Education's budget needs for FY2019, recommending a \$128.3 million (16.6 percent) increase in funding for a total amount of \$901.9 million. Chancellor Johnson also highlighted the areas this funding request would support: degree completion, scholarship restoration, shared services and concurrent enrollment.
- b. Deleted Item.

10. PUBLIC AGENDA. Chancellor Johnson presented the 2018 Public Agenda. The 2018 Public

Agenda outlines the goals of the Oklahoma State Regents for Higher Education, which includes implementing CCA initiatives, increasing system wide efficiencies and cost savings, strengthening financial support for students, and improving instructional quality.

11. **LEGISLATIVE AGENDA.** Chancellor Johnson presented the State Regents' 2018 Legislative Agenda. The 2018 Legislative Agenda sets the issues of interest to the Oklahoma State System of Higher Education that may be brought before the Legislature during the 2018 legislative session. The issues outlined in the Legislative Agenda for 2018 are the Task Force on the Future of Higher Education, the Complete College America initiative, concurrent enrollment, maintaining the current law with regard to weapons on campus, and protecting the Oklahoma's Promise program.

Regent Parker made a motion, seconded by Regent Lester, to approve the appropriations request for FY2019 in the amount of \$901.9 million; the 2018 Public Agenda; and the 2018 Legislative Agenda. Voting for the motion were Regent Holloway, Lester, Hickman, Massey, White, Helm Parker. Voting against the motion were none.

12. **COMMENTS FROM THE PRESIDENTS.** State Regents heard comments from President Jerry Steward, current chair of the Council of Presidents, in support of the State Regents' FY2018 budget request. President Burns Hargis, Oklahoma State University, and Executive Vice President Nick Hathaway, the University of Oklahoma, also provided comments.

13. **NEW PROGRAMS.**

- a. Regent Lester made a motion, seconded by Regent Massey, to approve the request from the Oklahoma State University to offer the Certificate in Teaching English to Speakers of Other Languages. Voting for the motion were Regent Lester, Hickman, Massey, Helm, Parker and Holloway. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University – Oklahoma City to offer the Certificate in Management Information Systems – Governance Risk and Compliance. Voting for the motion were

Regent Hickman, Massey, Helm, Parker, Holloway and Lester. Voting against the motion were none.

14. PROGRAM DELETIONS. Regent Lester made a motion, seconded by Regent Massey, to approve the following request for program deletions:

- a. Rogers State University requested to delete the Bachelor of Arts in Social Entrepreneurship.
- b. Northern Oklahoma College requested to delete the Associate in Applied Science in Radiography and the Associate in Applied Science in Surgical Technology.

Voting for the motion were Regent Massey, Helm, Parker, Holloway, Lester and Hickman.

Voting against the motion were none.

15. INTENSIVE ENGLISH PROGRAMS. Regent Lester made a motion, seconded by Regent Parker to approve the University Language Institute in Tulsa, Oklahoma for five years and a review schedule extension of four months for the English as a Second Language Program at Tulsa Community College. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman and Massey. Voting against the motion were none.

16. OKLAHOMA'S PROMISE. Regent Lester made a motion, seconded by Regent Massey, to approve emergency rule revisions for the Oklahoma's Promise program. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Massey and Helm. Voting against the motion were none.

17. TEACHER EDUCATION

a. Regent Lester made a motion, seconded by Regent Parker, to accept the Elementary and Secondary Education Act, Improving Teacher Quality State Mini Grant Program Awards in the amount of \$70,000. Voting for the motion were Regent Holloway, Lester, Hickman, Massey, Helm and Parker. Voting against the motion were none.

b. Regent Lester made a motion, seconded by Regent Parker, to approve the Teacher Shortage Employment Incentive Program benefit of \$7,335.94 for each eligible teacher

by Spring 2018. Voting for the motion were Regent Lester, Hickman, Massey, Helm, Parker and Holloway. Voting against the motion were none.

- c. Regent Lester made a motion, seconded by Regent Parker, to approve the allocation of the Oklahoma Teacher Connection budget to fund a collegiate grant program. Voting for the motion were Regent Hickman, Massey, Helm, Parker, Holloway and Lester. Voting against the motion were none.

18. STATE AUTHORIZATION.

- a. Regent Lester made a motion, seconded by Regent Parker, to approve the request to reauthorize private institutions operating in Oklahoma.
- b. Regent Lester made a motion, seconded by Regent Parker, to approve the request to authorize private institutions operating in Oklahoma.

Voting for the motion were Regent Massey, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

19. POLICY.

- a. Regent Lester made a motion, seconded by Regent Massey, to approve the Tulsa Community College concurrent enrollment pilot project. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman and Massey. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Massey, to approve the rescension of the George and Donna Nigh Scholarship policy in the State Regents Policy book. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Massey and Helm. Voting against the motion were none.

- 20. E&G BUDGET.** Regent Parker made a motion, seconded by Regent Lester to approve the allocation of \$1,569,394.87 each to 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, Massey, Helm and Parker. Voting against the motion were none.

21. POLICY. Regents reviewed the proposed changes to the *Investment* policy. Vice Chancellor for Budget and Finance Amanda Paliotta stated that the *Investment* policy revisions will align the policy with the current allocation strategy. This item was for posting only.

22. EPSCoR

a. Regent Parker made a motion, seconded by Regent Massey, to approve the appointment of members to the EPSCoR Advisory Committee. Voting for the motion were Regent Lester, Hickman, Massey, Helm, Parker and Holloway. Voting against the motion were none.

b. Regent Parker made a motion, seconded by Regent Massey, to approve an allocation in the amount of \$30,000 to Northwestern Oklahoma State University for the annual Regional University Research Day. Voting for the motion were Regent Hickman, Massey, Helm, Parker, Holloway and Lester. Voting against the motion were none.

23. CONTRACTS AND PURCHASES. Regent Parker made a motion, seconded by Regent Holloway, to approve the following purchases for amounts in excess of \$100,000:

(1) Copper River in the amount of \$115,000 to provide 100 Gigabit Ethernet connections to the University of Oklahoma in Norman.

(2) Juniper in the amount of \$1,700,000 to facilitate the growing bandwidth needs of OneNet customers.

Voting for the motion were Regent Massey, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

24. INVESTMENTS. Regent Parker made a motion, seconded by Regent Massey, to approve the following new investment manager:

a. American Securities LLC– \$8 million.

Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman and Massey.

Voting against the motion were none.

25. **GEAR UP.** Regent Parker made a motion, seconded by Regent Holloway to accept the fourth phase of the federal GEAR UP grant from the United States Department of Education. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Massey and Helm. Voting against the motion were none.
26. **COMMENDATIONS.** Regent Lester made a motion, seconded by Regent Parker, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Holloway, Lester, Hickman, Massey, Helm and Parker. Voting against the motion were none.
27. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.
28. **CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent Lester, to approve the following consent docket items:
 - a. Programs. Program Modifications. Approval of institutional requests.
 - b. Post Audit. Approval for institutional requests for final approval and review schedule extensions for existing programs.
 - c. Reconciliation. Approval of an institutional request for a degree program inventory reconciliation.
 - d. Cooperative Agreements. Ratification of an institutional request to delete a cooperative agreement.
 - e. Electronic Delivery.
 - (1) Oklahoma State University. Approval to offer the Master of Science in Educational Psychology and the Master of Science in Educational Technology through online delivery.

- (2) Western Oklahoma State College. Approval to offer the Associate in Applied Science in Nursing through online delivery.
- f. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.
- g. GEAR UP. Ratification of the incentive support for implementation of the college liaison intervention strategy serving students at participating GEAR UP middle and high schools.
- h. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2017.
 - (2) Audit. Acceptance of the FY2017 Annual Audit Reports.
 - (3) Personnel. Ratification of OneNet Director of Technology and Chief Technology Officer.
- i. Non-Academic Degrees.
 - (1) Ratification of a request from Oklahoma State University to award an honorary degree.
 - (2) Ratification of a request from the University of Oklahoma to award a posthumous degree.
- j. Resolutions. Approval of resolutions for retiring State Regents staff.

Voting for the motion were Regent Lester, Hickman, Massey, Helm, Parker and Holloway.
 Voting against the motion were none.

29. REPORTS. Regent Massey made a motion, seconded by Regent Parker, to accept the following reports:

- a. Programs. Current status report on program requests.
- b. Annual Reports.
 - (1) 2016-2017 Academic Scholars Year End Report.
 - (2) 2016-2017 Oklahoma Tuition Aid Grant Year End Report.
 - (3) 2016-2017 Oklahoma Tuition Equalization Grant Year End Report.

- (4) 2016-2017 Regional University Baccalaureate Scholarship Year End Report.
- (5) Review and acceptance of the annual Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.
- (6) Financial Operations Report, June 30, 2017.
- (7) Acceptance of the Preparing for College Mass Mailing Report.

Voting for the motion were Regent Hickman, Massey, Helm, Parker, Holloway and Lester.

Voting against the motion were none.

30. 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.

31. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent White announced that the next regular meetings are scheduled to be held on Wednesday, January 31, 2018 at 10:30 a.m. and Thursday, February 1, 2018 at 9:00 a.m. at the State Regents Office in Oklahoma City.

32. ADJOURNMENT. With no additional items to address, the meeting was adjourned.

ATTEST:

Ron White, Chairman

Jody Parker, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, December 6, 2017

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:00 a.m. on Wednesday, December 6, 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 November 28, 2017. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen and John Massey. Regent Jeff Hickman joined the meeting at 11:00 a.m. Regent White called the meeting to order and presided.
3. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that October was a very good month financially and had strong gross production and sales tax revenue. She also stated that the Board of Equalization meeting is December 20, 2017 and will provide much more information on the state's overall financial position.

Additionally, Vice Chancellor Paliotta stated that she has been working with the Office of Management and Enterprise Services and they have confirmed that their accounting practices allow June collections to be applied to the current fiscal year, whereas, they were previously applying them to the next fiscal year.
4. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Todd Pauley gave a brief update on legislative activity. He stated that he has been attending the Oklahoma State Chamber 2030 Regional Forums and is in the process of planning the upcoming legislative tours. Additionally, the State Regents will present Senator Jason Smalley with a Distinguished Service Award at the December State Regents meeting on December 7, 2017. Vice Chancellor Pauley finished by stating that he will continue to be focused on the outcome of the anticipated second special session.
5. **UPDATE ON FEDERAL RELATIONS.** United States Senator James Lankford gave a brief update on federal legislative activity. Senator Lankford began by stating that the United States House of Representatives has an education bill and is also working on tax legislation focused on reducing and simplifying rates. He also stated that the Deferred Action for Childhood Arrivals (DACA) issue could be resolved by February due to legislation filed on immigration. Regent Lester asked Senator Lankford about addressing higher education administrative overreach and he stated that he is currently reviewing that issue. Regent Helm asked about the progress of the budget and Senator Lankford stated that the United States Congress is operating on a continual budget process with a continuing resolution which doesn't always lead to an on time budget. He continued stating that he would like to move to a two-year budget cycle.

Senator Lankford finished by thanking Chancellor Glen D. Johnson and the State Regents for all they do and for the opportunity to provide an update.

6. **EXECUTIVE SESSION.** Regent Turpen made a motion, seconded by Regent Holloway, 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. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the next meeting of the Online Education Task Force will be December 7, 2017 and they will discuss the 2018 Learning Innovations Summit and seeking external funding for the continued work of the Council for Online Learning Excellence.
 - b. **State Regents Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the task force is currently preparing for the 2018 Campus Safety and Security Summit on November 1, 2018 at the Reed Center in Midwest City. She stated that the Midwest City Police Department will conduct a live shooter exercise and the Summit will also have concurrent sessions.
8. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the December 2017 update on institutional activities via e-mail.

9. **CALENDAR OF EVENTS.** Chancellor Johnson discussed several upcoming events:

- Wednesday, January 31, 2018 – State Regents Meeting - 10:30 a.m. at the State Regents Office in Oklahoma City.
- Tentative - Wednesday, January 31, 2018 – State Regents Task Force on the Future of Higher Education meeting – 1 p.m. in the PHF Conference Center Colloquium Room.
- Wednesday, January 31, 2018 – State Regents Dinner – 6 p.m. – TBD.
- Thursday, February 1, 2018 – State Regents Meeting - 9 a.m. at the State Regents Office in Oklahoma City.
- Tuesday, February 13, 2018 – Higher Education Day at the State Capitol – 2:00 p.m. in the House Chamber of the State Capitol.
- Wednesday, March 28, 2018 – State Regents Meeting - 10:30 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, March 28, 2018 – State Regents Dinner – 6 p.m. – TBD.
- Thursday, March 29, 2018 – State Regents Meeting - 9 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, April 25, 2018 – State Regents Meeting - 10:30 a.m. at the State Regents Office in Oklahoma City.

- Wednesday, April 25, 2018 – State Regents Dinner – 6 p.m. – TBD.
- Thursday, April 26, 2018 – State Regents Meeting – Tuition Hearing - 9 a.m. at the State Regents Office in Oklahoma City.
- Thursday, April 26, 2018 – State Regents Meeting – 10 a.m. at the State Regents Office in Oklahoma City.
- Thursday, May 24, 2018 – State Regents Meeting - 10:30 a.m. at the State Regents Office in Oklahoma City.
- Thursday, May 24, 2018 – State Regents Dinner – 6 p.m. – TBD.
- Friday, May 25, 2018 – State Regents Meeting - 9 a.m. at the State Regents Office in Oklahoma City.

10. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

Ron White, Chairman

Jody Parker, Secretary