



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

March 29, 2018

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 29, 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 March 29, 2018.

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

A G E N D A

Thursday, March 29, 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.
6. **Deleted Item.** Page 5.

STUDENTS

7. **Students.** Students report on higher education's impact. Page 7.

ACADEMIC

8. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Bachelor of Science in Medicinal and Biophysical Chemistry. Page 9.
 - b. Northwestern Oklahoma State University. Approval to offer the Master of Education in Educational Leadership and the Master of Education in Curriculum and Instruction. Page 19.
 - c. Eastern Oklahoma State College. Approval to offer the Associate in Applied Science in Respiratory Therapy. Page 31.
 - d. Seminole State College. Approval to offer the Associate in Applied Science in Engineering Technology. Page 37.
 - e. Tulsa Community College. Approval to offer the Associate in Arts in Criminal Justice, the Associate in Arts in Psychology, and the Associate in Arts in Sociology. Page 43.

9. **Program Deletions.** Approval of institutional request for program deletions. Page 59.
10. **Course Equivalency Project.** Approval of the Course Equivalency Project for the 2018-2019 academic year. Page 61. (Supplement)
11. **State Authorization.** Requests to authorize private institutions operating in Oklahoma. Page 65.
12. **Policy.**
 - a. Teacher Education. Posting of revisions to the Teacher Education policy. Page 69.
 - b. Undergraduate Transfer and Articulation. Posting of revisions to the Undergraduate Transfer and Articulation policy. Page 77.
 - c. Professional Programs. Approval of revisions to the Professional Programs policy. Page 91.

FISCAL

13. **E&G Allocation.** Ratification of reduction in FY2018 allocations and ratification of revised budgets for institutions and programs. Page 117.
14. **Tuition.**
 - a. Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2019 and posting of institutional requests for changes to academic services fees for Fiscal Year 2019. Page 127.
 - b. Announcement of public hearing on fees and tuition. Page 131.
15. **Revenue Bonds.** Review and approval for transmittal to Attorney General the Oklahoma State University's Statement of Essential Facts for a 2018 A/B General Obligation Bond Issuance. Page 133.
16. **Investments.** Approval of investment managers. Page 135.

EXECUTIVE

17. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 137.
18. **Executive Session.** Page 139.
 - 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

19. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Programs. Approval of institutional requests for program modifications. Page 141.
 - b. Suspensions. Ratification of approved institutional requests to suspend academic degree programs. Page 163.
 - c. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 165.
 - d. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2017. Page 167.
 - (2) Personnel. Ratification of appointment of Vice Chancellor for Governmental Relations. Page 169.

REPORTS

20. **Reports.** Acceptance of reports listed.
- a. Programs. Current status report on program requests. Page 173. (Supplement)
 - b. Annual Reports.
 - 1) Oklahoma High School Indicators Project. Developmental Education Rates of College Freshmen by High School Site. Page 175.
 - 2) Spring 2018 Preliminary Enrollment Survey. Page 177.
 - 3) Degrees Conferred. Presentation of the Annual Report on Degrees Conferred in Oklahoma Higher Education. Page 179.
 - 4) Oklahoma College Savings Plan. Annual Program Update for 2017. Page 189.

- 5) FY2017 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions. Page 195. (Supplement)
- 6) Academic Policy Exception Quarterly Report. Page 199.

21. **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.

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

23. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 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 January 19, 2018 through March 15, 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 January 19, 2019 through March 15, 2018:

- Participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Polly Anderson to discuss OETA issues.
- Attended Oklahoma Educational Television Authority (OETA) Executive Committee meeting in Oklahoma City.
- Met with Chief Deputy Attorney General Doug Allen in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence and SREB Vice President for Postsecondary Education Cheryl Blanco to discuss higher education issues.
- Participated in conference call with Seminole State College (SSC) President Lana Reynolds to discuss higher education issues.
- Attended University of Oklahoma Health Sciences Center Evening of Excellence at the National Cowboy & Western Heritage Museum in Oklahoma City.
- Met with University of Oklahoma (OU) Regent Clay Bennett 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 Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King to discuss OETA issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Executive Committee conference call to discuss higher education issues.
- Met with Secretary of Science and Technology and University of Oklahoma (OU) Vice President for Research Kelvin Droegemeier to discuss higher education issues.
- Attended State Chamber Board of Directors meeting at the State Chamber in Oklahoma City.
- Attended Governor Fallin's State-of-the-State address at the State Capitol in Oklahoma City.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss SREB issues.
- Met with Representative Harold Wright in Oklahoma City to discuss higher education issues.

- Met with Senator Kim David at the State Capitol in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King to discuss OETA issues.
- Attended and presented comments via video on behalf of former State Regent Ike Glass at the Oklahoma State University (OSU) Alumni Hall of Fame induction ceremony at OSU in Stillwater.
- Met with Senator Gary Stanislawski in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Hall of Fame Board of Directors meeting in Oklahoma City.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Met with Tulsa Community College President Emeritus Tom McKeon, State Superintendent Joy Hofmeister, and University of Oklahoma (OU) Executive Vice President Nick Hathaway in Oklahoma City to discuss K-12 and higher education issues.
- Participated in conference call with American Association of State Colleges and Universities (AASCU) Vice President for Academic Leadership and Change George Mehaffy to discuss higher education issues.
- Participated in conference call with Dr. Brit Kirwan, Chancellor Emeritus of the University System of Maryland, to discuss higher education issues.
- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Participated in conference call with Northeastern State University (NSU) President Steve Turner to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King to discuss OETA issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss SREB issues.
- Participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues.
- Met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues.
- Met with El Reno Mayor Matt White and Redlands Community College (RCC) President Jack Bryant to discuss higher education issues.
- Met with Senator Kim David at the State Capitol in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Board of Directors Chair Garrett King to discuss OETA issues.
- Participated in conference call with University of Oklahoma (OU) College of Law Dean Joe Harroz to discuss higher education issues.
- Participated in conference call with Dr. Darrin Akins, Director of the Oklahoma INBRE Program, to discuss higher education issues.
- Attended State Higher Education Executive Officers Association (SHEEO) Executive Committee meeting in Boulder, Colorado.
- Participated in conference call with Senator Jason Smalley to discuss higher education issues.
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Participated in conference call with Rick Rose, Chief of Staff for Speaker Charles McCall, to discuss higher education issues.

- Participated in conference call with Dr. Darrin Akins, Director of the Oklahoma INBRE Program, to discuss higher education issues.
- Participated in conference call with Art Coleman to discuss higher education issues.
- Participated in Southern Regional Education Board (SREB) presidential search committee conference call.
- Attended Southeastern Oklahoma State University's (SEOSU) Blue and Gold Gala at SEOSU in Durant.
- Attended Oklahoma Educational Television Authority (OETA) Executive Committee and Board of Directors meetings in Oklahoma City.
- Participated in conference call with Regional University System of Oklahoma (RUSO) Regent Mark Stansberry to discuss higher education issues.
- Attended Oklahoma Youth Expo legislative reception at the State Fairgrounds in Oklahoma City.
- Met with Representative Leslie Osborn in Oklahoma City to discuss higher education issues.
- Met with Oklahoma Manufacturing Alliance President Dave Rowland in Oklahoma City to discuss higher education issues.
- Participated in conference call with Chief Deputy Attorney General Doug Allen to discuss higher education issues.
- Attended State Chamber luncheon featuring former Senate President Pro Tempore Brian Bingman at the State Chamber in Oklahoma City.

Meeting of the
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AGENDA ITEM #6:

Deleted Item.

Meeting of the
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March 29, 2018

AGENDA ITEM #7:

Students.

This will be an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #8-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Medicinal and Biophysical Chemistry.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Medicinal and Biophysical Chemistry, 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.

- **Bachelor of Science in Medicinal and Biophysical Chemistry.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 15 students in Fall 2021; and
Graduates: a minimum of 5 students in 2021-2022.

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 |
| 109 | Degree and/or certificate programs added |

Program Review

OSU offers 248 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 |
| 79 | 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 Bachelor of Science in Medicinal and Biophysical Chemistry at their December 1, 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:

Bachelor of Science in Medicinal and Biophysical Chemistry

Program purpose. The proposed program will provide a formal pathway for chemistry students to obtain the requirements needed for medical and similar professional schools.

Program rationale and background. OSU reports there is clear student demand for the proposed program as indicated by the number of students who take additional coursework needed for admission into medical or other professional degree programs. Additionally, employers are increasingly looking for a more diverse education and not a traditional chemistry degree. Currently, students interested in the medical or similar profession must utilize electives or take additional courses to meet admission or employer requirements. The proposed degree plan provides significant overlap with existing Chemistry degrees at OSU but allows students to take the prerequisites required for medical school or a graduate program in a chemical field.

Employment opportunities. Employer demand for undergraduate and graduate chemistry jobs have largely been in the pharmaceutical industry, synthetic chemistry, or analytical chemistry. According to the Oklahoma Employment Security Commission data, career opportunities for Pharmacists, Medical Scientists, Chemists and Physicians are expected to increase 7 - 12 percent through 2024.

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 | 15 | Fall 2021 |
| Minimum Graduates from the program | 5 | 2021-2022 |

Duplication and impact on existing programs. There are no Bachelor of Science in Medicinal and Biophysical Chemistry programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 12, 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 Bachelor of Science in Medicinal and Biophysical Chemistry program will consist of 120 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|-----------------------------------|--------------|
| General Education | 40 |
| Major Requirements | 54-55 |
| College/Departmental Requirements | 13-19 |
| General Electives | 6-13 |
| Total | 120 |

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 Bachelor of Science in Medicinal and Biophysical Chemistry 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 |

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$200 | \$200 | \$200 | \$200 | \$200 |
| <i>Narrative/Explanation: Existing funds will be available for reallocation to support the promotion of the proposed program.</i> | | | | | |
| Student Tuition | \$46,800 | \$74,880 | \$93,600 | \$112,320 | \$140,400 |
| <i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$312.75 per credit hour for in-state students. OSU estimates student enrollment of 5, 8, 10, 12, and 15 students in years 1 through 5. OSU anticipates students completing 30 credit hours per academic year.</i> | | | | | |
| TOTAL | \$47,000 | \$75,080 | \$93,800 | \$112,520 | \$140,600 |

| 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 | \$23,456 | \$37,730 | \$46,913 | \$56,395 | \$70,369 |
| <i>Narrative/Explanation: Courses will be taught by current faculty. The faculty FTE devoted to support the program is as follows: .20 FTE in years 1 and 2, .38 FTE in year 3, and .51 FTE in year 5.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$200 | \$200 | \$200 | \$200 | \$200 |
| <i>Narrative/Explanation: The amounts above are budgeted for printing brochures.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$23,656 | \$37,930 | \$47,113 | \$56,595 | \$70,569 |

Attachment

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN MEDICINAL AND BIOPHYSICAL CHEMISTRY**

| Program Requirements | Credit Hours |
|---|---|
| General Education | 40 |
| ENGL 1113 or ENGL 1313 | Composition I Critical Analysis and Writing I 3 |
| ENGL 1213 or ENGL 1413 | Composition II Critical Analysis and Writing II 3 |
| HIST 1103 | Survey of American History 3 |
| POLS 1113 | American Government 3 |
| MATH 2144 | Calculus I 4 |
| | Humanities (courses designated H) 6 |
| BIOL 1114 | Introductory Biology 4 |
| CHEM 1314 | General Chemistry 4 |
| | Social Sciences (courses designated S) 3 |
| | Additional General Education (courses designated A, H, N, or S) 7 |
| Major Requirements | 54-55 |
| CHEM 2113 | Principles of Analytical Chemistry 3 |
| CHEM 2122 | Quantitative Analysis Laboratory 2 |
| CHEM 3053 | Organic Chemistry I 3 |
| CHEM 3112 | Organic Chemistry Lab 2 |
| CHEM 3153 | Organic Chemistry II 3 |
| CHEM 3363 or CHEM 3353 | Bioinorganic Chemistry Descriptive Inorganic Chemistry 3 |
| CHEM 3413 or BIOC 3224 or CHEM 3433 and CHEM 3553 | Physical Chemistry Applications Special Problems Physical Chemistry I Physical Chemistry II 3-4 |
| CHEM 4023 | Modern Methods of Chemical Analysis 3 |
| CHEM 4022 | Modern Methods of Chemical Analysis Laboratory 2 |
| CHEM 4123 | Chemical and Physical Basis of Macromolecular Function 3 |
| CHEM 4313 or CHEM 4320 | Medicinal Organic Chemistry Chemical and Spectrometric Identification of Organic Compounds 3 |
| CHEM 4990 | Special Problems 2 |
| BIOL 1604 or P BIO 1404 | Animal Biology Plant Biology 4 |

| | | |
|--|---|--------------|
| BIOL 3023 | General Genetics | 3 |
| MATH 2153 or STAT 2013 or STAT 4013 | Calculus II Elementary Statistics Statistical Methods | 3 |
| MICR 2123 | Introduction to Microbiology | 3 |
| MICR 2132 | Introduction to Microbiology Laboratory | 2 |
| MICR 3223 or BIOC 3653 | Advanced Microbiology Survey of Biochemistry | 3 |
| PHYS 2114 | General Physics | 4 |
| College/Departmental Requirements | | 13-19 |
| A&S 1111 | First Year Seminar | 1 |
| | Arts and Humanities (courses designated H or courses from AMST, ART, DANC, ENGL (except 3323), HIST, MUSI, PHIL (except 1313, 3003, and 4003), REL, TH, and foreign language) | 3 |
| CHEM 1515 | General Chemistry | 5 |
| PHYS 2014 | General Physics | 4 |
| | Foreign Language | 0-6 |
| General Electives | | 6-13 |
| Students must take 13 credit hours so the number of credit hours completed totals 120. May need to include 6 credit hours of foreign language. May need to include 6 credit hours upper-division general education course work outside major department and 12 additional upper-division credit hours. | | |
| Total | | 120 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #8-b:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Master of Education in Educational Leadership and the Master of Education in Curriculum and Instruction.

RECOMMENDATION:

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

- **Master of Education in Educational Leadership.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 32 students in Fall 2019; and
Graduates: a minimum of 10 students in 2019-2020.
- **Master of Education in Curriculum and Instruction.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 14 students in Fall 2022; and
Graduates: a minimum of 10 students in 2022-2023.

BACKGROUND:

Academic Plan

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

New Assessment System:

Northwestern, with input from faculty, will begin the second phase of a new assessment system (ALCA). Northwestern will move all assessment programs to ALCA.

Strategic Planning:

Northwestern unveiled its new strategic plan in 2016-17. The plan has outlined a 5 year plan to meet the challenges facing the university and higher education. Northwestern will develop an action plan and assignments to understand what goals are being met yearly.

New Doctor of Nursing (DNP) Degree:

With the approval of the new DNP program in place, Northwestern will set a goal of enrolling a minimum of 15 students in the Fall of 17. Marketing efforts will be vital in building this program and a plan must be formed.

Higher Learning Commission (HLC):

After successful accreditation visits for a change of function visit and an additional location visit during 2016, Northwestern will now focus on the Assurance Review in the summer of 2018.

Student Support Service (SSS) Grant:

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

Co-Requisite Courses:

Northwestern has gone full scale on co-requisite courses and now offers classes with labs both in math and English for credit.

APRA Implementation

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

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

| | |
|----|--|
| 22 | Degree and/or certificate programs deleted |
| 18 | Degree and/or certificate programs added |

Program Review

NWOSU offers 52 degree and/or certificate programs as follows:

| | |
|----|--------------------------------------|
| 8 | Certificates |
| 0 | Associate in Arts or Science Degrees |
| 0 | Associate in Applied Science Degrees |
| 35 | Baccalaureate Degrees |
| 8 | Master's Degrees |
| 1 | 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 NWOSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

NWOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NWOSU's governing board approved delivery of the Master of Education in Educational Leadership and the Master of Education in Curriculum and Instruction at their November 3, 2017 meeting. NWOSU is currently approved to offer the following degree programs via online delivery:

- Master of Education in Elementary Education (014);
- Master of Education in Secondary Education (033);
- Master of Counseling Psychology (043);
- Bachelor of Science in Business Administration (007);
- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Nursing (047);
- Doctor of Nursing Practice in Advanced Nursing Practice (080);
- Certificate in Grief and Bereavement (081);
- Master of Education in Adult Education Management and Administration (082); and
- Master of Science in General Psychology (079);

NWOSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Educational Leadership

Program purpose. The proposed program is designed to prepare students for certification as a principal in pre-kindergarten through 12th grade. The curriculum for the proposed program is aligned with the standards of the Educational Leadership Constituent Council and the National Policy Board for Education Administration standards.

Program rationale and background. The proposed program has been offered as options under both the Master of Education in Elementary Education (Grad) (014) and Master of Education in Secondary Education (Grad) (033) programs. Over the past three years, enrollment in the options has remained strong with 30 students enrolling in 2016-2017. NWOSU reports that the curriculum for the program is identical regardless of the grade levels at which the student will serve as a principal. Therefore, having a singular building level leadership program that meets specialized professional association standards through common assessments will provide greater validity and reliability in determining the extent to which the program meets national standards. Additionally, with the newly adopted Council for the Accreditation of Educator Preparation (CAEP) advanced level standards, the alignment of a single building leadership program to CAEP standards allows NWOSU to provide a more comprehensive review of the quality of the program.

Employment opportunities. According to NWOSU, a large number of principals in Oklahoma are eligible to retire and there is a need to build a pipeline of certified individuals to fill the vacancies as they open. Oklahoma Employment Security Commission (OESC) indicates a 5 percent growth in job opportunities for Elementary and Secondary School Administrators statewide. In NWOSU's service area, the anticipated job growth is more than 7 percent.

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 | 32 | Fall 2019 |
| Minimum Graduates from the program | 10 | 2019-2020 |

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

| Institution | Existing Program |
|--|---|
| University of Oklahoma | Master of Education in Education Administration (050) |
| Oklahoma State University | Master of Science in Educational Leadership Studies (437) with an option in School Administration |
| Cameron University | Master of Science in Educational Leadership (670) |
| East Central University | Master of Education in Grad-Educational Leadership (098) |
| Langston University | Master of Education in Education (131) with an option in Educational Leadership |
| Southeastern Oklahoma State University | Master of Education in Educational Leadership (073) |
| Southwestern Oklahoma State University | Master of Education in Education Administration (062) |
| University of Central Oklahoma | Master of Education in Educational Leadership (031) |

A system wide letter of intent was communicated by email on June 30, 2017. Oklahoma Panhandle State University (OPSU) requested a copy of the proposal, which was sent November 13, 2017. Neither OPSU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Education in Educational Leadership program will consist of 34 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 Core Courses | 10 |
| Area of Study | 24 |
| Total | 34 |

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

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

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

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

| A. Funding Sources | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$105,750 | \$105,750 | \$105,750 | \$105,750 | \$105,750 |
| <i>Explanation: These amounts are based on six full-time faculty teaching a quarter or half of their load in the Educational Leadership program. As the program currently exists already under a different name, these faculty are the ones who will continue with these classes.</i> | | | | | |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$95,130 | \$146,658 | \$118,913 | \$134,768 | \$138,731 |
| <i>Explanation: The amounts above were calculated based on students completing 15 credit hours per academic year. NWOSU anticipates an enrollment of 24, 37, 30, 34, and 35 in years one through five. Enrollment for years one through three are based on actual enrollment numbers from 2014-2015, 2015-2016, and 2016-2017.</i> | | | | | |
| TOTAL | \$200,880 | \$252,408 | \$224,663 | \$240,518 | \$244,481 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$13,750 | \$13,750 | \$13,750 | \$13,750 | \$13,750 |
| <i>Explanation: These amounts are an estimate based off of a quarter of the salary of the administrative assistant and the assistant certification officer who split their time with both undergraduate programs and graduate programs.</i> | | | | | |
| Faculty | \$114,150 | \$114,150 | \$114,150 | \$114,150 | \$114,500 |
| <i>Explanation: The above numbers represent a percentage of faculty resources plus \$8,400 for current adjuncts who help with program per academic year.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | | | |
|------------------------|------------------|------------------|------------------|------------------|------------------|
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$0 | \$0 | \$0 | \$0 | \$0 |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$127,900 | \$127,900 | \$127,900 | \$127,900 | \$128,250 |

Master of Education in Curriculum and Instruction

Program purpose. The proposed program will offer three options: Curriculum Leadership, National Board Certification Preparation, and Special Education and is designed to prepare students to become master teachers or curriculum leaders within their discipline. Students will develop the knowledge and skills needed to make educational decisions using research-based strategies to provide excellent learning opportunities for students in pre-kindergarten through the 12th grade.

Program rationale and background. The proposed program has been offered as options under both the Master of Education in Elementary Education (Grad) (014) and Master of Education in Secondary Education (Grad) (033) programs since Fall 2006. Students will be able to focus their course selection on three areas of emphasis: Curriculum Leadership, National Board Certification Preparation, and Special Education. NWOSU reports that the curriculum for the program is identical regardless of the grade levels at which the student will serve as a principal. Therefore, having a singular building level leadership program that meets specialized professional association standards through common assessments will provide greater validity and reliability in determining the extent to which the program meets national standards. Additionally, with the newly adopted Council for the Accreditation of Educator Preparation (CAEP) advanced level standards, the alignment of a single building leadership program to CAEP standards allows NWOSU to provide a more comprehensive review of the quality of the program.

Employment opportunities. According to OESC data, the need for special education teachers is expected to increase 5 percent statewide and nearly 7 percent in NWOSU’s workforce area. With the shortage of special education teachers NWOSU has received multiple inquiries from individuals for course work that meets the Oklahoma State Department of Education’s boot camp certification requirements and the ability to apply this course work to a master’s degree. The Special Education emphasis area addresses these requests. Additionally, students pursuing the Curriculum Leadership or National Board Certification Preparation option will likely remain in their current teaching role; however, will be equipped to become instructional leaders within their school or district. Furthermore, the Curriculum Leadership option is designed to assist individuals who are seeking certification through the alternative pathway.

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 | 14 | Fall 2022 |
| Minimum Graduates from the program | 10 | 2022-2023 |

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

| Institution | Existing Program |
|--|---|
| University of Oklahoma | Master of Education in Education Administration (050) with an option in Curriculum/Supervision |
| Oklahoma State University | Master of Science in Teaching, Learning, and Leadership (057) with an option in Curriculum and Leadership Studies |
| Southeastern Oklahoma State University | Master of Master of Arts in Curriculum and Instruction (110) |

A system wide letter of intent was communicated by email on June 30, 2017. Oklahoma Panhandle State University (OPSU) requested a copy of the proposal, which was sent November 13, 2017. Neither OPSU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Education in Curriculum and Instruction program will consist of 32-35 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

| Content Area | Credit Hours |
|-----------------------|---------------------|
| Required Core Courses | 10 |
| Concentration | 22-25 |
| Total | 32-35 |

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

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

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

Program resource requirements. Program resource requirements for the Master of Education in Curriculum and Instruction are shown in the following table.

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

| A. Funding Sources | Year of Program | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Other Non-State Sources | | | | | |
| Existing State Resources | \$115,750 | \$115,750 | \$115,750 | \$115,750 | \$115,750 |
| <i>Explanation: These amounts are based off of six full-time faculty teaching a quarter or half of their load in this program. As the program currently exists as an option, these same faculty will continue to teach these classes.</i> | | | | | |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$23,782 | \$31,710 | \$39,638 | \$47,565 | \$55,493 |
| <i>Explanation: The amounts above were calculated based on students completing 15 credit hours per academic year. NWOSU anticipates an enrollment of 6, 8, 10, 12, and 14 in years one through five..</i> | | | | | |
| TOTAL | \$139,532 | \$147,460 | \$155,388 | \$163,315 | \$171,243 |

| 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 | \$13,750 | \$13,750 | \$13,750 | \$13,750 | \$13,750 |
| <i>Explanation: The amounts above are an estimate based off of a quarter of the salary of the administrative assistant and the assistant certification officer who split their time with both graduate and undergraduate programs.</i> | | | | | |
| Faculty | \$115,750 | \$115,750 | \$115,750 | \$115,750 | \$115,750 |
| <i>Explanation: Current faculty are teaching the courses at this time. These amounts are based off of six full-time faculty teaching a quarter or half of their load in this program.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$0 | \$0 | \$0 | \$0 | \$0 |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$129,500 | \$129,500 | \$129,500 | \$129,500 | \$129,500 |

Attachments

ATTACHMENT A

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP**

| Program Requirements | | Credit Hours |
|------------------------------|---|---------------------|
| Required Core Courses | | 10 |
| EDUC 5010 | Graduate Study Seminar | 0 |
| EDUC 5013 | Introduction to Research | 3 |
| EDUC 5203 | Educational Practices | 3 |
| EDUC 5212 | Psychology of Teaching | 2 |
| EDUC 5822 | Multicultural Education | 2 |
| Area of Study | | 24 |
| EDUC 5103 | Curriculum in Schools | 3 |
| EDUC 5093 | Curriculum and Instruction for Special Learners | 3 |
| EDUC 5703 | School Personnel and Administration | 3 |
| EDUC 5782 | Supervision of Teaching | 2 |
| EDUC 5753 | Principles of Public School Administration | 3 |
| EDUC 5763 | Public School Finance | 3 |
| EDUC 5722 | School and Public Relations | 2 |
| EDUC 5783 | Implementing State and Federal Requirements | 3 |
| EDUC 5500 | Internship for Educational Leadership | 2 |
| Total | | 34 |

ATTACHMENT B

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION**

| Program Requirements | | Credit Hours |
|--|---|---------------------|
| Required Core Courses | | 10 |
| EDUC 5010 | Graduate Study Seminar | 0 |
| EDUC 5013 | Introduction to Research | 3 |
| EDUC 5203 | Educational Practices | 3 |
| EDUC 5212 | Psychology of Teaching | 2 |
| EDUC 5822 | Multicultural Education | 2 |
| Concentration | | 22-25 |
| Select one concentration area below | | |
| Curriculum Leadership (22 credit hours) | | |
| EDUC 5103 | Curriculum in Schools | 3 |
| EDUC 5093 | Curriculum and Instruction for Special Learners | 3 |
| EDUC 5222 | Advanced Educational Psychology | 2 |
| PSYC 5183 | Human Growth and Development | 3 |
| EDUC 5352 | Behavior Intervention Strategies | 2 |
| EDUC 5423 | Foundations of Literacy | 3 |
| Six credit hours from the following | | |
| EDUC 5223 | Methods and Techniques for Individualizing Instruction | 3 |
| EDUC 5553 | Methods and Materials in the Education of the Gifted | 3 |
| EDUC 5782 | Supervision of Teaching | 2 |
| EDUC 5772 | School and Public Relations | 2 |
| EDUC 5231 | Advanced Assessment Design | 1 |
| EDUC 5221 | Advanced Educational Technology | 1 |
| National Board Certification Preparation (25 credit hours) | | |
| EDUC 5103 | Curriculum in Schools | 3 |
| EDUC 5093 | Curriculum and Instruction for Special Learners | 3 |
| EDUC 5222 | Advanced Educational Psychology | 2 |
| PSYC 5183 | Human Growth and Development | 3 |
| EDUC 5352 | Behavior Intervention Strategies | 2 |
| EDUC 5403 or EDUC 5413 | Advanced Developmental Reading-Primary Advanced Developmental Reading-Intermediate/Secondary | 3 |
| EDUC 5023 | Portfolio Development | 3 |

| | | |
|-------------------------------------|--|--------------|
| EDUC 5500 | Practicum | 3 |
| EDUC 5033 | National Board Examination Preparation | 3 |
| Special Education (22 credit hours) | | |
| EDUC 5103 | Curriculum in Schools | 3 |
| EDUC 5093 | Curriculum and Instruction for Special Learners | 3 |
| EDUC 5222 | Advanced Educational Psychology | 2 |
| PSYC 5183 | Human Growth and Development | 3 |
| EDUC 5392 | Clinical Procedures for Teaching Students with Severe/Profound Disabilities | 2 |
| EDUC 5423 | Foundations of Literacy | 3 |
| Six credit hours from the following | | |
| EDUC 5373 | Curriculum Development for Teaching Students with Mild/Moderate Disabilities | 3 |
| EDUC 5263 | Historical and Theoretical Perspectives of Special Education | 3 |
| EDUC 5383 | Leadership in Special Education | 3 |
| EDUC 5583 | Assessment and Diagnosis in Special Education | 3 |
| Total | | 32-35 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #8-c:

New Programs.

SUBJECT: Eastern Oklahoma State College. Approval to offer the Associate in Applied Science in Respiratory Therapy.

RECOMMENDATION:

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

- **Associate in Applied Science in Respiratory Therapy.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 30 students in Fall 2019; and
Graduates: a minimum of 10 students in 2019-2020.

BACKGROUND:

Academic Plan

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

Priority 1. Student Learning Assessment

Strategic Plan, Goal #2: SUCCESS: Increase the percentage of students who progress toward and achieve their academic and career goals. **Key performance indicator:** Learning Outcome Assessment. **Target:** Implement a learning outcomes assessment process and develop a rotation of course assessments that meet learning goals.

- 1) General Education Learning Goals- Eastern is in its final year of the HLC's Academy for the Assessment of Student Learning. The project is a revision of the assessment of general education learning goals. Assessment tools have been developed for all five learning goals. The critical thinking assessment is in the process of being finalized. The Cultural & Global awareness assessment is being piloted and will be finalized in fall 2017.
- 2) Program Assessments- Eastern is in the process of revising the program review process. A rotation schedule from the OSRHE is used, but more work needs to be done on the actual assessments. Faculty and administration will work during fall 2017 to revise the process so it is more useful and the data being generated is used more effectively.

Priority 2. Distance Learning

Strategic Plan, Goal #1: Provide high quality educational programs and services to increase educational opportunities for individuals. **Key Performance Indicator:** Number of new programs/certificates; students enrolled.

EOSC will explore the development of new allied health programs, and certificate programs for business and industry. Currently EOSC is in the second year of a new Ranch Management degree that has an emphasis in Stocker cattle. The process has also begun to accredit a Respiratory Therapy degree program.

Strategic Plan, Goal #1: Provide high quality educational programs and services to increase educational opportunities for individuals. **Key Performance Indicator:** Number of new online degree programs.

EOSC has received approval for five fully online degree programs: Business Administration (AS), Psychology/Sociology (AA), Criminal Justice (AS), Computer Information Systems (AS), and General Studies (AA) that launched in fall 2015.

EOSC will continue to train faculty in best practices for distance learning and in the use of Quality Matters rubric for course evaluation.

EOSC will continue to develop student services for online students.

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

| | |
|----|--|
| 41 | Degree and/or certificate programs deleted |
| 15 | Degree and/or certificate programs added |

Program Review

EOSC offers 32 degree and/or certificate programs as follows:

| | |
|----|---------------------------------------|
| 4 | Certificates |
| 21 | Associate in Arts or Sciences Degrees |
| 7 | 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 EOSC'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

EOSC's faculty developed the proposal, which was reviewed and approved by institutional officials. EOSC's governing board approved delivery of the Associate in Applied Science in Respiratory Therapy at their November 17, 2017 meeting. EOSC requests authorization to offer this program, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Respiratory Therapy

Program purpose. The proposed program will prepare students for careers in Respiratory Therapy.

Program rationale and background. EOSC currently offers an Associate in Applied Science in Nursing (033), which typically receives more than 75 applicants each year. However, the program is only able to admit approximately 50 of these students. During the 2016-2017 academic year EOSC conducted an informal survey of those applicants that were not admitted. The survey results indicated that a majority of the students were still interested in a healthcare career and would consider a respiratory therapy program. Currently, the closest respiratory therapy programs are Rose State College, which is 123 miles from Wilburton, and Tulsa Community College, which is 91 miles away from EOSC. Additionally, an employer survey revealed that a respiratory therapy program is needed in EOSC's area because employers are not able to draw graduates from other programs in the state. Offering the proposed program will provide students another opportunity to pursue a healthcare career close to home and meet the demand in the area.

Employment opportunities. According to Oklahoma Employment Security Commission data, career opportunities for Respiratory Therapists are expected to increase statewide more than 9 percent through 2024. The need for Respiratory Therapists in EOSC's service area is much greater, with an expected increase of nearly 13 percent. EOSC reports there are currently 12 vacancies in the local area with four of those having been vacant for more than one year. EOSC is confident graduates of the program will be able to secure employment in the field and in their service area.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum Enrollment of majors in the program | 30 | Fall 2019 |
| Minimum Graduates from the program | 10 | 2019-2020 |

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

| Institution | Existing Program |
|---------------------------------|---|
| Cameron University | Associate in Applied Science in Respiratory Care (575) |
| Northern Oklahoma College | Associate in Applied Science in Respiratory Care (073) |
| Tulsa Community College | Associate in Applied Science in Respiratory Care (073) |
| Rose State College | Associate in Applied Science in Respiratory Therapist (045) |
| Oklahoma City Community College | Associate in Applied Science in Respiratory Care (113) |

A system wide letter of intent was communicated by email on October 10, 2107. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Respiratory Therapy program will consist of 74 total credit hours as shown in the following table. Thirteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---------------------|---------------------|
| General Education | 35 |
| Major Requirements | 39 |
| Total | 74 |

Faculty and staff. Existing faculty will teach the proposed program. Adjunct faculty will be utilized when the program needs cannot be met with full-time personnel.

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

Financing. The proposed program will initially be supported through Title III funds. After year 3, the program will be offered on a self-supporting basis and the tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Respiratory Therapy are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$208,454 | \$221,406 | \$158,044 | \$0 | \$0 |
| <i>Narrative/Explanation: The amounts listed in years one through three are Title III funds. After year three the program is expected to be self-sustaining.</i> | | | | | |
| 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 |

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Student Tuition | \$57,680 | \$173,040 | \$173,040 | \$242,800 | \$247,656 |
| <i>Narrative/Explanation: Tuition calculation was based on \$152.40 per credit hour for completion of 30-34 credit hours/academic year for each student anticipated in the program. EOSC anticipates enrollment of 10, 20, 30, 35, and 35 students in years 1 through 5.</i> | | | | | |
| TOTAL | \$266,134 | \$394,446 | \$331,084 | \$242,800 | \$247,656 |

| 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 | \$91,775 | \$96,364 | \$101,103 | \$101,183 | \$101,183 |
| <i>Narrative/Explanation: The amounts above reflect the salary and benefits for the Respiratory Therapy Director.</i> | | | | | |
| Faculty | \$51,085 | \$104,730 | \$109,967 | \$115,465 | \$115,465 |
| <i>Narrative/Explanation: The amounts above reflect salary and benefits for the Respiratory Therapy Clinical Coordinator for a partial year in year 1. Years 2 through 5 include salary and benefits for the Clinical Coordinator and the clinical adjunct faculty.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$55,231 | \$127,428 | \$50,428 | \$8,595 | \$8,595 |
| <i>Narrative/Explanation: EOSC expects large expenditures for equipment will occur initially with start-up costs. The amounts include chemistry and SIM lab remodels.</i> | | | | | |
| Library | \$400 | \$400 | \$400 | \$400 | \$400 |
| <i>Narrative/Explanation: These funds are budgeted for respiratory journals.</i> | | | | | |
| Contractual Services | \$44,350 | \$47,170 | \$47,170 | \$3,000 | \$3,000 |
| <i>Narrative/Explanation: The amounts above will be used to cover SIM Man and faculty training on simulation for the first three years.</i> | | | | | |
| Other Services | \$8,500 | \$2,500 | \$8,500 | \$2,600 | \$2,700 |
| <i>Narrative/Explanation: The amounts above are budgeted for accreditation costs.</i> | | | | | |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$2,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Narrative/Explanation: The amounts above are budgeted for marketing costs.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$2,556 | \$4,616 | \$4,616 | \$4,616 | \$4,616 |
| <i>Narrative/Explanation: The amounts above are budgeted for marketing costs.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$255,897 | \$384,208 | \$323,184 | \$236,859 | \$236,959 |

Attachment

ATTACHMENT A

**EASTERN OKLAHOMA STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN RESPIRATORY THERAPY**

| Degree Requirements | | Credit Hours |
|----------------------------|---|---------------------|
| General Education | | 35 |
| OLS 1111 | Orientation | 1 |
| ENGL 1113 | Freshman Composition I | 3 |
| ENGL 1213 | Freshman Composition II | 3 |
| MATH 1503 | Survey of Math | 3 |
| PSYCH 1113 | Introduction to Psychology | 3 |
| POLSC 1113 | American Federal Government | 3 |
| HIST 1483 or HIST 1493 | American History to 1877 American History since 1877 | 3 |
| BIOL 2114 | Anatomy | 4 |
| BIOL 2204 | Human Physiology | 4 |
| BIOL 2124 | Microbiology | 4 |
| CHEM 1104 | Introduction to Chemistry | 4 |
| Major Requirements | | 39 |
| *RT 2114 | Fundamentals of Respiratory Therapy | 4 |
| *RT 2211 | Ethics of Healthcare | 1 |
| *RT 2333 | Respiratory Pathology | 3 |
| *RT 2243 | Respiratory Pharmacology | 3 |
| *RT 2202 | Respiratory Procedures | 2 |
| *RT 2314 | Clinical Practice I | 4 |
| *RT 2233 | Cardiopulmonary Anatomy and Physiology | 3 |
| *RT 2103 | Pulmonary Diagnostics | 3 |
| *RT 2213 | Mechanical Ventilation | 3 |
| *RT 2324 | Clinical Practice II | 4 |
| *RT 2334 | Clinical Practice III | 4 |
| *RT 2352 | Neonatal/Pediatrics Respiratory Care | 2 |
| *RT 2343 | Respiratory Critical Care | 3 |
| Total | | 74 |

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #8-d:

New Programs.

SUBJECT: Seminole State College. Approval to offer the Associate in Applied Science in Engineering Technology.

RECOMMENDATION:

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

- **Associate in Applied Science in Engineering Technology.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2020; and
Graduates: a minimum of 12 students in 2020-2021.

BACKGROUND:

Academic Plan

Seminole State College's (SSC) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

- Relating to statewide CCA goals and institutional goals for student retention and graduation, SSC will engage in the third year of its Student Engagement, Completion, and Success Initiative.
- Implement redesigned Nursing AAS curriculum.
- Implement statistics pathway for general education math.
- Implement co-requisite remediation in math and language arts.
- Continue development of Agriculture AS program focusing on strategic planning, curricular development, community engagement, collaborative partnerships, facilities development, student recruitment, and the expansion of co-curricular activities.
- In collaboration with Gordon Cooper Technology Center, achieve candidate for accreditation status in Physical Therapist Assistant AAS Program as well as continue program development.

- Submit new program request for Engineering Technician AAS Program in collaboration with Gordon Cooper Technology Center.
- Research and consider expansion of Business Technology AAS to include collaboration with Gordon Cooper and Wes Watkins Technology Centers.
- Research and consider new programs including, but not limited to, environmental science, music, biotechnology, pre-law, and an online LPN to RN program.

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

| | |
|----|--|
| 17 | Degree and/or certificate programs deleted |
| 11 | Degree and/or certificate programs added |

Program Review

SSC offers 23 degree and/or certificate programs as follows:

| | |
|----|---------------------------------------|
| 2 | Certificates |
| 16 | Associate in Arts or Sciences Degrees |
| 5 | Associate in Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master’s Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degrees |

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with SSC’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

SSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. SSC’s governing board approved delivery of the Associate in Applied Science in Engineering Technology at their November 17, 2017 meeting. SSC requests authorization to offer this program, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Engineering Technology

Program purpose. The proposed program will prepare students to seek careers in manufacturing.

Program rationale and background. According to SSC, the East Central region of Oklahoma, which includes eight counties, lags behind state average wages by \$9,600. SSC serves five of these counties, where the average annual household income is below \$40,000. Many individuals in the SSC service area could increase their wages to \$45,000 or more if they were to earn an associate’s degree. Additionally, SSC reports that their region of Oklahoma has the largest age cohort of 50-54 year-olds, with the second largest cohort being 55-59 year-olds. Therefore, SSC predicts there will be a large number of workers eligible for retirement in the next decade. The proposed program was designed to fill those jobs from retirement, as well as anticipated job opportunities in the Aerospace/Defense and Manufacturing industries. With encouragement from industry partners, the proposed program was developed in collaboration with Gordon Cooper Technology Center (GCTC) to provide education and training in the field of engineering technology. According to the Memorandum of Understanding between SSC and GCTC, the laboratory component of some of the technical-occupational courses will be delivered at GCTC and taught by GCTC laboratory assistants.

Employment opportunities. Graduates of the proposed program will be able to fill a wide variety of positions including, but not limited to the following: Machine Tool Technology Machinist, Industrial Mechanic and Maintenance Technician, CNC Machinist Technician, Mechanical Engineering Technician, Mechanical Test Specialist, CAD Operator, Electrical Test Technician, Instrument and Controls Technician, Electrical Technician, and Laboratory Instrument Technician. According to Oklahoma Employment Security Commission data, career opportunities in these fields will increase as much as 23 percent through 2024, depending on the occupation. SSC is confident graduates of the proposed program will be successful in finding employment.

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

| Productivity Category | Criteria | Deadline |
|---|-----------------|-----------------|
| Minimum Enrollment of majors in the program | 20 | Fall 2020 |
| Minimum Graduates from the program | 12 | 2020-2021 |

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

| Institution | Existing Program |
|--|---|
| Tulsa Community College | Associate in Applied Science in Engineering Technology (151) |
| Oklahoma State University- Oklahoma City | Associate in Applied Science in General Engineering Technology (010) |
| Oklahoma State University Institute of Technology | Associate in Applied Science in Engineering Technologies (080) |
| Oklahoma City Community College | Associate in Applied Science in Engineering Technology (101) |

A system wide letter of intent was communicated by email on November 16, 2107. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Engineering Technology program will consist of 64 total credit hours as shown in the following table. Seven new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---|--------------|
| General Education | 20 |
| Technical-Occupational Support Requirements | 11 |
| Technical Occupational Requirements | 33 |
| Total | 64 |

Faculty and staff. Existing faculty will teach the proposed program. GCTC will supply laboratory teaching assistants to teach the lab component of five of the technical-occupational courses.

Support services. The library and classroom space are adequate for this degree program. The lab component for five of the technical-occupational courses will be delivered at GCTC, which will be the sole provider of dedicated functional lab space and equipment.

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 Associate in Applied Science in Engineering Technology 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 | \$24,998 | \$4,397 | \$0 | \$0 | \$0 |
| <i>Narrative/Explanation: Program resource requirements will be supported through internal reallocation of funds. The amount shown in year one is a reallocation of funds from positions that will become vacant at the end of the 2017-2018 academic year.</i> | | | | | |
| Student Tuition | \$55,040 | \$78,720 | \$102,360 | \$102,360 | \$102,360 |
| <i>Narrative/Explanation: Tuition calculation was based on \$152.40 per credit hour for completion of 30-34 credit hours/academic year for each student anticipated in the program. SSC anticipates enrollment of 10, 20, 30, 35, and 35 students in years 1 through 5.</i> | | | | | |
| TOTAL | \$80,030 | \$83,117 | \$102,360 | \$102,360 | \$102,360 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$7,155 | \$10,234 | \$13,307 | \$13,307 | \$13,307 |
| <i>Narrative/Explanation: The amounts above reflect indirect administrative overhead calculated at 13 percent.</i> | | | | | |
| Faculty | \$57,703 | \$57,703 | \$57,703 | \$57,703 | \$57,703 |
| <i>Narrative/Explanation: The amounts above reflect salary and benefits for the Program Mentor.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| <i>Narrative/Explanation: These funds will be used for equipment and necessary academic program supplies.</i> | | | | | |
| Library | \$500 | \$500 | \$500 | \$500 | \$500 |
| <i>Narrative/Explanation: These funds are budgeted for program-specific library materials, such as books and periodicals.</i> | | | | | |
| Contractual Services | \$7,680 | \$7,680 | \$7,680 | \$7,680 | \$7,680 |
| <i>Narrative/Explanation: The amounts above will be paid to GCTC at \$3,840 per semester for staffing teaching lab assistants.</i> | | | | | |
| Other Support Services | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Narrative/Explanation: The amounts above will be used for memberships and accreditation fees.</i> | | | | | |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Narrative/Explanation: The amounts above are budgeted for printing needs.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| <i>Narrative/Explanation: The amounts above are budgeted for travel as needed in relation to academic program needs.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$80,038 | \$83,117 | \$86,190 | \$86,190 | \$86,190 |

Attachment

**SEMINOLE STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN ENGINEERING TECHNOLOGY**

| Degree Requirements | Credit Hours |
|--|--------------|
| General Education | 20 |
| GOV 1113 American National Government | 3 |
| HIST 1483 or HIST 1493 American History Survey to 1877 American History Survey since 1877 | 3 |
| ENG 1113 Composition I | 3 |
| ENG 1213 Composition II | 3 |
| CAP 1103 Introduction to Computer Applications | 3 |
| MATH 1513 Pre-Calculus | 3 |
| STSC 1002 Learning Strategies | 3 |
| Technical-Occupational Support Requirements | 11 |
| MATH 1603 Plane trigonometry | 3 |
| PHYS 2114 General Physics I | 4 |
| PHYS 2224 General Physics II | 4 |
| Technical-Occupational Requirements | 33 |
| *BA 1503 Workplace and Cultural Competence | 3 |
| BA 2133 Human Relations | 3 |
| BA 2333 Leadership Development through the Classics | 3 |
| BA 2423 Business Ethics | 3 |
| ENGR 1113 Introduction to Engineering | 3 |
| *ENGR 1123 Geometric Tolerances and Dimensioning | 3 |
| *ENGR 1133 Manual Machining Skills | 3 |
| *ENGR 1143 CAD-CAM | 3 |
| *ENGR 2003 Principles of Mechanical Design | 3 |
| *ENGR 2013 Principles of Electrical Design | 3 |
| *ENGR 2903 Engineering Technology Internship | 3 |
| Total | 64 |

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #8-e:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Associate in Arts in Criminal Justice, the Associate in Arts in Psychology, and the Associate in Arts in Sociology.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's requests to offer the Associate in Arts in Criminal Justice, the Associate in Arts in Psychology, via traditional and online delivery, and the Associate in Arts in Sociology, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Arts in Criminal Justice.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 154 students in Fall 2020; and
Graduates: a minimum of 25 students in 2020-2021.
- **Associate in Arts in Psychology.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 293 students in Fall 2020; and
Graduates: a minimum of 58 students in 2020-2021.
- **Associate in Arts in Sociology.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 38 students in Fall 2020; and
Graduates: a minimum of 8 students in 2020-2021.

BACKGROUND:

Academic Plan

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

1. **MAPPING PATHWAYS TO STUDENT END GOALS**
 - a. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
 - b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

- c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. This information is easily accessible on the college's website.
2. HELPING STUDENTS ENTER A PATHWAY
- a. Every new student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
 - b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.
 - c. Required math courses are appropriately aligned with the student's field of study.
 - d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
 - e. College works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
3. KEEPING STUDENTS ON THE PATH
- a. The college monitors which program every student is in and how far along he/she is toward completing their program plan.
 - b. Students can easily see how far they have come and what they need to do to complete their program.
 - c. The college is able to identify when students are at risk of falling off their program plans and has policies and supports in place to intervene in ways that help students get back on track.
 - d. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.
 - e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
4. ENSURING THAT STUDENTS ARE LEARNING
- a. Learning outcomes are clearly defined for each of our programs (not just courses).
 - b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
 - c. Faculty assess whether students are mastering learning outcomes and building skills across each program.
 - d. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs.
 - e. The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty.
 - f. The college assesses effectiveness of educational practice (e.g., using CCSE or SENSE, etc.) and uses results to create targeted professional development.

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

| | |
|----|--|
| 93 | Degree and/or certificate programs deleted |
| 89 | Degree and/or certificate programs added |

Program Review

TCC offers 104 degree and/or certificate programs as follows:

| | |
|----|---------------------------------------|
| 39 | Certificates |
| 29 | Associate in Arts or Sciences Degrees |
| 36 | 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 TCC'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

TCC's faculty developed the proposals, which were reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Arts in Criminal Justice, the Associate in Arts in Psychology, and the Associate in Arts in Sociology at their November 16, 2017 meeting. TCC is currently approved to offer the following degree programs via online delivery:

- Associate in Arts in Liberal Arts (009);
- Associate in Applied Science in Child Development and Family Relations (200);
- Certificate in Child Development (206);
- Associate in Science in Child Development and Family Relations (246);
- Associate in Science in Marketing (222);
- Associate in Science in Business Administration (003);
- Associate in Applied Science in Business (153);
- Certificate in Business (241);
- Associate in Science in Health and Human Performance (256);
- Certificate in Computer Information Systems (133);
- Certificate in Marketing (207);
- Associate in Arts in Communications (005);
- Associate in Applied Science in Information Technology (098);
- Associate in Applied Science in Computer Information Systems (133);
- Associate in Arts in Pre-Education (006);
- Associate in Applied Science in Electronics Technology (031);
- Associate in Science in International Business (236);
- Associate in Arts in Social Science (015);

- Associate in Applied Science in Technology (247);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Accounting (017);
- Certificate in Accounting (173);
- Associate in Applied Science in Management (093);
- Certificate in Hospitality Management (257);
- Associate in Science in Mathematics (012);
- Certificate in Management (193); and
- Associate in Science in Computer Information Systems (255)

TCC requests authorization to offer these programs, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Arts in Criminal Justice

Program purpose. The proposed program is designed to prepare students to transfer to a four-year institution to complete a bachelor’s degree in Criminal Justice or related discipline.

Program rationale and background. The proposed program has been offered as an option under the Associate in Arts in Social Science (015) program and currently articulates with Northeastern State University’s Bachelor of Science in Criminal Justice (020) program. According to TCC, enrollment in the option remains strong and currently has 302 students. Therefore, TCC believes students will be better served with a stand-alone associate’s degree by providing more flexibility in course selection to meet their career goals.

Employment opportunities. Students completing the proposed program will likely not immediately enter the workforce but will be able to transfer into similar programs at four-year intuitions. Upon graduating with a bachelor’s degree, students can seek employment in law enforcement. According to EMSI data, those individuals with the greatest employment opportunity in Oklahoma within the past six months were criminal investigators and special agents and patrol officers. Oklahoma Employment Security Commission (OESC) data indicates career opportunities in these areas increasing as much as 14 percent. TCC is confident that students graduating from the proposed program will be successful in finding employment.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum Enrollment of majors in the program | 154 | Fall 2020 |
| Minimum Graduates from the program | 25 | 2020-2021 |

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

| Institution | Existing Program |
|--|---|
| Langston University | Associate in Science in Criminal Justice (065) |
| Murray State College | Associate in Science in Criminal Justice (057) |
| Northeastern Oklahoma A&M College | Associate in Arts in Criminal Justice (013) |
| Redlands Community College | Associate in Arts in Criminal Justice (044) |
| Carl Albert State College | Associate in Arts in Pre-Law Criminal Justice (030) |
| Eastern Oklahoma State College | Associate in Science in Criminal Justice (062) |
| Southwestern Oklahoma State University | Associate in Science in Criminal Justice (138) |
| Oklahoma Panhandle State University | Associate in Science in Criminal Justice (062) |
| Seminole State College | Associate in Science in Criminal Justice (225) |
| Rose State College | Associate in Science in Criminal Justice (049) |
| Northern Oklahoma College | Associate in Arts in Criminal Justice Administration (039) |
| Rogers State University | Associate in Arts in Criminal Justice Studies (121) |
| Connors State College | Associate in Arts in Sociology (038) with an option in Criminal Justice |

A system wide letter of intent was communicated by email on September 22, 2107. The University of Oklahoma (OU) requested a copy of the proposal, which was sent December 8, 2017. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and meeting the student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Arts in Criminal Justice program will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---------------------|---------------------|
| General Education | 37 |
| Major Requirements | 15 |
| General Electives | 8 |
| Total | 60 |

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

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

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

Program resource requirements. Program resource requirements for the Associate in Arts in Criminal Justice 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 | \$79,913 | \$100,041 | \$128,386 | \$158,940 | \$169,921 |
| <i>Narrative/Explanation: Tuition calculation was based on 2017-2018 tuition of \$103.22 per credit hour and includes a 2.5 percent increase per year. The amounts shown above were calculated using only major courses and the assumption that students will take an average of 7.5 credit hours of required criminal justice classes per academic year.</i> | | | | | |
| TOTAL | \$79,913 | \$100,041 | \$128,386 | \$158,940 | \$169,921 |

| 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 | \$12,250 | \$12,250 | \$12,250 | \$12,250 | \$12,250 |
| <i>Narrative/Explanation: The amounts above reflect the prorated salary plus benefits of an administrative assistant.</i> | | | | | |
| Faculty | \$65,625 | \$80,719 | \$101,063 | \$122,063 | \$127,313 |
| <i>Narrative/Explanation: The amounts above were calculated based on the assumption that students will take an average of 2.5 required criminal justice courses per year with an average class enrollment of 20 students. All criminal justice courses are 3 credit hours. The average cost per 3 credit hour course is \$5,250.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$500 | \$1,000 | \$1,500 | \$2,000 | \$2,500 |
| <i>Narrative/Explanation: The amounts above are budgeted for printing classroom materials.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$78,375 | \$93,969 | \$114,813 | \$136,313 | \$142,063 |

Associate in Arts in Psychology

Program purpose. The proposed program is designed to prepare students to transfer to a four-year institution to complete a bachelor’s degree in Psychology or related discipline.

Program rationale and background. The proposed program has been offered as an option under the Associate in Arts in Social Science (015) program and currently articulates with Northeastern State University and Oklahoma State University. According to TCC, enrollment in the option remains strong and currently has 524 students. Therefore, TCC believes students will be better served with a stand-alone associate’s degree by providing more flexibility in course selection to meet their career goals.

Employment opportunities. Students completing the proposed program will likely not immediately enter the workforce but will be able to transfer into similar programs at four-year institutions. Upon graduating with a bachelor’s degree, students can seek employment in related fields, such as mental health, child and family services, and psychology. According to EMSI data, those individuals with the greatest employment opportunity in Oklahoma within the past six months were child, family, and school social workers, psychologists, and mental health and substance abuse counselors. Oklahoma Employment Security Commission (OESC) data indicates career opportunities in these areas increasing as much as 17 percent. TCC is confident that students graduating from the proposed program will be successful in finding employment.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum Enrollment of majors in the program | 293 | Fall 2020 |
| Minimum Graduates from the program | 58 | 2020-2021 |

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

| Institution | Existing Program |
|-----------------------------------|---|
| Northeastern Oklahoma A&M College | Associate in Arts in Psychology or Sociology (041) |
| Eastern Oklahoma State College | Associate in Arts in Psychology or Sociology (042) |
| Redlands Community College | Associate in Arts in Psychology (034) |
| Carl Albert State College | Associate in Arts in Sociology/Psychology (037) |
| Seminole State College | Associate in Science in Psychology (202) |
| Rose State College | Associate in Arts in Psychology (042) |
| Oklahoma City Community College | Associate in Science in Psychology (035) |
| Rogers State University | Associate in Arts in Social Science (019) with an option in Psychology |
| Murray State College | Associate in Science in Behavioral Science (058) with an option in Psychology |
| Connors State College | Associate in Arts in Psychology (046) |

A system wide letter of intent was communicated by email on September 22, 2107. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Arts in Psychology program will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

| Content Area | Credit Hours |
|--------------------|--------------|
| General Education | 37 |
| Major Requirements | 15 |
| General Electives | 8 |
| Total | 60 |

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

Delivery and support services. The library, classroom, and lab space are adequate for this degree program. TCC will utilize the Learning Management System, Blackboard, to delivery online content. Students will be able to access the course syllabus, faculty information, lesson plans, assignments, and exams. Blackboard will also facilitate discussion, provide students access to gradebooks, and various learning resources.

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 Associate in Arts in Psychology 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 | \$103, 155 | \$195,201 | \$244,266 | \$281,989 | \$310,060 |
| <i>Narrative/Explanation: Tuition calculation was based on 2017-2018 tuition of \$103.22 per credit hour and includes a 2.5 percent increase per year. The amounts shown above were calculated using only major courses and the assumption that students will take an average of 7.5 credit hours of required psychology classes per academic year.</i> | | | | | |
| TOTAL | \$103, 155 | \$195,201 | \$244,266 | \$281,989 | \$310,060 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$12,250 | \$12,250 | \$12,250 | \$12,250 | \$12,250 |
| <i>Narrative/Explanation: The amounts above reflect the prorated salary plus benefits of an administrative assistant.</i> | | | | | |
| Faculty | \$84,094 | \$155,250 | \$189,534 | \$213,469 | \$228,994 |
| <i>Narrative/Explanation: The amounts above were calculated based on the assumption that students will take an average of 2.5 required psychology courses per year with an average class enrollment of 20 students. All psychology courses are 3 credit hours. Psychology faculty are paid an average of \$5,165 per course.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| <i>Narrative/Explanation: The amounts above are budgeted for information technology.</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 | \$1,000 | \$2,000 | \$3,000 | \$4,000 | \$5,000 |
| <i>Narrative/Explanation: The amounts above are budgeted for printing classroom materials.</i> | | | | | |
| Telecommunications | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Narrative/Explanation: The amounts above are budgeted for telecommunication services.</i> | | | | | |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$99,844 | \$172,000 | \$207,284 | \$232,219 | \$248,744 |

Associate in Arts in Sociology

Program purpose. The proposed program is designed to prepare students to transfer to a four-year institution to complete a bachelor's degree in Sociology or related discipline.

Program rationale and background. The proposed program has been offered as an option under the Associate in Arts in Social Science (015) program and according to TCC enrollment in the option remains strong and currently has 69 students. Therefore, TCC believes students will be better served with a stand-alone associate's degree by providing more flexibility in course selection to meet their career goals.

Employment opportunities. Students completing the proposed program will likely not immediately enter the workforce but will be able to transfer into similar programs at four-year institutions. Graduates with a degree in Sociology often find employment in Social Services, Counseling, Teaching, Administrative Management, Sales, Marketing, Social Science Research, and Non-Profit Agencies. According to the TCC Career Explorer software, of these, those with the greatest employment opportunity in Oklahoma within the past six months are careers in social services, Administrative Management, and Social Science

Research Assistants. Oklahoma Employment Security Commission (OESC) data indicates career opportunities in these areas increasing as much as 10 percent. TCC is confident that students graduating from the proposed program will be successful in finding employment.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum Enrollment of majors in the program | 38 | Fall 2020 |
| Minimum Graduates from the program | 8 | 2020-2021 |

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

| Institution | Existing Program |
|-----------------------------------|--|
| Northeastern Oklahoma A&M College | Associate in Arts in Psychology or Sociology (041) |
| Eastern Oklahoma State College | Associate in Arts in Psychology or Sociology (042) |
| Rose State College | Associate in Arts in Sociology (124) |
| Carl Albert State College | Associate in Arts in Sociology/Psychology (037) |
| Murray State College | Associate in Science in Behavioral Science (058) with an option in Sociology |
| Connors State College | Associate in Arts in Sociology (038) |
| Rogers State University | Associate in Arts in Social Sciences (019) with an option in Sociology |
| Oklahoma City Community College | Associate in Arts in Sociology (042) |

A system wide letter of intent was communicated by email on September 22, 2107. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and meeting the student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Arts in Sociology program will consist of 61 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

| Content Area | Credit Hours |
|--------------------|--------------|
| General Education | 37 |
| Major Requirements | 24 |
| Total | 61 |

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

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

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

Program resource requirements. Program resource requirements for the Associate in Arts in Sociology 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 | \$14,283 | \$24,401 | \$31,681 | \$38,455 | \$42,917 |
| <i>Narrative/Explanation: Tuition calculation was based on 2017-2018 tuition of \$103.22 per credit hour and includes a 2.5 percent increase per year. The amounts shown above were calculated using only major courses and the assumption that students will take an average of 7.5 credit hours of required sociology classes per academic year.</i> | | | | | |
| TOTAL | \$14,283 | \$24,401 | \$31,681 | \$38,455 | \$42,917 |

| 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 | \$12,900 | \$21,500 | \$27,233 | \$32,250 | \$35,117 |
| <i>Narrative/Explanation: The amounts above were calculated based on the assumption that students will take an average of 2.5 required psychology courses per year with an average class enrollment of 15 students. All psychology courses are 3 credit hours. Cost per 3 credit hour class is \$4,300 per course.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$250 | \$250 | \$250 | \$250 | \$250 |
| <i>Narrative/Explanation: The amounts above are budgeted for computer software that is necessary for the program.</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 | \$250 | \$500 | \$750 | \$1,000 | \$1,250 |
| <i>Narrative/Explanation: The amounts above are budgeted for printing tests and instructional materials.</i> | | | | | |

| | | | | | |
|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$13,400 | \$22,250 | \$28,233 | \$33,500 | \$36,617 |

Attachments

**TULSA COMMUNITY COLLEGE
ASSOCIATE IN ARTS IN CRIMINAL JUSTICE**

| Degree Requirements | | Credit Hours |
|--|--|---------------------|
| General Education | | 37 |
| ENGL 1113 | Composition I | 3 |
| ENGL 1213 | Composition II | 3 |
| COMM 1113 | Public Speaking | 3 |
| HIST 1483 or HIST 1493 | American History to 1865 American History Since 1865 | 3 |
| POLS 1113 | American Government | 3 |
| MATH 1473 | Quantitative Reasoning or higher level | 3 |
| | Humanities (see catalog for approved list) | 6 |
| | Science (see catalog for approved list) | 7 |
| | Select from Fine Arts, Foreign Language, Psychology, or Social Sciences | 3 |
| CSCI 1203 | Computer Concepts and Applications (or other Liberal Arts/Science elective) | 3 |
| Major Requirements | | 15 |
| CRIM 1013 | Introduction to Criminal Justice | 3 |
| CRIM 2103 | Criminal Evidence | 3 |
| CRIM 2123 | Criminal Law I | 3 |
| CRIM 2143 | Criminal Law II | 3 |
| CRIM 2223 | Criminal Procedures I | 3 |
| Recommended Electives | | 8 |
| Select 8 credit hours so that credit hours completed total 60. | | |
| CRIM 1213 | Police Fundamentals | 3 |
| CRIM 1253 | Police Methods and Equipment | 3 |
| CRIM 2023 | Traffic Investigation | 3 |
| CRIM 2063 | Law Enforcement Supervision | 3 |
| CRIM 2113 | Criminalistics | 3 |
| CRIM 2183 | Police Equipment and Weapons | 3 |
| CRIM 2213 | Interrogation Techniques | 3 |
| CRIM 2333 | Criminal Procedures II | 3 |
| Total | | 60 |

**TULSA COMMUNITY COLLEGE
ASSOCIATE IN ARTS IN PSYCHOLOGY**

| Degree Requirements | Credit Hours |
|--|--|
| General Education | 37 |
| ENGL 1113 Composition I | 3 |
| ENGL 1213 Composition II | 3 |
| COMM 1113 Public Speaking | 3 |
| HIST 1483 or HIST 1493 American History to 1865 American History Since 1865 | 3 |
| POLS 1113 American Government | 3 |
| MATH 1473 Quantitative Reasoning or higher level | 3 |
| | Humanities (see catalog for approved list) 6 |
| | Science (see catalog for approved list) 7 |
| | Select from Fine Arts, Foreign Language, Psychology, or Social Sciences 3 |
| CSCI 1203 Computer Concepts and Applications (or other Liberal Arts/Science elective) | 3 |
| Major Requirements | 15 |
| PSYC 1113 Introduction to Psychology | 3 |
| PSYC 2023 Developmental Psychology | 3 |
| | Select 3 courses from the following: |
| PSYC 1313 Human Relations | 3 |
| PSYC 2053 Social Psychology | 3 |
| PSYC 2193 Personality Theories | 3 |
| PSYC 2213 Brain and Behavior | 3 |
| PSYC 2223 Behavioral Statistics | 3 |
| PSYC 2323 Conflict Resolution | 3 |
| PSCY 2423 Introduction to Abnormal Psychology | 3 |
| PSCY 2523 Child Psychology | 3 |
| PSCY 2533 Adolescent Psychology | 3 |
| PSYC 2613 Psychology of Adulthood and Aging | 3 |
| PSYC 2633 Industrial and Organizational Psychology | 3 |
| PSYC 2713 Aging, Death, and Dying | 3 |
| PSYC 2813 Human Sexuality | 3 |
| Recommended Electives | 8 |
| | Select 8 credit hours so that credit hours completed total 60. Courses from any of the following disciplines are recommended: Art, Communication, Criminal Justice, Economics, English, Geography, History, Human Services, Humanities, Philosophy, Political Science, Psychology, and Sociology |
| Total | 60 |

**TULSA COMMUNITY COLLEGE
ASSOCIATE IN ARTS IN SOCIOLOGY**

| Degree Requirements | | Credit Hours |
|--------------------------------------|---|---------------------|
| General Education | | 37 |
| ENGL 1113 | Composition I | 3 |
| ENGL 1213 | Composition II | 3 |
| COMM 1113 | Public Speaking | 3 |
| HIST 1483 or HIST 1493 | American History to 1865 American History Since 1865 | 3 |
| POLS 1113 | American Government | 3 |
| MATH 1473 | Quantitative Reasoning or higher level | 3 |
| | Humanities (see catalog for approved list) | 6 |
| | Science (see catalog for approved list) | 7 |
| | Select from Fine Arts, Foreign Language, Psychology, or Social Sciences | 3 |
| CSCI 1203 | Computer Concepts and Applications (or other Liberal Arts/Science elective) | 3 |
| Major Requirements | | 24 |
| SOCI 1113 | Introduction to Sociology | 3 |
| SOCI 2113 | Social Problems in America | 3 |
| Select 2 courses from the following: | | |
| SOCI 2013 | Marriage and Family | 3 |
| SOCI 2043 | Juvenile Delinquency | 3 |
| SOCI 2053 | Social Psychology | 3 |
| SOCI 2063 | Corrections: Jails and Prisons | 3 |
| SOCI 2123 | Introduction to Cultural Anthropology | 3 |
| SOCI 2133 | Introduction to Deviant Behavior | 3 |
| SOCI 2153 | Crisis Intervention and Experience | 3 |
| SOCI 2990 | Selected Topics in Sociology | Varies |
| Select 2 courses from the following: | | |
| SOCI 2143 | Inequalities in America | 3 |
| SOCI 2173 | Religion and Society | 3 |
| SOCI 2223 | Behavioral Statistics | 3 |
| SOCI 2263 | Medical Ethics | 3 |
| SOCI 2713 | Aging, Death, and Dying | 3 |
| SOCI 2813 | Human Sexuality | 3 |
| SOCI 2990 | Selected Topics in Sociology | Varies |
| Select 2 courses from the following: | | |

| | | |
|--------------|------------------------------------|-----------|
| ART 1113 | Art Appreciation | 3 |
| CRIM 1013 | Introduction to Criminal Justice | 3 |
| JRMC 1013 | Introduction to Mass Communication | 3 |
| MUSC 1113 | Music Appreciation | 3 |
| NAMS 2113 | Native American Cultures | 3 |
| PHIL 1113 | Introduction to Philosophy | 3 |
| PSC 1113 | Introduction to Psychology | 3 |
| PSYC 2023 | Developmental Psychology | 3 |
| THEA 1093 | Introduction to Theatre | 3 |
| Total | | 61 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #9:

Program Deletions

SUBJECT: Approval of institutional request for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Murray State College (MSC) requests authorization to delete the programs listed below:

- Associate in Science in Pre-Professional (026)
- Associate in Applied Science in Engineering Technology (052)
- Associate in Applied Science in Applied Technology (060)

POLICY ISSUES:

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

ANALYSIS:

MSC requests authorization to delete the Associate in Science in Pre-Professional (026) effective beginning the 2018-2019 academic year. This program was approved prior to 1990. MSC reports:

- This program is no longer needed as students interested in professional degrees will pursue a discipline specific program.
- There are currently 10 students enrolled in the program.
- Students will be able to complete their degree requirements.
- No courses will be deleted as they are used in other degree programs.
- No funds are available for reallocation.

MSC requests authorization to delete the Associate in Applied Science in Engineering Technology (052) effective immediately. This program was approved prior to 1990. MSC reports:

- This program has been suspended since 2004 and is no longer a viable program.
- There are currently no students enrolled in the program.
- Seven courses will be deleted.
- Funds have been reallocated to offer additional remedial mathematics courses.

MSC requests authorization to delete the Associate in Applied Science in Applied Technology (060) effective immediately. This program was approved at the December 11, 1998 State Regents' meeting. MSC reports:

- All course content for this program was offered through technology centers.
- MSC does not have a content specialist required to continue the program.
- No students are currently enrolled.
- One hundred-fifty one courses will be deleted.
- No funds are available for reallocation.

Meeting of the
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AGENDA ITEM #10:

Course Equivalency Project.

SUBJECT: Approval of the Course Equivalency Project for the 2018-2019 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the system faculty's 2018-2019 Course Equivalency Project.

BACKGROUND:

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, over 8,000 courses across fifty disciplines are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

| CEP: Historical Review | | |
|-------------------------------|----------------|--------------------|
| YEAR | COURSES | DISCIPLINES |
| 1996-97 | 1,594 | 16 |
| 1997-98 | 2,875 | 22 |
| 1998-99 | 3,690 | 25 |
| 1999-00 | 4,187 | 30 |
| 2000-01 | 4,399 | 32 |
| 2001-02 | 4,531 | 32 |
| 2002-03 | 4,926 | 32 |
| 2003-04 | 5,343 | 33 |
| 2004-05 | 6,423 | 36 |
| 2005-06 | 6,668 | 39 |
| 2006-07 | 7,030 | 39 |
| 2007-08 | 7,450 | 39 |
| 2008-09 | 7,523 | 39 |
| 2009-10 | 7,634 | 40 |
| 2010-11 | 7,921 | 46 |
| 2011-12 | 8,076 | 46 |
| 2012-13 | 7,957 | 47 |
| 2013-14 | 8,104 | 49 |
| 2014-15 | 8,163 | 49 |
| 2015-16 | 8,188 | 49 |
| 2016-17 | 8,136 | 49 |
| 2017-18 | 8,032 | 50 |
| 2018-19 | 8,104 | 50 |

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group. Beginning with academic year 2017-2018, faculty also began adding student learning outcomes to equivalency groups to further ensure equivalency among courses and seamless transfer for students.

POLICY ISSUES:

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions. The CEP provides information that facilitates institutions' compliance with policy guidelines.

ANALYSIS:

Positive features of the CEP are listed below:

- It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.
- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.

- A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.
- A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.
- The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.
- Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.

The 2018-2019 faculty CEP document is provided as a supplement to this item. The COI approved the 2018-2019 CEP document February 15, 2018. It is recommended that the State Regents approve the 2018-2019 CEP.

Supplement available upon request.

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March 29, 2018

AGENDA ITEM #11:

State Authorization.

SUBJECT: Request to authorize private institutions operating in Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

POLICY ISSUES:

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

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

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

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

ANALYSIS:

Prior to March 29, 2018 State Regents’ staff received a state authorization application from the institution listed below:

| Institution | Type | Accreditor |
|---|------------------------|----------------------------|
| Columbia College (Columbia, Missouri) Location: Fort Sill, Oklahoma | Private Not-for-profit | Higher Learning Commission |

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

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

2016-2017 Institutional Data

Number of Programs Offered by Level

| Institution | Certificate | Associate | Baccalaureate | Master | Doctoral |
|------------------|-------------|-----------|---------------|--------|----------|
| Columbia College | 0 | 0 | 15 | 0 | 0 |

Enrollment by Level

| Institution | Certificate | Associate | Baccalaureate | Master | Doctoral |
|------------------|-------------|-----------|---------------|--------|----------|
| Columbia College | 0 | 0 | 113 | 0 | 0 |

Credentials Awarded

| Institution | Certificate | Associate | Baccalaureate | Master | Doctoral |
|------------------|-------------|-----------|---------------|--------|----------|
| Columbia College | 0 | 0 | 7 | 0 | 0 |

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid

| Institution | Total Headcount Enrollment | Total Number of Students Receiving Financial Aid |
|------------------|----------------------------|--|
| Columbia College | 101 | 53 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #12-a:

Policy.

SUBJECT: Posting of revisions to the State Regents' Teacher Education policy.

RECOMMENDATION:

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

BACKGROUND:

The Oklahoma State Regents for Higher Education established the Teacher Education policy to enhance the quality of teacher education within the State System. The policy sets the minimum admission standards for entry into teacher education programs, as well as the guidelines for facilitating the transfer of course work for teacher education students. Also included in the policy are general education curriculum requirements for early childhood, elementary, and special education students, requirements for secondary education teachers, suggested teacher education program requirements, and guidelines for the preparation of teachers by teacher education program faculty.

The Teacher Education policy has three primary segments which outline the provisions listed above: (1) Criteria for Admission to Teacher Education, (2) Degree Requirements and Guidelines for Articulation, and (3) Professional Teacher Education Guidelines. These segments, once separate policies, were revised over the years and eventually combined on June 29, 2006 to create the overall Teacher Education policy. The Criteria for Admission to Teacher Education requires students to meet one of four performance criteria to enter a teacher education program. The Degree Requirements and Guidelines for Articulation outline the articulation of courses between community colleges and universities with teacher preparation programs, as well as the course requirements for teacher preparation students. Lastly, the Professional Teacher Education Guidelines address requirements for teacher education faculty to help them remain effective practitioners in the classroom.

POLICY ISSUES:

The policy changes are pursuant to 70 O.S. §1210.508F, 70 O.S. §6-186, and align with provisions found in the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. In addition to these statutory requirements, other changes include the modification of language for clarity and alignment with current Academic Affairs policy for undergraduate degree requirements.

ANALYSIS:

The Teacher Education policy is reflective of the high quality expected in teacher preparation programs within the State System. Modifications to the policy are driven by statutory and accreditation requirements, professional standards, and effective practice.

Teacher preparation faculty and students are held to high levels of accountability to ensure that Oklahoma has the most well-prepared and effective teachers for its classrooms.

A copy of the proposed revisions is attached. A summary of the proposed revisions is provided below.

- **3.21.1 Purpose** – adds phrasing and word changes for clarity
- **3.21.2 Definitions** – deletes definition for “Liberal Arts and Sciences Courses” and adds definition for “Teacher Candidate / Teacher Education Student”
- **3.21.3 Criteria for Admission to Teacher Education Programs** – modifies language for clarity and updates items to reflect what is currently in policy
- **3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs** – modifies language for clarity and includes statutory requirements for teacher education programs
- **3.21.5 Professional Teacher Education Guidelines** – deletes unnecessary language and adds phrasing to reflect assessments currently in policy
- **3.21.6 Guidelines for Teacher Preparation Faculty** – modifies language for clarity and references statute
- **3.21.7 Guidelines for Participation on Residency Year Committees** – adds reference to the statute

These proposed revisions were approved by the Council on Instruction on January 18, 2018, and the Council of Presidents March 7, 2018. It is recommended that the State Regents post the proposed revisions to the Teacher Education policy.

Attachment

[Policy Excerpt]

3.21 Teacher Education

3.21.1 Purpose

4 In order to provide the best possible education for teachers prepared within the State System, the State Regents have adopted this policy to enhance the quality of teacher education. This policy includes the State Regents' teacher education admission policies and program requirements; guidelines for facilitating the transfer of course work for teacher education students majors; general education curriculum required for early childhood, elementary, and special education students majors; requirements for secondary education teachers majors; ~~suggested teacher education program requirements~~; and guidelines for the preparation of teachers by teacher education program faculty.

4.21.1 Definitions

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

6 "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.

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

8 ~~"Liberal Arts and Sciences Courses" are those traditional fields of study in the humanities; social and behavioral sciences; communication, natural and life sciences; mathematics; and the history, literature and theory of the fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work, are not considered to be liberal arts and sciences for the purpose of this policy.~~

9 "Mentor Teacher" is a teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance, support, coaching, and assistance to a resident teacher employed by the school district.

10 "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 Refer to 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.

11 "Residency Committee" is a committee in a school district for the purpose of providing professional support, mentorship and coaching to the resident teacher.

12 "Resident Teacher" is a certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher and residency committee.

13 "Teacher Candidate / Teacher Education Student (unless presented in the context of P-12 descriptors)" are used interchangeably and refer to a current college level student, not yet graduated, who has been admitted into a professional teacher education program and is being prepared to become a certified teacher.

13.21.1 Criteria for Admission to Teacher Education Programs

14 This section includes the criteria for admission to teacher education programs. Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the four performance criteria described below:

A. Achieve a GPA of 3.0 or higher in all ~~liberal arts and sciences~~ general education courses.

15 Students ~~may~~ qualify for admission if they achieve a minimum GPA of 3.0 or higher on a 4.0 scale in all general education ~~liberal arts and sciences~~ courses (a minimum of ~~20~~ 30 hours) as defined in the State Regents' *Undergraduate Degree Requirements* policy and the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10.

A. Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). Students who score below the designated level on any section(s) of the PRAXIS test will be permitted to retest.

16 The PRAXIS test ~~is~~ will be administered to an acceptable performance measure for students who have completed at least 30 ~~semester credit~~ hours of credit. ~~Students who score below the designated level on any section(s) of the PRAXIS test will be permitted to retest.~~

A. Achieve a passing score at the performance benchmark level required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).

B. Possess a Baccalaureate degree from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the U.S. Department of Education and approved by the Oklahoma State Regents for Higher Education.

17 Baccalaureate degree graduates from regionally or nationally accredited universities in the United States are assumed to have the basic

skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from ~~this~~ these testing requirements.

18 Institutional and individual programs' admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in ~~the~~ teacher education programs.

18.21.1 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher, ~~or administrator, or other school professional~~. These universities may accept transfer coursework from community colleges and/or other universities at their discretion, according to the State Regents *Undergraduate Transfer and Articulation policy*.

Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including early childhood ~~child care~~ and education and child development ~~library technical aide~~, frequently utilize course content which is similar to that of professional teacher education courses; however, these courses may not be equivalent. Articulation of courses between community colleges and universities with teacher education programs is at the discretion of the teacher preparation program at the university and must adhere to teacher preparation requirements.

The course requirements listed below are mandatory for teacher education candidates. Community colleges ~~can~~ are encouraged to have an active role in providing the general education courses ~~requirements~~ necessary for ~~to~~ teacher education students candidates to meet these requirements. ~~as detailed below~~. Select requirements are listed; ~~below~~.

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester credit hours in liberal arts and sciences general education course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.
- B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10, including 18 hours in each assigned subject area.
- C. Institution officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies and related assessments. However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.
- D. College and university officials are to review the mathematics curriculum

and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.

E. Teacher preparation programs at the pre-service level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

F. The following requirements are pursuant to 70 O.S. §1210.508F:

1. Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality training for teacher candidates shall include guidance from professional resources such as the:
 - a. Report of the National Reading Panel
 - b. Response to Intervention Guidelines
 - c. Council for Exceptional Children
 - d. International Dyslexia Association
 - e. International Literacy Association
 - f. National Council of Teachers of English
 - g. National Association for the Education of Young Children
2. Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.
3. Teacher education students enrolled in an elementary, early childhood or special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be

developed and administered by the institutions that offer elementary, early childhood, or special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction. The results of the assessment shall be reported annually by the institution to the OEQA.

18.21.2 Professional Teacher Education Guidelines

- A. Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.
- B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.
- C. Paraprofessional courses such as those designed for early childhood care, ~~library aides~~ and similar career programs may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.
- D. Awarding credit for prior learning (i.e. CLEP, AP, IB) exams will follow guidelines established in the State Regents' *Credit for Prior Learning* policy.
- E. ~~Advisement processes would be aided if titles and descriptions of general education courses at all colleges and universities do not utilize terminology such as "public school," "elementary teacher," or other professional education phrases.~~

18.21.3 Guidelines for Teacher Preparation Faculty

The following guidelines are necessary ~~recommended~~ to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools. These guidelines address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms.

- A. ~~In order to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools,~~ Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must ~~should~~: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is ~~recommended~~ required.
- B. It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of diverse school environments, ranging from large, urban to small, rural.

- C. Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of, and teaching strategies for, maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach, and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

18.21.4 Guidelines for Participation on Residency Year Committees

The following requirements are pursuant to 70 O.S. §6-182:

- A. A residency committee may consist of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.
- B. Teacher education faculty may serve on novice teacher residency committees. It is recommended that teacher education faculty who participate on these committees, have expertise and experience in the teaching field for the resident teacher.

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994. January 29, 2015. XX XX, 2018.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #12-b:

Policy.

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

RECOMMENDATION:

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

BACKGROUND:

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a system wide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, over 8,000 courses across fifty disciplines are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group.

Beginning with academic year 2017-2018, faculty also began adding student learning outcomes to equivalency groups to further ensure equivalency among courses and seamless transfer for students.

POLICY ISSUES:

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

POLICY ANALYSIS

While the CEP is well established in practice, it has not been formally addressed in policy. Thus, a new proposed section was added within the Undergraduate Transfer and Articulation policy to: 1) provide background on the CEP and 2) establish CEP policy parameters, all of which are based upon standards that have historically been applied in practice.

Proposed changes are summarized below.

- 3.11-Definitions Added definitions to address the following key terms: common course category, CEP, and CEP matrix. Also eliminated language from the regional accrediting agency definition to ensure that the Higher Learning Commission was referenced by its correct title.

- 3.11.4.L.-CEP Added a new section to detail the parameters under which the CEP is administered. This section specifies that the courses listed under the same Common Course category on the CEP Matrix shall be accepted by all institutions listed in that category as equivalent for the academic year during which those institutions' courses are listed. Additionally, this section also specifies the following conditions:
 - 1. The CEP Matrix is updated each academic year. Detailed information regarding the process may be found in the Academic Affairs Procedures Handbook;
 - 2. In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain all of the specified outcomes, as a minimum, in order to be included in the category; and
 - 3. Courses listed on the CEP Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' Undergraduate Degree Requirements policy must be met before the degree may be awarded.

These proposed revisions were approved by the Council on Instruction on January 18, 2018, and the Council of Presidents March 7, 2018. It is recommended that the State Regents post the proposed policy revisions to the Undergraduate Transfer and Articulation policy.

[Policy Excerpt]

3.11 UNDERGRADUATE TRANSFER AND ARTICULATION

3.11.1 Purpose

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

3.11.2 Definitions

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

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

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

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

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

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

"Associate in Arts and Associate in Science Degrees" are typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours).

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

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

“Common Course Category” is a grouping of equivalent courses in the Course Equivalency Project Matrix. Each Common Course Category is distinguished by a prefix and number, a course description, and student learning outcomes.

“Course Equivalency Project” is a process by which State System institutions establish course equivalencies among institutions.

“Course Equivalency Project Matrix” is the listing of courses determined to be equivalent through the Course Equivalency Project Process.

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

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

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

“GPA” see Retention/Graduation Point Average. “Lower-Division Course Work” are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

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

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

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

“Regional Accrediting Agency” is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary of the USDE to

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

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

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

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

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

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

“Technology Baccalaureate Degree” is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours) in a technical-occupational area of specialization. The State Regents recognize this degree as a

Bachelor of (Specialty), typically specified as a Bachelor of Technology, Bachelor of Applied Technology, Bachelor of Applied Science, or Bachelor of Applied Arts and Science.

"Transcript" for the purpose of this policy is defined as the official document issued by a state system institution or an Oklahoma technology center with student information that is a complete and accurate reflection of a student's academic career. At minimum, an official transcript must include essential elements as referenced by the American Association of Collegiate Registrars and Admission Officers *Academic Record and Transcript Guide*. Detailed information is available in the State Regents' *Academic Affairs Procedures Handbook* and online.

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

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

3.11.3 Admission of Transfer Students from Degree-granting Institutions

A. Admission by Transfer within the State System

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

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' *Institutional Admission and Retention policy*.
2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.
3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' *Institutional Admission and Retention policy* and must also complete the curricular requirements before transferring.
4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before

transferring.

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

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

1. Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.
 - a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
 - b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by a national association are subject to review and may transfer on a course-by-course basis.
 - a. Each applicant must meet the conditions of 1.a and 1.b above.
3. Transcripts of record from degree-granting institutions not accredited by a regional or national association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
 - a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
 - b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Student with less than 24 hours from a college or university where

English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D. Transfer Probation

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

E. Higher Standards

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

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

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

- A. A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents' *Undergraduate Degree Requirements policy* may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.
- B. It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to

professional departments or fields.

- C. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.
- D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
- E. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.
- F. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.
- G. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional programs.
- H. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned

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

- I. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.
- J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.
- K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' *Credit for Prior Learning policy*.
- L. State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, as well as through the Course Equivalency Project. Courses listed under the same Common Course category on the Course Equivalency Project Matrix shall be accepted by all institutions listed in that category as equivalent for the academic year during which those institutions' courses are listed. By participating in the same process as State System institutions, independent degree-granting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.
 - 1. The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the process may be found in the *Academic Affairs Procedures Handbook*.
 - 2. In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain all of the specified outcomes, as a minimum, in order to be included in the category.

3. Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' Undergraduate Degree Requirements policy must be met before the degree may be awarded.

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

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

A. Principles. The Statewide Articulation Agreement will:

1. Adhere to academic educational standards and policies as specified by the State Regents for Higher Education and the ODCTE.
2. Inform students about the participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix. These courses may be applicable for technical degree major requirements or technical degree major electives, but not as general elective credit.
3. Facilitate articulation with an uninterrupted sequence of learning experiences for technology center students.
4. Provide students who are enrolled in technology center courses and programs included on the Statewide Technical Course Articulation Matrix the opportunity to continue their educational careers in higher education.
5. Ensure the efficient use of public resources and expand access to educational services.

B. Requirements for College Course Transfer Credit

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

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

- b. Achieve a minimum passing grade, as determined by the accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript.
- c. Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

C. Procedures

1. A State System institution seeking approval for technical courses from an Oklahoma technology center to be included in the Statewide Articulation Agreement shall have the president submit the proposal to the Chancellor for State Regents' consideration. After receipt of the proposed courses for articulation, State Regents' staff will manage the content faculty review and evaluation process for the proposed technical courses to be inventoried in the Statewide Technical Course Articulation Matrix. After review, staff will submit the faculty-recommended technical courses to the State Regents for approval. Detailed information on the technical course review process is available in the State Regents' *Academic Affairs Procedures Handbook* and online.
2. An institutional request for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix shall contain the following information.
 - a. Names of the participating technology center and the participating higher education institution.
 - b. Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.
 - c. Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit. Forms are available in

the State Regents' *Academic Affairs Procedures Handbook* and online.

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

D. Reporting and Publications

1. Statewide Technical Course Articulation Matrix for each academic year will include course title, course description, and student learning outcomes of the State System institution's course, and the equivalent technology center course title(s) and clock hours for each approved articulated technical course. This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.
2. The State System institutions participating in the Statewide Articulation Agreement will provide faculty with expertise in the content area to validate the collegiate content and rigor of any technology center course listed on the Statewide Technical Course Articulation Matrix.
3. All publications and advertisements regardless of medium will note which college is awarding the transfer credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements (see *Accreditation and State Authorization* policy) that prohibit State System institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, web sites, catalogs, and/or other media/publications. Failure to comply with this requirement may result in the nullification of the course(s) listed on the Statewide Articulation Agreement and the Statewide Technical Course Articulation Matrix.

E. Workshops and Standing Committee

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

19. *Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16,*

1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extraintitutional Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010. Revised for technology center transfer credit purposes, May 26, 2017. Revised to address the Course Equivalency Project Matrix, XX XX, 2018

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #12-c:

Policy.

SUBJECT: Approval of revisions to the Professional Programs policy.

RECOMMENDATION:

It is recommended that the State Regents approve 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 approve 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 – ~~45-165~~ 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
March 29, 2018

AGENDA ITEM #13:

E&G Allocation.

SUBJECT: Ratification of reduction in FY2018 allocations and ratification of revised budgets for institutions and programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the reductions in allocations of state appropriations and revised budgets for institutions and programs due to the passage of HB1020X reducing state appropriations for FY2018.

BACKGROUND:

In response to the passage of HB1020X in the 2018 Special Legislative Session, and in order for the Legislature to maintain a balanced budget as required by Article X Section 23 of the Oklahoma Constitution, agencies were advised of the new, reduced amounts of General Revenue available to the expenditure for FY2018. The Regents' office notified institutions allotments of General Revenue appropriations would be reduced by an annualized 0.66 percent for the remainder of the fiscal year. The reduction impact then is seen as approximately 2.0 percent reduction in the monthly allocations received by our institutions beginning in March through June.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANALYSIS:

All institutions will see an annualized FY18 general revenue reduction of 0.66 percent (2.0% reduction March through June). The institutions and constituent agencies have submitted the required budget revisions in response to the revenue shortfall as requested by the Office of Management and Enterprise Services, or have elected to cover with reserves or current year savings. The total amount of the reduction in revenue for the system is \$4,718,993.

Those institutions that have indicated the use of reserves to cover the current shortfall to reduce their budget to account for the reduction will continue to monitor the revenue projections and remain vigilant in cost containment and avoidance for the remaining four months of the fiscal year.

Agency operations and each of the programs and scholarships administered through the Office of the State Regents' received a budget reduction totaling \$645,912. Of this amount, \$381,863 was a reduction in revenue allocated for debt service payments for the 2005 Higher Education Capital Bond Issue. This allocation reduction will be offset with final FY17 lottery proceeds on-hand in the amount of \$170,957, leaving a balance of \$210,906 that will be pro-rated to institutions for their share of the reduction. The Oklahoma State Regents will ensure full payment of the FY2018 debt service requirements. For the

remaining \$264,049 the Oklahoma State Regents will implement cost savings through travel restrictions, purchasing reviews, review of budgeted FTE vacancies and agency reserve balances to meet the revenue reduction for the remainder of the fiscal year.

Attachments

ALLOCATION OF STATE APPROPRIATED FUNDS
Fiscal Year 2018 (Mid-Year Reduction)

| | Orig. FY'18 Total State Alloc. Funds | FY'18 Mid-Year Reduction (-0.6%) | FY'18 Revised State Alloc. Funds | Revised FY'18 % Chg. From Orig. FY'18 |
|--|--|--|--|---|
| University of Oklahoma: | | | | |
| OU, Norman | 98,194,014 | (598,989) | 97,595,024 | -0.6% |
| Mesonet | 1,138,913 | (6,947) | 1,131,966 | -0.6% |
| Technology Transfer Office | 253,444 | (1,546) | 251,898 | -0.6% |
| OU Initiatives | 1,780,690 | (10,862) | 1,769,828 | -0.6% |
| Oklahoma Museum of Natural History | 2,258,693 | (13,778) | 2,244,914 | -0.6% |
| Sutton Aviary Research Center | 357,069 | (2,178) | 354,891 | -0.6% |
| Center of Educational Excellence | 175,526 | (1,071) | 174,455 | -0.6% |
| Subtotal, OU: | 104,158,348 | (635,372) | 103,522,976 | -0.6% |
| OU Health Sciences Center | 67,434,234 | (411,353) | 67,022,881 | -0.6% |
| Nursing & Allied Health - Tulsa | 1,456,015 | (8,882) | 1,447,133 | -0.6% |
| Nursing - OKC | 412,849 | (2,518) | 410,330 | -0.6% |
| Nursing Lawton | 147,679 | (901) | 146,778 | -0.6% |
| Allied Health | 359,870 | (2,195) | 357,675 | -0.6% |
| Geriatrics Matching Funds | 388,033 | (2,367) | 385,666 | -0.6% |
| Pharmacy - Distance Learning | 676,165 | (4,125) | 672,041 | -0.6% |
| George Nigh Rehabilitation Center Salary Support | 260,655 | (1,590) | 259,065 | -0.6% |
| Subtotal, OUHSC: | 71,135,501 | (433,931) | 70,701,570 | -0.6% |
| OU Tulsa | 6,249,742 | (38,124) | 6,211,618 | -0.6% |
| OU Law Center | 4,563,965 | (27,840) | 4,536,124 | -0.6% |
| TOTAL, OU: | 186,107,556 | (1,135,267) | 184,972,289 | -0.6% |
| Oklahoma State University: | | | | |
| OSU, Stillwater | 91,892,610 | (560,551) | 91,332,060 | -0.6% |
| Technology Transfer Office | 253,444 | (1,546) | 251,898 | -0.6% |
| Fire Service Training Program | 1,284,384 | (7,835) | 1,276,549 | -0.6% |
| Subtotal, OSU: | 93,430,439 | (569,931) | 92,860,507 | -0.6% |
| OSU Agriculture Experiment Station | 20,342,253 | (124,089) | 20,218,164 | -0.6% |
| Cooperative Extension Division | 22,198,417 | (135,412) | 22,063,005 | -0.6% |
| OSU Center for Health Sciences | 10,812,305 | (65,956) | 10,746,350 | -0.6% |
| School of Veterinary Medicine | 8,304,884 | (50,660) | 8,254,224 | -0.6% |
| OSU, Oklahoma City | 8,884,072 | (54,193) | 8,829,878 | -0.6% |
| OSU Institute of Tech, Okmulgee | 11,021,913 | (67,234) | 10,954,679 | -0.6% |
| Mid-America Industrial Park-Pryor | 63,361 | (387) | 62,975 | -0.6% |
| Subtotal, OSUIT-OKM | 11,085,274 | (67,621) | 11,017,653 | -0.6% |
| OSU-Tulsa | 8,603,636 | (52,483) | 8,551,153 | -0.6% |
| Subtotal, OSU-Tulsa: | 8,603,636 | (52,483) | 8,551,153 | -0.6% |
| TOTAL, OSU: | 183,661,280 | (1,120,345) | 182,540,935 | -0.6% |

| | Orig. FY'18 Total State Alloc. Funds | FY'18 Mid-Year Reduction (-0.6%) | FY'18 Revised State Alloc. Funds | Revised FY'18 % Chg. From Orig. FY'18 |
|---|--|--|--|---|
| University of Central Oklahoma | 40,631,753 | (247,856) | 40,383,897 | -0.6% |
| TOTAL, UCO: | 40,631,753 | (247,856) | 40,383,897 | -0.6% |
| East Central University | 13,220,757 | (80,647) | 13,140,109 | -0.6% |
| McAlester Learning Site | 63,361 | (387) | 62,975 | -0.6% |
| Nursing Program - Durant | 158,403 | (966) | 157,437 | -0.6% |
| TOTAL, ECU: | 13,442,521 | (82,000) | 13,360,521 | -0.6% |
| Northeastern State University | 24,722,233 | (150,807) | 24,571,426 | -0.6% |
| Broken Arrow campus | 3,544,231 | (21,620) | 3,522,611 | -0.6% |
| TOTAL, NSU: | 28,266,464 | (172,427) | 28,094,037 | -0.6% |
| Southeastern Oklahoma State University | 13,168,482 | (80,329) | 13,088,154 | -0.6% |
| McCurain County Branch | 1,058,951 | (6,460) | 1,052,491 | -0.6% |
| McAlester Learning Site | 126,722 | (773) | 125,949 | -0.6% |
| TOTAL, SEOSU: | 14,354,155 | (87,561) | 14,266,594 | -0.6% |
| Southwestern Oklahoma State University | 17,246,322 | (105,204) | 17,141,119 | -0.6% |
| Business Research/Econ Development Center | 95,042 | (580) | 94,462 | -0.6% |
| Sayre Branch Funding | 57,025 | (348) | 56,677 | -0.6% |
| TOTAL, SWOSU: | 17,398,389 | (106,131) | 17,292,258 | -0.6% |
| Cameron University | 16,288,643 | (99,362) | 16,189,281 | -0.6% |
| Duncan branch campus | 304,284 | (1,856) | 302,428 | -0.6% |
| TOTAL, CU: | 16,592,927 | (101,218) | 16,491,710 | -0.6% |
| Langston University | 9,345,487 | (57,008) | 9,288,479 | -0.6% |
| Langston Statewide Plan | 954,349 | (5,822) | 948,527 | -0.6% |
| Federal Langston Research Match | 1,647,595 | (10,050) | 1,637,545 | -0.6% |
| LU-Tulsa Branch | 1,823,065 | (11,121) | 1,811,944 | -0.6% |
| Agricultural Exper Station Funds | 260,696 | (1,590) | 259,106 | -0.6% |
| Langston Honors Scholarship Program | 167,906 | (1,024) | 166,882 | -0.6% |
| Langston Honors Program Admin | 93,760 | (572) | 93,188 | -0.6% |
| TOTAL, LU: | 14,292,858 | (87,187) | 14,205,671 | -0.6% |
| NW Okla State University | | | | |
| Alva | 7,358,354 | (44,886) | 7,313,467 | -0.6% |
| Enid | 442,893 | (2,702) | 440,192 | -0.6% |
| TOTAL, NWOSU: | 7,801,247 | (47,588) | 7,753,659 | -0.6% |
| Oklahoma Panhandle State University | 5,540,707 | (33,799) | 5,506,908 | -0.6% |
| TOTAL, OPSU: | 5,540,707 | (33,799) | 5,506,908 | -0.6% |
| Rogers State University | 10,762,272 | (65,651) | 10,696,621 | -0.6% |
| TOTAL, RSU: | 10,762,272 | (65,651) | 10,696,621 | -0.6% |
| University of Science & Arts of Okla | 5,648,778 | (34,458) | 5,614,321 | -0.6% |
| 3rd Trimester Waivers | 36,028 | (220) | 35,809 | -0.6% |
| TOTAL, USAO: | 5,684,807 | (34,678) | 5,650,129 | -0.6% |

| | Orig. FY'18 Total State Alloc. Funds | FY'18 Mid-Year Reduction (-0.6%) | FY'18 Revised State Alloc. Funds | Revised FY'18 % Chg. From Orig. FY'18 |
|--|--|--|--|---|
| Carl Albert State College | 4,942,457 | (30,149) | 4,912,308 | -0.6% |
| TOTAL, CASC: | 4,942,457 | (30,149) | 4,912,308 | -0.6% |
| Connors State College | 5,117,747 | (31,219) | 5,086,528 | -0.6% |
| Muskogee Branch Campus | 106,841 | (652) | 106,190 | -0.6% |
| TOTAL, CSC: | 5,224,588 | (31,870) | 5,192,718 | -0.6% |
| Eastern Oklahoma State College | 4,985,858 | (30,414) | 4,955,444 | -0.6% |
| TOTAL, EOSC: | 4,985,858 | (30,414) | 4,955,444 | -0.6% |
| Murray State College | 4,439,223 | (27,080) | 4,412,143 | -0.6% |
| TOTAL, MSC: | 4,439,223 | (27,080) | 4,412,143 | -0.6% |
| Northeastern Oklahoma A&M College | 6,833,365 | (41,684) | 6,791,681 | -0.6% |
| TOTAL, NEOAMC: | 6,833,365 | (41,684) | 6,791,681 | -0.6% |
| Northern Oklahoma College | | | | |
| Tonkawa | 6,840,898 | (41,730) | 6,799,169 | -0.6% |
| Enid | 999,202 | (6,095) | 993,106 | -0.6% |
| TOTAL, NOC: | 7,840,100 | (47,825) | 7,792,275 | -0.6% |
| Redlands Community College | 4,545,788 | (27,730) | 4,518,059 | -0.6% |
| Royce Ranch Capital Plan | 356,138 | (2,172) | 353,966 | -0.6% |
| Total, Redlands: | 4,901,926 | (29,902) | 4,872,024 | -0.6% |
| Seminole State College - Campus Operations | 4,590,217 | (28,001) | 4,562,216 | -0.6% |
| Total, SSC: | 4,590,217 | (28,001) | 4,562,216 | -0.6% |
| Western Oklahoma State College | 4,425,576 | (26,996) | 4,398,579 | -0.6% |
| Total, WOSC: | 4,425,576 | (26,996) | 4,398,579 | -0.6% |
| Oklahoma City Community College | 19,396,708 | (118,321) | 19,278,387 | -0.6% |
| Total, OCCC: | 19,396,708 | (118,321) | 19,278,387 | -0.6% |
| Rose State College - Campus Operations | 15,973,784 | (97,441) | 15,876,343 | -0.6% |
| Total, Rose: | 15,973,784 | (97,441) | 15,876,343 | -0.6% |
| Tulsa Community College - Campus Operations | 28,142,632 | (171,672) | 27,970,960 | -0.6% |
| Total, TCC: | 28,142,632 | (171,672) | 27,970,960 | -0.6% |
| Southern Oklahoma Higher Education Center, Ardmore | 493,129 | (3,008) | 490,121 | -0.6% |
| Total, Ardmore HEC: | 493,129 | (3,008) | 490,121 | -0.6% |
| Section 13 Offset Funds (see attached schedule) | 7,149,077 | (43,610) | 7,105,467 | -0.6% |
| OSF Charges | 106,532 | (650) | 105,882 | -0.6% |
| OneNet Higher Education User Fees | 2,376,678 | (14,498) | 2,362,180 | -0.6% |
| Quartz Mountain | 854,045 | (5,210) | 848,835 | -0.6% |
| Ponca City Learning Site | 498,593 | (3,041) | 495,552 | -0.6% |
| Institutions, Constituent Agencies, Centers & Learning Sites Subtotal | 667,711,423 | (4,073,080) | 663,638,342 | -0.6% |

| | Orig. FY'18 Total State Alloc. Funds | FY'18 Mid-Year Reduction (-0.6%) | FY'18 Revised State Alloc. Funds | Revised FY'18 % Chg. From Orig. FY'18 |
|---|--|--|--|---|
| State Regents Governance & Operations Support: | | | | |
| State Regents' Core Operations | 4,948,026 | (30,183) | 4,917,842 | -0.6% |
| Regents' IT | 1,932,054 | (11,786) | 1,920,269 | -0.6% |
| Oklahoma Teacher Connection | 282,659 | (1,724) | 280,935 | -0.6% |
| Scholarship Administration | 446,088 | (2,721) | 443,367 | -0.6% |
| State Regents Governance & Operations Support Subtotal | 7,608,827 | (46,414) | 7,562,413 | -0.6% |
| State Regents Financial Aid Programs: | | | | |
| Academic Scholars Program | 6,344,565 | (38,702) | 6,305,863 | -0.6% |
| Chiropractic Scholarships | 28,491 | (174) | 28,317 | -0.6% |
| Concurrent Enrollment Tuition Waiver for HS Seniors | 2,733,021 | (16,672) | 2,716,349 | -0.6% |
| George & Donna Nigh Scholarships | 49,859 | (304) | 49,555 | -0.6% |
| National Guard Tuition Waiver Program | 1,457,041 | (8,888) | 1,448,153 | -0.6% |
| Oklahoma Tuition Aid Grant Program | 15,088,757 | (92,042) | 14,996,715 | -0.6% |
| Oklahoma Tuition Equalization Program (Private Schools) | 2,641,414 | (16,113) | 2,625,301 | -0.6% |
| Prospective Teacher Scholarships | 71,228 | (434) | 70,793 | -0.6% |
| Regional University Scholarships | 751,099 | (4,582) | 746,517 | -0.6% |
| International Scholarship Program | 91,405 | (558) | 90,848 | -0.6% |
| Tulsa Reconciliation Scholarships | 35,614 | (217) | 35,397 | -0.6% |
| State Regents Financial Aid Programs Subtotal | 29,292,493 | (178,686) | 29,113,807 | -0.6% |
| State Regents Other Special Programs: | | | | |
| Adult Degree Completion Program | 337,808 | (2,061) | 335,747 | -0.6% |
| Endowed Chairs Program | 11,500,000 | (70,151) | 11,429,849 | -0.6% |
| EPSCoR/Research | 1,861,780 | (11,357) | 1,850,423 | -0.6% |
| Grant Programs/Economic Dev/OEIS | 298,656 | (1,822) | 296,834 | -0.6% |
| Jane Brooks School - USAO | 18,267 | (111) | 18,156 | -0.6% |
| Debt Service | 51,100,000 | (311,713) | 50,788,286 | -0.6% |
| Scholar-Leadership Program | 206,659 | (1,261) | 205,398 | -0.6% |
| Statewide Literacy Program | 49,475 | (302) | 49,173 | -0.6% |
| Student Preparation Program | 793,653 | (4,841) | 788,811 | -0.6% |
| Summer Academies Program | 405,370 | (2,473) | 402,897 | -0.6% |
| System Shared Resources | | | | |
| Academic Library Databases | 277,003 | (1,690) | 275,313 | -0.6% |
| System Legal services | 35,578 | (217) | 35,361 | -0.6% |
| System Safety, Health & Environmental Resource Center | 45,854 | (280) | 45,574 | -0.6% |
| Internet 2 | 1,033,186 | (6,302) | 1,026,883 | -0.6% |
| Teacher Shortage Incentive Program | 272,065 | (1,660) | 270,406 | -0.6% |
| State Regents Other Special Programs Subtotal | 68,235,351 | (416,240) | 67,819,111 | -0.6% |
| Capital and Master Lease | 749,565 | (4,572) | 744,993 | -0.6% |
| TOTAL Allocation | 773,597,659 | (4,718,993) | 768,878,666 | -0.6% |

Oklahoma State Regents for Higher Education
Section 13 Offset FY18 Allocation

| <u>Institution</u> | <u>FY17 Original Allocation</u> | | <u>Proposed FY18 Allocation</u> | <u>Difference from FY17Allocation</u> | <u>Revenue Reduction FY2018</u> |
|-----------------------------------|---|----------------|-------------------------------------|---|---|
| *OSU-IT Okmulgee Campus | \$211,367 | 2.78% | \$198,512 | -\$12,855 | -\$1,211 |
| *OSU TB Oklahoma City | \$211,367 | 2.78% | \$198,512 | -\$12,855 | -\$1,211 |
| OSU-Tulsa | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| University of Central Oklahoma | 787,212 | 10.34% | \$739,336 | -\$47,876 | -\$4,510 |
| East Central University | 41,729 | 0.55% | \$39,191 | -\$2,538 | -\$239 |
| Northeastern State University | 362,305 | 4.76% | \$340,270 | -\$22,035 | -\$2,076 |
| Northwestern Oklahoma State Univ. | 13,077 | 0.17% | \$12,282 | -\$795 | -\$75 |
| Southeastern Oklahoma State Univ. | 13,077 | 0.17% | \$12,282 | -\$795 | -\$75 |
| Southwestern Oklahoma State Univ. | 104,632 | 1.37% | \$98,269 | -\$6,364 | -\$599 |
| Cameron University | 94,709 | 1.24% | \$88,949 | -\$5,760 | -\$543 |
| Oklahoma Panhandle State Univ. | 13,077 | 0.17% | \$12,282 | -\$795 | -\$75 |
| Univ. of Science and Arts of OK | 13,077 | 0.17% | \$12,282 | -\$795 | -\$75 |
| Rogers State University | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Carl Albert State College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Connors State College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Eastern Oklahoma State College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Murray State College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Northeastern OK A&M College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Oklahoma City Community College | 679,733 | 8.93% | \$638,394 | -\$41,340 | -\$3,894 |
| Redlands Community College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Rose State College | 509,927 | 6.70% | \$478,914 | -\$31,013 | -\$2,921 |
| Seminole State College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| Tulsa Community College | 1,012,986 | 13.31% | \$951,378 | -\$61,607 | -\$5,803 |
| Western Oklahoma State College | 354,375 | 4.66% | \$332,822 | -\$21,552 | -\$2,030 |
| System Total | \$7,612,023 | 100.00% | \$7,149,077 | -\$462,946 | -\$43,610 |

Oklahoma State Regents for Higher Education
Concurrently Enrolled High School Senior Waivers
2016-2017 Year-End Report

| Institution | Total Dollars Waived Summer 2016, Fall 2016 and Spring 2017 | % of Total | New Revised Total to be received as reimbursement | Total Number of Seniors | Total Hours Waived | Average Amount Per Hour | Amount of Reduction due to HB1020X |
|--|--|-----------------------|--|--|-----------------------------------|--|---|
| Univ. Center of Southern OK (Ardmore) | \$ 115,886 | 1.10% | \$ 30,888 | 581 | 2,911 | \$39.81 | \$182.56 |
| Cameron University | 339,674 | 3.21% | \$ 90,537 | 638 | 2,402 | 141.41 | 535.11 |
| Carl Albert State College | 249,527 | 2.36% | \$ 66,509 | 628 | 3,115 | 80.10 | 393.09 |
| Connors State College | 242,904 | 2.30% | \$ 64,744 | 527 | 2,648 | 91.73 | 382.66 |
| East Central University | 170,038 | 1.61% | \$ 45,322 | 243 | 1,036 | 164.13 | 267.87 |
| Eastern Oklahoma State College | 334,179 | 3.16% | \$ 89,072 | 651 | 3,219 | 103.81 | 526.45 |
| Langston University | | 0.00% | \$ - | | | | 0.00 |
| Murray State College | 571,764 | 5.40% | \$ 152,398 | 902 | 4,503 | 126.97 | 900.73 |
| Northeastern Oklahoma A&M College | 169,521 | 1.60% | \$ 45,184 | 473 | 2,017 | 84.05 | 267.06 |
| Northeastern State University | 350,928 | 3.32% | \$ 93,536 | 421 | 2,084 | 168.39 | 552.84 |
| Northern Oklahoma College | 230,594 | 2.18% | \$ 61,463 | 592 | 2,788 | 82.71 | 363.27 |
| Northwestern Oklahoma State | 167,329 | 1.58% | \$ 44,600 | 215 | 878 | 190.58 | 263.60 |
| Oklahoma City Community College | 981,917 | 9.28% | \$ 261,720 | 2,091 | 10,760 | 91.26 | 1,546.87 |
| Oklahoma Panhandle State University | 150,612 | 1.42% | \$ 40,144 | 219 | 978 | 154.00 | 237.27 |
| Oklahoma State University | 129,458 | 1.22% | \$ 34,506 | 183 | 788 | 164.29 | 203.94 |
| Oklahoma State University - OKC | 264,156 | 2.50% | \$ 70,408 | 590 | 2,817 | 93.77 | 416.14 |
| Oklahoma State University - Okm | 178,088 | 1.68% | \$ 47,468 | 270 | 1,376 | 129.42 | 280.55 |
| Redlands Community College | 1,478,335 | 13.97% | \$ 394,036 | 2,186 | 10,751 | 137.51 | 2,328.90 |
| Rogers State University | 398,714 | 3.77% | \$ 106,273 | 657 | 3,027 | 131.72 | 628.12 |
| Rose State College | 404,119 | 3.82% | \$ 107,714 | 842 | 4,031 | 100.25 | 636.63 |
| Seminole State College | 224,420 | 2.12% | \$ 59,817 | 499 | 2,391 | 93.86 | 353.54 |
| Southeastern Oklahoma State | 337,958 | 3.19% | \$ 90,079 | 341 | 1,719 | 196.60 | 532.40 |
| Southwestern Oklahoma State University | 388,416 | 3.67% | \$ 103,529 | 465 | 2,221 | 174.88 | 611.89 |
| Tulsa Community College | 1,411,455 | 13.34% | \$ 376,210 | 3,372 | 14,595 | 96.71 | 2,223.54 |
| University of Central Oklahoma | 866,981 | 8.19% | \$ 231,085 | 1,045 | 4,541 | 190.92 | 1,365.80 |
| University of Oklahoma | 295,473 | 2.79% | \$ 78,755 | 411 | 1,954 | 151.21 | 465.47 |
| University of Science and Arts | 10,992 | 0.10% | \$ 2,930 | 12 | 55 | 199.85 | 17.32 |
| Western Oklahoma State | 119,576 | 1.13% | \$ 31,872 | 304 | 1,430 | 83.62 | 188.37 |
| TOTAL | \$ 10,583,014 | 100.00% | \$ 2,820,800 | 19,358 | 91,035 | \$116.25 | \$16,672.00 |

Oklahoma State Regents for Higher Education
State System Institution Project Totals
(Summary of Projected Debt Service Reduction in FY2018)

| Debt Service Shortfall After Mid-Year Cuts | | | | | |
|---|-----------------------|----------------|-------------------|-----------------|-------------------|
| | Allocation | % | on 2005 F/G 2006D | 2004A | |
| | | | 99.450% | 0.550% | 100.000% |
| | | | \$ 209,746 | \$ 1,160 | \$ 210,906 |
| OU | | | | | |
| OULAW | | | | | |
| OUHSC | | | | | |
| OU System Total | 108,180,956 | 22.77% | 47,770 | | 47,770 |
| OSU | | | | | - |
| OSU AG. EXP. | | | | | |
| OSU AG. DIV. | | | | | |
| OSU-OKM | | | | | |
| OSU-VET | | | | | |
| OSU-OKC | | | | | |
| OSU-COMS | | | | | |
| OSU-Tulsa | | | | | - |
| OSU System Total | 108,180,956 | 22.77% | 47,770 | | 47,770 |
| TIER TOTALS | 216,361,912 | 45.55% | | | |
| UCO | 19,695,329 | 4.15% | 8,698 | | 8,698 |
| ECU | 10,810,182 | 2.28% | 4,773 | | 4,773 |
| NSU | 22,972,760 | 4.84% | 10,144 | | 10,144 |
| NWOSU | 6,813,432 | 1.43% | 3,009 | | 3,009 |
| ROGERS | 13,922,702 | 2.93% | 6,148 | | 6,148 |
| SWOSU | 12,003,065 | 2.53% | 5,300 | | 5,300 |
| SEOSU | 10,062,758 | 2.12% | 4,443 | | 4,443 |
| CAMERON | 12,059,247 | 2.54% | 5,325 | | 5,325 |
| LANGSTON | 18,370,187 | 3.87% | 8,112 | | 8,112 |
| PANHANDLE | 7,280,000 | 1.53% | 3,215 | | 3,215 |
| USAO | 6,068,832 | 1.28% | 2,680 | | 2,680 |
| TIER TOTALS | 140,058,494 | 29.49% | | | |
| CASC | 8,647,601 | 1.82% | 3,819 | | 3,819 |
| CONNORS | 7,025,000 | 1.48% | 3,102 | | 3,102 |
| EASTERN | 7,910,101 | 1.67% | 3,493 | | 3,493 |
| MURRAY | 7,025,000 | 1.48% | 3,102 | | 3,102 |
| NEOAM | 6,000,000 | 1.26% | 2,649 | | 2,649 |
| NOC | 14,293,235 | 3.01% | 6,311 | | 6,311 |
| OCCC | 15,335,101 | 3.23% | 6,772 | | 6,772 |
| REDLANDS | 6,770,000 | 1.43% | 2,989 | | 2,989 |
| ROSE | 11,775,000 | 2.48% | 5,199 | | 5,199 |
| SEMINOLE | 6,750,000 | 1.42% | 2,981 | | 2,981 |
| TCC | 16,025,000 | 3.37% | 7,076 | | 7,076 |
| WOSC | 6,000,000 | 1.26% | 2,649 | | 2,649 |
| TIER TOTALS | 113,556,038 | 23.91% | | | |
| Ardmore | 600,000 | 0.13% | 265 | | 265 |
| McCurtain | 600,000 | 0.13% | 265 | | 265 |
| Mesonet | 650,000 | 0.14% | 288 | | 288 |
| Quartz | 3,173,556 | 0.67% | 1,400 | 1,160 | 2,560 |
| TOTALS | 5,023,556 | 1.06% | | | |
| System Totals | \$ 475,000,000 | 100.00% | \$ 209,747 | \$ 1,160 | \$ 210,907 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #14-a:

Tuition.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2019 and posting of institutional requests for changes to academic services fees for Fiscal Year 2019.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2019; and 2) institutional requests for changes to academic services fees for Fiscal Year 2019, as reported on the attached schedules.

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2019, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2019 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2019. Institutions assess special fees for instruction and academic services as a condition of

enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2019 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office on April 26, 2018 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 28, 2018. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY19 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY18. This resulted in Oklahoma's rates, relative to those of their respective peers, decreasing for research and regional institutions, but increasing for community colleges. Research universities' current average tuition and mandatory fee rates are 81.4 percent of the Big 12 Conference average, a decrease of 2.0 percentage points from last year; the average for regional universities' tuition and mandatory fees decreased 0.2 percentage points to 85.7 percent of the peer average; and the average for community colleges increased 3.4 percentage points to 70.0 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, twenty-two requested changes in academic services fees for Fiscal Year 2019 and three had no requests for changes in these fees. The institutions requested 105 changes in Special Instruction Fees, 77 changes in Facility/Equipment Utilization Fees, 102 changes in Testing/Clinical Services Fees, 906 changes in Classroom/Laboratory Supply and Material Fees, and 115 changes in various Other Special Fees. A total of 1,305 changes have been requested to academic services fees for Fiscal Year 2019, an increase of 669 requests (105%) when compared to FY18 requests. The complete listing of requests for posting is attached.

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

Oklahoma State Regents for Higher Education
FY19 Legislative Peer Limits for Tuition and Mandatory Fees

| Undergraduate (30 Credit Hours) | FY19 Peer Limit for Resident Tuition and Mandatory Fees | FY19 Per Credit Hour Rate | FY19 Peer Limit for Nonresident Tuition and Mandatory Fees | FY19 Per Credit Hour Rate | | | | | | |
|---|--|---------------------------------|---|---------------------------------|------------------------------|-----------------------------------|------------------------------|--|---------------------------|--|
| Research Universities <i>(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i> | \$11,387 | \$379.57 | \$31,320 | \$1,044.00 | | | | | | |
| Regional Universities <i>(Includes Ardmore Higher Education Center)</i> | \$7,691 | \$256.37 | \$16,192 | \$539.73 | | | | | | |
| University of Central Oklahoma | \$8,129 | \$270.97 | \$20,585 | \$686.17 | | | | | | |
| Univ of Science & Arts of Okla | \$10,002 | \$333.40 | \$23,083 | \$769.43 | | | | | | |
| Community Colleges | \$6,018 | \$200.60 | \$11,189 | \$372.97 | | | | | | |
| Graduate (24 Credit Hours) | | | | | | | | | | |
| Research Universities <i>(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i> | \$10,232 | \$426.33 | \$23,995 | \$999.79 | | | | | | |
| Regional Universities <i>(Includes Ardmore Higher Education Center)</i> | \$8,055 | \$335.63 | \$15,777 | \$657.38 | | | | | | |
| University of Central Oklahoma | \$9,930 | \$413.75 | \$20,947 | \$872.79 | | | | | | |
| <p>70 O.S. 2004 Supp., Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.</p> <p>Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.</p> <p>70 O. S. 2004 Supp., Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.</p> <p style="text-align: center;"><u>TIER</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Research Universities</td> <td style="width: 50%; border: none;">Big 12 Public Institutions</td> </tr> <tr> <td style="border: none;">Regional Universities</td> <td style="border: none;">Like-type public institutions in surrounding and other states</td> </tr> <tr> <td style="border: none;">Community Colleges</td> <td style="border: none;">Like-type public institutions in surrounding and other states</td> </tr> </table> <p style="text-align: center;"><i>At their meeting in June 2018, State Regents will consider FY19 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</i></p> | | | | | Research Universities | Big 12 Public Institutions | Regional Universities | Like-type public institutions in surrounding and other states | Community Colleges | Like-type public institutions in surrounding and other states |
| Research Universities | Big 12 Public Institutions | | | | | | | | | |
| Regional Universities | Like-type public institutions in surrounding and other states | | | | | | | | | |
| Community Colleges | Like-type public institutions in surrounding and other states | | | | | | | | | |

Oklahoma State Regents for Higher Education
FY19 Legislative Peer Limits for Tuition and Mandatory Fees

| Professional Programs | FY19 Peer Limit for Resident Tuition and Mandatory Fees | FY19 Peer Limit for Nonresident Tuition and Mandatory Fees |
|---|---|--|
| <i>University of Oklahoma</i> | | |
| College of Law | \$27,633 | \$41,682 |
| <i>OU Health Sciences Center</i> | | |
| Doctor of Medicine | \$33,357 | \$62,513 |
| Doctor of Dental Science | \$34,734 | \$70,079 |
| Physician's Associate | \$18,718 | \$32,493 |
| PharmD | \$25,182 | \$44,949 |
| Occupational Therapy | \$12,632 | \$24,147 |
| Physical Therapy -- Doctoral | \$16,251 | \$31,853 |
| Doctor of Audiology | \$14,675 | \$29,986 |
| Public Health | \$12,989 | \$25,633 |
| Nursing -- Doctor of Nursing Practice | \$13,104 | \$25,500 |
| Master of Science in Nursing | \$9,481 | \$19,713 |
| <i>Oklahoma State University</i> | | |
| Center for Health Sciences | \$36,612 | \$66,076 |
| College of Veterinary Medicine | \$26,741 | \$53,849 |
| <i>Northeastern State University</i> | | |
| College of Optometry | \$27,225 | \$42,811 |
| <i>Northwestern Oklahoma State University</i> | | |
| Nursing -- Doctor of Nursing Practice | \$11,163 | \$14,921 |
| <i>Southwestern Oklahoma State University</i> | | |
| Master of Science in Nursing | \$5,443 | \$8,157 |
| PharmD | \$22,721 | \$38,457 |
| <i>Langston University</i> | | |
| Physical Therapy -- Doctoral | \$16,251 | \$31,853 |
| <p>70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.</p> <p><i>At their meeting in June 2018, State Regents will consider FY19 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</i></p> | | |

PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES Effective Academic Year 2018-2019

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, April 26, 2018 at 9 a.m.

The following will be presented for comment:

- Tuition and mandatory fee limits for undergraduate and graduate programs;
- Tuition and mandatory fee limits for professional programs;
- Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 20, 2018 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #15:

Revenue Bonds.

SUBJECT: Review of Statement of Essential Facts.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Obligation Revenue Bonds, Series 2018A in an amount of approximately \$15,625,000 (tax-exempt) and 2018B in an amount of approximately \$14,625,000 (taxable) is substantially accurate.

BACKGROUND:

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

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2018A and 2018B bonds will be used (1) to construct and equip certain facilities on the Stillwater Campus, and (2) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each February 1 and August 1 each of the years 2018 through 2038, with interest payments commencing on August 1, 2018, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general obligation bond issuances: 2009A, 2010A, 2010B, 2010C, 2013A, 2013B, 2013C, 2016A and 2017A. These bonds are the tenth issued under the University's General Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University Financing System. Specifically included are revenues from Infrastructure Fees, Academic Facility Fees, Technology Fees and a special Department of Agriculture and Natural Resources College Fee will be used for debt service. No reserve requirement will be established with respect to these series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. Oklahoma State University maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

Projects that will be included in this financing include the following:

1. Greenhouses for the College of Agriculture Sciences and Natural Resources - \$6,000,000
2. New academic building for the Center for Veterinary Health Sciences - \$4,000,000
3. Renovation of the Engineering Building - \$6,000,000
4. Voltage Upgrade, Phase I, Power Distribution Center, \$10,000,000
5. Performing Arts Center Equipment - \$4,500,000

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #16:

Investments.

SUBJECT: Approval of investment managers.

RECOMMENDATION:

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

BACKGROUND:

Mercer Hammond, investment consultants for the fund, have suggested a new manager recommendations for consideration. These managers will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets.

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

Tweedy Browne Global Value II – Currency Unhedged - Exchange from Tweedy Browne Global Value I. This international equity fund invests primarily in undervalued equity securities of foreign issuers, but also invests on a more limited basis in U.S. equity securities when opportunities appear attractive. Investments by the Global Value Fund II are focused for the most part in developed countries with some exposure to emerging markets. The Global Value Fund II is diversified by issuer, industry and country, and maintains investments in a minimum of five countries. Contrary to our other international mutual fund, the Global Value Fund, the Global Value Fund II — Currency Unhedged does not seek to reduce currency risk by hedging its effective foreign currency exposure back into the U.S. dollar and will be exposed to currency fluctuations.

Thompson Street Capital Partners V. \$7 million. This private-equity firm is well-established U.S. lower, mid-market buyout firm with a deep team of experienced and long-tenured partners. The firm's strategy targets companies in the software and technology services, healthcare and life science services, and business and engineering sectors to which the firm employs its proven playbook to drive value creation through revenue growth.

TCW Direct Lending Fund V. \$5 million. This firm is established in the private, senior lending arena. The firm seeks to generate a net IRR in the 9-12 percent range by making first lien loans to U.S. based, middle- to upper-market companies. This fund is differentiated by the various options it is willing to provide and the end of the investment period allowing for advantageous tax strategies to be utilized.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #17:

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:

Rena Brill, data technician and **Cody Ruiz**, Workforce and Economic Development analyst, hosted the annual Regents Business Partnership Excellence Ceremony at UCO. Approximately 120 professionals from various businesses and schools were in attendance.

Joel Dean, Government Relations and Workforce Development coordinator, presented the legislative update to the Student Advisory Board.

Connie Lake, assistant vice chancellor of Workforce and Economic Development, presented to the OK Works Data Session on Sector Partnership training.

Melissa Michie, Oklahoma Teacher Connection coordinator, served as the keynote speaker at the Kappa Delta Pi honor society for educators initiates at the University of Central Oklahoma. Her speech was entitled, Where the Magic Is, and she went on to speak about the Three C's of teaching, "Connect, Create and Commit." Michie spoke about connecting with your students through various ways and reaching them where they are, creative teaching to minimize classroom disruptions and long term commitment to the students through the profession of education.

Chancellor Glen D. Johnson presented Higher Education's FY19 system-wide budget request to the Senate Appropriations Subcommittee on Education at the State Capitol in Oklahoma City; made presentation to the Oklahoma Independent Colleges and Universities (OICU) association at Southern Nazarene University in Bethany; presented higher education's FY19 system-wide budget request and 2018 legislative agenda at regional legislative tour event at the University of Central Oklahoma in Edmond; presented Higher Education's FY19 system-wide budget request to the House Appropriations and Budget Subcommittee on Education at the State Capitol in Oklahoma City; taped welcoming remarks for Lumina Adult Promise conference; made presentation to the Council on Information Technology (CoIT) at the State Regents' office in Oklahoma City; presented higher education's FY19 system-wide budget request and 2018 legislative agenda at regional legislative tour event at Oklahoma City Community College (OCCC) in Oklahoma City; presented higher education's FY19 system-wide budget

request and 2018 legislative agenda at regional legislative tour event at Northeastern State University (NSU) in Muskogee; made presentation to Nigh Scholars at the State Regents' office in Oklahoma City; provided remarks during State Regents' Task Force on the Future of Higher Education press conference at the State Capitol in Oklahoma City.

Regent Mike Turpen was the recipient of Allied Arts' inaugural Aubrey McClendon Visionary Award for the Arts in honor of his dedication to fundraising for the Oklahoma cultural community. The presentation was made during the kick off for Allied Arts' 2018 fundraising campaign; he also served as the master of ceremonies at the 2018 Regents Business Partnership Excellence Award Luncheon in Edmond.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #18:

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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #19-a:

Programs.

SUBJECT: Approval of institutional requests for program modifications.

RECOMMENDATION:

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

BACKGROUND:

- Oklahoma State University (OSU)
 - 43 degree program requirement changes
 - 10 degree program option additions
 - 1 degree program option deletion
 - 2 degree program name changes
 - 1 degree designation change
 - 1 degree program option name change
- University of Oklahoma (OU)
 - 4 degree program requirement changes
 - 1 degree program option deletion
- Connors State College (CSC)
 - 1 degree program requirement change
 - 9 degree program option deletions
- Tulsa Community College (TCC)
 - 13 degree program requirement changes
 - 13 degree program option deletions
 - 3 degree program option name changes
- Western Oklahoma State College (WOSC)
 - 5 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OSU - Bachelor of Science in Agricultural Economics (004)

Degree program option deletion and degree program requirement changes

- Delete option Accounting Double Major.
 - The proposed deletion is due to rule changes at OSU regarding dual degrees and double majors; therefore, a separate option is no longer needed.
 - There are currently 25 students enrolled in the option.
 - Students must complete degree requirements by Summer 2022.
- Remove MATH 2013/MATH 2123/MATH 2144 and STAT 2023.
- Add MATH 2144.
- Change credit hours required for Additional General Education from 6 to 8.
- Remove 6 credit hours to be selected from AGECE 3323, BCOM, MC, SPCH, foreign language courses, or written communication courses.
- Remove 24 credit hours of Related Courses.
- Add 15 credit hours of upper-division AGECE courses with at least 12 credit hours at the 4000 level, except AGECE 4990.
- Remove ECON 3023 as an alternative course to ECON 3113 and ECON 3313 as an alternative course to ECON 3123.
- Add MATH 2153, MATH 3013, STAT 4013, and STAT 4043/ECON 4223.
- Change credit hours required for Electives from 5 to 8.
- The proposed changes provide students with a stronger preparation for advanced degrees in Agricultural Economics.
- 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 - Bachelor of Science in Computer Science (052)

Degree program requirement changes

- Remove CS 2433.
- Change “9 credit hours upper-division CS electives” to “12 credit hours of CS electives to be selected from upper-division and CS 2433 but excluding CS 4113”.
- The proposed changes will better serve students.
- 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.

OSU - Bachelor of Arts in English (085)

Degree program requirement changes

- For the English option:
 - Remove 3 credit hours of Traditions and 3 credit hours of Literary Movements.
 - Add 3 credit hours of Writing to be selected from: ENGL 3203, ENGL 3223, ENGL 4530, ENGL 4543, ENGL 4553, ENGL 4563, ENGL 3030, ENGL 3040, ENGL 3050, and ENGL 3060.
 - Add 3 credit hours of Language/Linguistics to be selective from: ENGL 3200, ENGL 4003, ENGL 4013, ENGL 4043, ENGL 4063, ENGL 4073, ENGL 4080, ENGL 4083, and ENGL 4093.
- For all options:
 - Require 6 of the 9 credit hours of English Electives to be upper-division courses.

- The proposed changes are routine updates to program requirements to improve retention rates and the time to graduation.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Master of Science in Environmental Science (091)

Doctor of Philosophy in Environmental Science (092)

Degree program requirement changes

- Remove the Graduate Record Examination (GRE) as an admission requirement.
- The proposed change is consistent with national trends in graduate education and reflects the observations of the department that the GRE has no correlation to graduate student success rates.
- 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 Photonics (423)

Degree program requirement changes

- Remove the requirement for students to have a master's degree and allow students with a bachelor's degree to be directly admitted into the doctorate program.
- The proposed change is consistent with current practices and timely degree completion and will make the program more competitive.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 90 to 72.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Agribusiness (263)

Degree program option additions and degree program requirement changes

- Add options Natural Resources, Accounting Double Major, and Community and Regional Analysis.
 - The proposed options will broaden the job opportunities for students.
- For the Pre-Veterinary Business Management option:
 - For students without a first year of a professional program:
 - Remove ECON 3123 and ECON 3313 as alternative courses to ECON 2203.
- For the Pre-Law option:
 - Change credit hours required for 4000 level AGECE courses from 6 to 9.
 - Remove ECON 3123/ECON 3313.
 - Change Alternative A courses to:
 - 6 credit hours from AGECE 3023, AGECE 3323, AGECE 3463, AGECE 3503, AGECE 3703, ECON 3123, ECON 3313, and MKTG 3213.
 - 15 additional credit hours with 12 credit hours of upper-division from ACCT, AGECE, ECON, FIN, LSB, MGMT, MKTG, MSIS, POLS, or a minor.
 - Change Alternative B courses to:
 - 6 credit hours from AGECE 3023, AGECE 3323, AGECE 3463, AGECE 3503, AGECE 3703, ECON 3123, ECON 3313, and MKTG 3213.
 - 15 credit hours to complete a Legal Studies minor.
 - Change credit hours required for Electives from 5 to 8.
- For the International option:
 - Remove ECON 3123/ECON 3313.

- o Add 6 credit hours from AGEC 3023, AGEC 3323, AGEC 3463, AGEC 3503, AGEC 3703, ECON 3123, ECON 3313, and MKTG 3213.
- o Change credit hours required for International Related Courses from 21 to 18.
- For the Farm and Ranch Management option:
 - o Remove ECON 3123/ECON 3313.
- For the Crop and Soil Sciences option:
 - o Remove ECON 3123/ECON 3313.
 - o Change credit hours required for Minor Area from 19 to 22.
- For the Agribusiness main program:
 - o Remove ECON 3123/ECON 3313.
 - o Change credit hours required for CASNR or SSB courses from 15 to 12.
 - o Remove 6 credit hours from AGEC 3323, BCOM, MC, SPCH, foreign language courses, or written communication courses not used elsewhere.
 - o Add 6 credit hours from AGEC 3023, AGEC 3323, AGEC 3463, AGEC 3503, AGEC 3703, ECON 3123, ECON 3313, and MKTG 3213.
- For the Agricultural Communications Double Major option:
 - o Remove ACCT 2103 and ACCT 2203.
 - o Add ACCT 2003 and ACCT 3003.
 - o Add AGCM 3503.
- The proposed changes provide additional flexibility and a clearer set of course choices in the major.
- No new courses will be added and no courses will be deleted.
- Total credit hours will change from 120-128 to 120-130.
- No funds are requested from the State Regents.

OSU – Bachelor of University Studies in University Studies (025)

Degree program requirement change

- Change the number of credit hours required for upper-division course work from 45 to 40.
- The proposed change aligns the upper-division credit hour requirement for both the main program and the Multidisciplinary option.
- 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 - Bachelor of Science in Biosystems Engineering (010)

Degree program option addition and degree program requirement changes

- Add option Biosystems Engineering.
 - o The proposed option will prepare students with a biosystems engineering degree that contains both core engineering courses and major courses covering all areas of machine design, bioprocessing, hydrology, and food processing.
- For all options:
 - o Remove credit hours of Additional General Education courses designated A or N.
- For the Bioprocessing and Food Processing option:
 - o Change credit hours required for Controlled Electives from 7-9 to 6-8.
- For the Machine Systems and Agricultural Engineering option:
 - o Add BOT 1404 as an alternative course to BIOL 1114.
 - o Remove SOIL 2124.
 - o Change credit hours required for Controlled Electives from 11 to 6.
- For the Environmental and Natural Resources option:
 - o Add BOT 1404 as an alternative course to BIOL 1114.

- o Add CIVE 3714 as an alternative course to SOIL 2124.
- o Add CIVE 3883 and GEOL 1114.
- o Remove 9 credit hours of Controlled Electives.
- o Remove NREM 2013 and add NREM 3013.
- The proposed changes will create more specialization within each option and reduce the time to completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 123-124.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Horticulture (128)

Degree program requirement changes

- For the Public Horticulture option:
 - o For the Public Garden Management concentration:
 - Remove PLNT 3554.
 - Change credit hours required for Electives from 20 to 24.
 - Change credit hours required for upper-division from 11 to 15.
 - Change credit hours required for HORT courses from 5 to 9.
 - o For the Urban Horticulture concentration:
 - Remove SOC 3133/SOC 3423/SOC 4433 and NREM 2013.
 - Remove 9 credit hours to be selected from HORT 3213, HORT 3433, HORT 4543, and HORT 4933/HORT 4973.
 - Add 6 credit hours of NREM or MGMT, 6 credit hours of HORT, and 3 credit hours of LSB or MKTG.
- For the Turf Management option:
 - o Remove CHEM 1225/CHEM 1515, MCAG 3211, and 3 credit hours of SPAN.
 - o Add HORT 4493 and MGMT 3103.
 - o Require ACCT 2103.
 - o Change credit hours required for Related Courses from 15 to 18.
- For the Horticultural Science option:
 - o Remove 3 credit hours of Genetics.
 - o Add ANSI 3423/BIOL 3023.
 - o Remove 3 credit hours of Organic Chemistry.
 - o Add CHEM 3013/BIOC 2344.
- The proposed changes will update the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resource in Natural Resource Ecology and Management (101)

Degree program requirement changes

- For the Fisheries and Aquatic Ecology option:
 - o Remove NREM 3103 and NREM 4063.
 - o Add NREM 3111.
 - o Change credit hours required for Related courses from 10 to 13.
- For the Forest Ecology and Management option:
 - o Remove NREM 3103, NREM 4324, and NREM 4063.
 - o Add NREM 3111 and NREM 4234.
 - o Change credit hours required for Related Courses from 7 to 9.

- For the Rangeland Ecology and Management option:
 - Remove NREM 2013.
 - Remove NREM 4053 and require NREM 4063.
 - Change credit hours required for Related Courses from 2 to 5.
- For the Wildlife Biology and Pre-Veterinary Science option:
 - Allow 9 credit hours from an accredited dental, medical, optometry, osteopathic, pharmacy, podiatry, or veterinary medical school to satisfy the Related Courses requirement.
- The proposed changes update the curriculum to include new classes.
- 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 - Bachelor of Science in Agricultural Sciences and Natural Resources in Plant and Soil Sciences (014)

Degree program requirement changes

- Remove 11 credit hours of Areas of Emphasis.
- Add 11 credit hours of Related Courses.
- The proposed changes provide students more flexibility in course selection rather than requiring students to choose from pre-identified courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Biological Science (030)

Degree program name change, degree program option name change, degree program option addition, and degree program requirement changes

- Change program name to Biology.
 - The proposed name is more recognizable to students and is aligned with other degree programs.
- Add option Pre-Medical Sciences.
 - The proposed option provides a clear path for students needing to gain the knowledge and skills necessary for a career in medicine.
- Allow a higher level mathematics course as an alternative to MATH 1613.
- For the main program:
 - Change credit hours required for upper-division coursework from BIOL, BOT, or MICR from 6 to 9.
 - Change Natural Science requirement to PHYS 1114/PHYS 2014 and PHYS 1214/PHYS 2114.
 - Change credit hours required for Related Courses from 11-17 to 9.
 - Remove BOT 3005, BOT 3013, BOT 3024, BOT 3114, BOT 3233, BOT 3553, or BOT 4214.
 - Change credit hours required for Supplemental Courses from 3-9 to 6.
 - Change credit hours required for Electives from 10 to 12.
- For the Environmental Biology option:
 - Change Natural Science requirement to PHYS 1114/PHYS 2014 and PHYS 1214/PHYS 2114.
 - Change credit hours required for Related Courses from 18-25 to 18.
 - Remove 0-2 credit hours of Supplemental Courses.
 - Change credit hours required for Electives from 10 to 12.

- For the Pre-Health Care option:
 - Change option name to Allied Health.
 - The proposed name change eliminates confusion for students who interpreted Pre-Health Care as preparation for medical school.
 - Change Natural Science requirement to PHYS 1114/PHYS 2014 and PHYS 1214/PHYS 2114.
 - Remove CHEM 3053 and CHEM 3112 and CHEM 3153 as an alternative course sequence to CHEM 3015.
 - Remove 0-1 credit hours of Supplemental Courses.
 - Change credit hours required for Electives from 10 to 11.
- For the Teacher Certification option:
 - Add STAT 2013 as an alternative course to STAT 4013.
 - Remove BIOL 3933.
 - Add SMED 4611.
 - Change credit hours required for Electives from 4 to 6.
- The proposed changes update the curriculum to better prepare students for careers or graduate/professional school.
- 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.

OSU - Bachelor of Science in Chemistry (044)

Degree program requirement changes

- For the Secondary Teacher Certification option:
 - Add SMED 4611.
 - Remove BIOL 3993.
 - Change credit hours required for Electives from 9 to 8.
- For the American Chemical Society option:
 - Remove 5 credit hours of CHEM 4020.
 - Add CHEM 4022 and CHEM 4023.
- For the Departmental Degree in Chemistry and the Pre-Health/Pre-Law options:
 - Remove 5 credit hours of CHEM 4020 as an alternative to CHEM 5260.
 - Add CHEM 4022 and CHEM 4023 as an alternative to CHEM 5260.
- The proposed changes provide more flexible scheduling for faculty and students.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Arts in Global Studies (520)

Degree program requirement changes

- Change credit hours required for Foreign Language from 10 to 9.
- Change credit hours required for Electives from 13 to 14.
- The proposed changes align the Foreign Language requirement with other Bachelor of Arts programs in the College of Arts and Sciences.
- 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 - Bachelor of Arts in Music (256)

Degree program requirement changes

- Remove MUSI 1533, MUSI 1543, MUSI 2553, and MUSI 2563.
- Add MUSI 1532, MUSI 1542, MUSI 2552, and MUSI 2562.
- Remove MUSI 4600.
- Add MUSI 4042/MUSI 4142.
- Change credit hours required for Electives from 13 to 17.
- The proposed changes update the theory courses and create a more balanced degree plan.
- Six 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.

OSU - Bachelor of Music in Music (153)

Degree program requirement changes

- Remove MUSI 1533, MUSI 1543, MUSI 2553, and MUSI 2563.
- Add MUSI 1532, MUSI 1542, MUSI 2552, and MUSI 2562.
- Change credit hours required for MUSI 4660 from 6 to 2.
- For students pursuing Keyboard:
 - Add MUSI 4042/MUSI 4142.
 - Remove MUSI 3722/MUSI 3772/MUSI 4912 or 2 credit hours of upper-division non-major applied lesson.
- The proposed changes update the theory courses and create a more balanced degree plan.
- Six new courses will be added and four courses will be deleted.
- Total credit hours for the degree will change from 126-129 to 122-125.
- No funds are requested from the State Regents.

OSU - Bachelor of Music in Music Education (241)

Degree program requirement changes

- Add SOC 1113 as an alternative course to PSYCH 1113.
- Remove MUSI 1533, MUSI 1543, MUSI 2553, and MUSI 2563.
- Add MUSI 1532, MUSI 1542, MUSI 2552, and MUSI 2562.
- Remove MUSI 2832 and MUSI 3743.
- Add MUSI 3641 as an alternative course to MUSI 3640.
- Add MUSI 4742 and MUSI 3832.
- Add 6 credit hours of Electives.
- For Instrumental Certification:
 - Add JAZZ 4102 as an alternative course to MUSI 4912.
- For the Vocal/Keyboard Certification:
 - Remove MUSI 2842 and add MUSI 3932.
 - Add JAZZ 4102 as an alternative course to MUSI 4912.
- For the Keyboard Certification:
 - Change credit hours required for MUSI 4600 from 3 to 1.
- The proposed changes are necessary to create room to accommodate the Foreign Language requirement without adding credit hours to the degree.
- Nine new courses will be added and seven courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Music Industry (523)

Degree program requirement changes

- Remove MUSI 1533 and MUSI 1543.

- Add MUSI 1532 and MUSI 1542.
- Add 2 credit hours to be selected from: MUSI 2610, MUSI 2620, MUSI 2630, MUSI 3610, MUSI 3620, MUSI 3630, or MUSI 4600.
- The proposed changes update the theory courses and create a more balanced degree plan.
- Six new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Arts in Philosophy (158)

Degree program requirement changes

- For the main program:
 - For students following the general philosophy curriculum:
 - Allow up to 6 credit hours of 2000 level PHIL courses to meet the 19 credit hours of PHIL Electives requirement.
 - For students following the graduate preparation curriculum:
 - Allow up to 6 credit hours of 2000 level PHIL courses to meet the 12 credit hours of PHIL Electives requirement.
- For the Pre-Ministry option:
 - Change credit hours required for PHIL Electives from 16 to 13 and allow up to 6 credit hours of 2000 level PHIL courses to meet the requirement.
 - Add PHIL 3413.
- For the Pre-Law option:
 - Allow up to 6 credit hours of 2000 level PHIL courses to meet the 16 credit hours of PHIL Electives requirement.
- The proposed changes provide students greater flexibility in course selection.
- 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 - Bachelor of Science in Physics (161)

Degree program requirement changes

- For the Physics option:
 - Remove PHYS 3313, PHYS 3213, PHYS 4413, and PHYS 4423.
 - Add PHYS 2213 and PHYS 4513.
 - Change credit hours required for upper-division PHYS courses from 6 to 9.
 - Change credit hours required for upper-division Related Courses from 3 to 6.
- For the Applied Physics option:
 - Remove PHYS 3113 and PHYS 3213.
 - Add PHYS 2213.
 - Change credit hours required for upper-division Related Courses from 6 to 9.
- For the Secondary Teacher Certification option:
 - Remove PHYS 3113, PHYS 3213, and BIOL 3933.
 - Add 6 credit hours of upper-division PHYS courses.
 - Add SMED 4611 and PHYS 2213.
 - Change credit hours required for Electives from 3 to 2.
- The proposed changes update the curriculum to align with programs at peer institutions and will better serve students.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

OSU - Bachelor of Science in Plant Biology (031)

Degree program option additions and degree program requirement changes

- Add options Pre-Pharmacy and Pre-Law/Environmental Policy.
 - The proposed options will prepare students for professional programs in law and pharmaceuticals.
- For all options:
 - Allow a higher level mathematics course as an alternative to MATH 1613.
 - Change minimum Grade Point Average (GPA) requirement from a 2.5 in BIO and BOT courses to a 2.0 in all P BIO courses.
 - Remove BOT 3233 and BOT 3463.
 - Remove 9 credit hours of upper-division BOT courses.
 - Add 7 credit hours of additional P BIO courses.
 - Remove BIOL 1604/MICR 2123 and BOT 3005/BOT 3114.
 - Remove 9-14 credit hours of Supplemental Courses.
 - Change credit hours required for Electives from 10 to 21.
- For the Botany option:
 - Add 15-18 credit hours of upper-division Related Courses from BIOC, BIOL, CHEM, CS, ENTO, ENVR, GEOG, GEOL, HORT, MATH, MICR, NREM, P BIO, PHYS, PLNT, PLP, SOIL, or STAT.
- For the Ecology and Evolutionary Biology option:
 - Add P BIO 4005/P BIO 3114.
 - Add 10-15 credit hours of upper-division Related Courses from BIOC, BIOL, CHEM, CS, ENTO, ENVR, GEOG, GEOL, HORT, MATH, MICR, NREM, P BIO, PHYS, PLNT, PLP, SOIL, or STAT.
- For the Cell Biology and Molecular Genetics option:
 - Add P BIO 4233 and P BIO 4463.
 - Add MICR 2123/MICR 3033
 - Add 10-13 credit hours of upper-division Related Courses from BIOC, BIOL, CHEM, CS, ENTO, ENVR, GEOG, GEOL, HORT, MATH, MICR, NREM, P BIO, PHYS, PLNT, PLP, SOIL, or STAT.
- The proposed changes will ensure timely progression through the curriculum by adding flexibility to course selection.
- No 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.

OSU - Bachelor of Arts in Political Science (170)

Bachelor of Science in Political Science (407)

Degree program option addition

- Add option Pre-Law.
- The proposed option will better serve the growing pre-law student population at OSU.
- 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 - Bachelor of Arts in Psychology (257)

Bachelor of Science in Psychology (176)

Degree program requirement changes

- Require a minimum grade of C for PSYCH 1113 and MATH 1483 (or higher) to declare the major.
- The proposed changes ensure students complete specific courses prior to taking major courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Arts in Sports Media (479)

Bachelor of Science in Sports Media (480)

Degree program requirement changes

- Remove SPM 3843.
- Change credit hours required for Departmental Electives from 3 to 6.
- The proposed changes provide students with more flexibility to select a media class that matches their interests.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Statistics (230)

Degree program requirement changes

- Remove STAT 4091 and add STAT 4193.
- Change credit hours required for Electives from 26 to 24.
- The proposed changes will better prepare students for employment.
- 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.

OSU - Bachelor of Arts in Theatre (228)

Degree program requirement changes

- Add ENGL 4723 as an alternative course to ENGL 3933.
- For the Performance emphasis:
 - Remove TH 2213 and TH 2633.
 - Add TH 1333, TH 3373, DANC 2002/DANC 3002.
 - Change credit hours required for Theatre Electives from 9 to 7 with 3 credit hours of these to be completed as upper-division courses.
- The proposed changes update the curriculum to eliminate courses with low student demand.
- One new course will be added and seven courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Zoology (210)

Degree program requirement changes

- For all options:
 - Remove PHYS 1214 as an alternative course to PHYS 1114 and PHYS 2014 as an alternative course to PHYS 2114.
 - Add PHYS 2014 as an alternative course to PHYS 1114 and PHYS 1214 as an alternative course to PHYS 2114.
- For the main Zoology program:

- o Change credit hours required for upper-division BIOL courses from 12 to 10.
- o Change credit hours required for Electives from 9 to 11.
- For the Ecology and Conservation Biology option:
 - o Change credit hours required for upper-division BIOL courses from 3-6 to 4.
 - o Change credit hours required for Electives from 8 to 10.
- For the Pre-Veterinary Science option:
 - o Change credit hours required for upper-division BIOL courses from 4-7 to 7.
 - o Remove CHEM 3053 and CHEM 3112 and CHEM 3153 as an alternative course sequence to CHEM 3015.
- The proposed changes will better serve students in completing degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Nursing in Nursing (515)

Degree program name change and degree designation change

- Change degree designation to Bachelor of Science.
- Change program name to Nursing: RN to BSN.
- The proposed changes eliminate redundancy and more accurately define the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Secondary Education (182)

Degree program requirement changes

- For the English option:
 - o Remove ENGL 3190/ENGL 3193/ENGL 3813/ENGL 4230 as alternative courses to ENGL 3183.
 - o Add ENGL 3193.
 - o Remove ENGL 3263 as an alternative course to ENGL3243.
 - o Remove ENGL 4263/ENGL 4450/ENGL 4350.
 - o Remove ENGL 3933 as an alternative course for ENGL 4723.
 - o Remove ENGL 4310 as an alternative course to ENGL 4320.
 - o Remove PHIL 4113/any 4000-level ENGL course.
 - o Add EDUC 4110.
- The proposed changes streamlines course selection and allow for better schedule rotations.
- 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 - Bachelor of Science in Engineering in Aerospace Engineering (424)

Degree program requirement changes

- Change credit hours required for MAE 3323 from 3 to 4 (3324) and for MAE 3723 from 3 to 4 (3724).
- Add 3 credit hours of Technical Electives.
- Remove 6 credit hours of MAE Electives.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 123.

- No funds are requested from the State Regents.

OSU - Bachelor of Science in Industrial Engineering and Management (134)

Degree program requirement changes

- Add MATH 2233 as an alternative course to MATH 2163.
- Remove MATH 3263 and add MATH 3013.
- Remove 3 credit hours of Electives.
- The proposed changes align the curriculum to peer programs across the U.S.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 126 to 123.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Mechanical Engineering (144)

Degree program requirement changes and degree program option addition

- Add option Petroleum.
 - The proposed option will prepare students for mechanical engineering careers in the petroleum industry.
- Change credit hours required for MAE 3323 from 3 to 4 (3324) and for MAE 3723 from 3 to 4 (3724).
- Remove MAE 3223 and add MAE 3524.
- Change 13 credit hours for 4 categories to 7 credit hours from 2 categories.
- For the main Mechanical Engineering program:
 - Add 3 credit hours of Technical Electives.
- The proposed changes align the curriculum with the Accreditation Board for Engineering and Technology criteria and requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 121-138 to 121-135.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Human Sciences in Design, Housing, and Merchandising (050)

Degree program requirement changes

- For the Apparel Design and Production option:
 - Remove DHM 2212.
 - Change credit hours required for DHM 2203 from 3 to 4 (2204).
 - Change credit hours required for DHM 3013 from 3 to 4 (3014).
- The proposed changes are the result of updates to courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Human Sciences in Nutritional Sciences (097)

Degree program requirement changes

- Remove NSCI 4733.
- Add NSCI 4632 and NSCI 4633.
- For the Dietetics option:
 - Remove 2 credit hours of Controlled Electives.
- For the Community Nutrition option:
 - Change credit hours required for Emphasis Area from 28 to 26.
 - For the Nutrition and Exercise Emphasis:

- Change credit hours required for Controlled Electives from 3-5 to 1-3.
 - o For the Nutrition Education Emphasis:
 - Change credit hours required for Controlled Electives from 5 to 3.
 - o For the School Nutrition and Food Service Management option:
 - Remove NSCI 4331 and 1 credit hour of Controlled Elective.
- The proposed changes are supported by accreditation knowledge requirements and will strengthen the knowledge and skills of students.
- 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.

OSU - Bachelor of Science in Business Administration in Accounting (444)

Degree program requirement changes

- Remove ACCT 2103, ECON 2103, and ACCT 2203.
- Add ACCT 2003, ECON 2003 and ACCT 3003.
- Require a grade of C or better in ACCT 2003.
- Add BCOM 3443 as an alternative course to BCOM 3113.
- The proposed changes are based on data collected from employers, students, and alumni, as well as a review of peer business programs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Economics (445)

Degree program requirement changes

- Remove ACCT 2103, ECON 2103, and ACCT 2203.
- Add ACCT 2003, ECON 2003 and ACCT 3003.
- Require 18 credit hours of the Economics Major Requirements, including 15 of the 21 required 3000 and 4000 level economics credit hours, to be completed in residence at OSU.
- The proposed changes are based on data collected from employers, students, and alumni, as well as a review of peer business programs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Finance (446)

Degree program requirement changes

- Remove ACCT 2103, ECON 2103, and ACCT 2203.
- Add ACCT 3003.
- Remove the 2.0 Grade Point Average requirement for Major Requirements.
- The proposed changes are based on data collected from employers, students, and alumni, as well as a review of peer business programs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in General Business (447)

Degree program requirement changes

- Remove ACCT 2103, ECON 2103, and ACCT 2203.

- Add ACCT 3003.
- For the main program:
 - Change credit hours required for upper-division course work selected from the Spears School of Business from 12 to 9.
- The proposed changes are based on data collected from employers, students, and alumni, as well as a review of peer business programs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in International Business (448)

Bachelor of Science in Business Administration in Marketing (451)

Degree program requirement changes

- Add MKTG 3653.
- Remove MKTG 4550.
- The proposed changes are based on data collected from employers, students, and alumni, as well as a review of peer business programs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Management (449)

Degree program requirement changes

- For the Business Sustainability option:
 - Remove MGMT 3023.
 - Add MGMT 4033/MGMT 4403.
 - Remove 6 credit hours of upper-division MGMT courses.
 - Change credit hours of Electives from 6 to 12.
- The proposed changes provide students different class options than are now offered within the department.
- Six new courses will be added and three 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 Plant Science (033)

Degree program requirement change

- Remove the requirement for students to have a master's degree and allow students with a bachelor's degree to be directly admitted into the doctorate program.
- The proposed change is consistent with current practices and timely degree completion and will make the program more competitive.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 90 to 70.
- No funds are requested from the State Regents.

OU - Master of Science in Electrical and Computer Engineering (060)

Degree program option deletion

- Delete option Industrial Internship.
- The proposed deletion will reconcile the official degree inventory with current practice.
- OU reports the option was intended to be an internal area of concentration.

- Currently there are no students enrolled in the option.
- No courses will be deleted.
- No funds are available for reallocation.
- Total credit hours for the degree will not change.

OU - Bachelor of Arts in Human Relations (350)

Degree program requirement changes

- Remove HR 3043 and add HR 3413.
- Remove category restriction for Major Electives and add any upper-division HR course.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Arts in Social Work (210)

Degree program requirement change

- Require a grade of C or higher in all required social work courses and major support requirements to be admitted into the program.
- The proposed change will ensure students have a high level of competence in the discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Graduate Certificate in Business Entrepreneurship (395)

Degree program requirement change

- Add two credit hours of graduate business course work as approved by the graduate liaison.
- The proposed change is the result of OU Board of Regents' policy which requires graduate certificates to be at least 12 credit hours.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 10 to 12.
- No funds are requested from the State Regents.

OU - Master of Education in Education Administration (050)

Degree program requirement changes

- Remove EACS 5920 and add EACS 5923.
- The proposed change adds a permanent course for the Principal Internship and eliminates confusion with the number of credit hours required for the course.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CSC - Associate in Science in Agriculture (001)

Degree program requirement changes and degree program option deletions

- Delete options Agriculture Economics/Agribusiness, Agriculture Education, Communication, and Leadership, Animal Science, Horticulture, Natural Resources, Plant and Soil Science, Pre-Vet Medicine, Equine Science, and General Agriculture.
 - o All students will be allowed to complete their selected option.
- Remove SPCH 1113/PSCY 1113 from General Education.

- Add 3 credit hours of Social and Behavioral Sciences and 4-7 credit hours of Additional General Electives.
- Remove AGECE 1113, AGRI 2113, and AGRO 2124.
- Remove 18-25 credit hours of Program Core.
- Add 15-22 credit hours of Emphasis Area.
- The proposed curricular changes and option deletions are the result of moving away from options to areas of emphasis that will allow greater flexibility for students transferring to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Communication Arts and Technologies (005)

Degree program option name change

- For the Journalism-Electronic and Broadcast Communications option:
 - Change option name to Mass Communication-Electronic and Broadcast Communications.
- For the Journalism-Strategic Communications option:
 - Change option name to Mass Communication-Strategic Communications.
- The proposed changes more accurately represent the curriculum within these options and are in line with similar programs at colleges and universities nationwide.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Pre-Education (006)

Degree program option name change and degree program requirement changes

- For the Elementary and Secondary Education option:
 - Change option name to Elementary Education.
 - The proposed change coincides with curricular changes to focus on students meeting the 4 x 12 requirement for elementary education before transferring to a four-year institution.
- Require ENGL 2413 and GEOG 2033 to fulfill the 6 credit hours of Humanities.
- Change credit hours required for Mathematics from 3 to 12.
- Change credit hours required for Science from 8 to 12.
- Remove CHLD 2052 as an alternative course to CHLD 2042.
- Add CHLD 2003.
- Change credit hours required for Recommended Electives from 23 to 7.
- The proposed changes ensure students complete the 4 x 12 requirement for elementary education majors before transferring to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Engineering (007)

Degree program requirement change

- Add CHEM 1365 as an alternative course to CHEM 1315.
- The proposed change provides an alternative course for students transferring to Oklahoma State University's Bachelor of Science in Mechanical Engineering (144) 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.

TCC - Associate in Arts in Liberal Arts (009)

Degree program option deletions and degree program requirement changes

- Delete options Native American Emphasis, Film Emphasis, International Emphasis, and American Studies effective beginning the 2018-2019 academic year.
 - o The proposed deletions are due to low enrollment but will still be available as areas of concentration if students choose to focus their course selections in a specific area of study.
- Require HUMN 2113 to fulfill 3 of the 6 credit hours required for General Education Humanities.
- Remove 6 credit hours of Specialized Course Humanities.
- Add 6 credit hours of General Education Recommended Electives to be selected from Liberal Arts and Sciences courses.
- The proposed changes allow students more flexibility in course selection while maintaining the ability to concentrate on a specific discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Science-Related Concentration (014)

Degree program option deletion

- Delete option Geography effective beginning the 2018-2019 academic year.
- The proposed deletion is due to low enrollment in the option.
- There are currently 8 students enrolled.
- Students will be allowed 2 years to complete their degree requirements.
- One course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Social Science (015)

Degree program option deletions

- Delete options Humanities, Religious Studies, and Philosophy effective beginning the 2018-2019 academic year.
- The proposed deletions are due to low enrollments and graduation numbers.
- There are currently 6 students enrolled in the Humanities option, 19 students enrolled in the Religious Studies option and 12 students enrolled in the Philosophy option.
- Students will be allowed 2 years to complete their degree requirements.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Electronics Technology (031)

Degree program requirement change

- Remove ELET 2632.
- The proposed change is a recommendation from the program advisory board.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 66-68 to 64-66.

- No funds are requested from the State Regents.

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

Degree program option deletion

- Delete option Geographic Information Systems effective beginning the 2018-2019 academic year.
- The proposed deletion eliminates an option that does not meet the State Regents' policy requirement of sharing a 50 percent common core with other options.
- There are currently 2 students enrolled in the option.
- Students will be given 2 years to complete their degree requirements or complete the Certificate in Geographic Information Systems (278).
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Business (153)

Degree program requirement changes

- For all options:
 - Add PSYC 1313.
- For the Human Resources option:
 - Remove HRES 1333, HRES 1343, HRES 2313, and HRES 2353.
 - Add HRES 2123, HRES 2373, and HRES 2493.
- The proposed changes align the curriculum with the Society for Human Resource Management competencies.
- Three new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in World Languages (171)

Degree program option deletion

- Delete option Japanese effective beginning the 2018-2019 academic year.
- The proposed deletion is the result of low enrollment.
- There are currently 4 students enrolled.
- Students will be allowed 2 years to complete the program requirements.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Human Resources (184)

Degree program requirement changes

- Remove 3 credit hours of a CSYS/CSCI course, 3 credit hours of Controlled Electives, HRES 1333, HRES 1343, HRES 2313, and HRES 2353.
- Add HRES 2123, HRES 2373, and HRES 2493.
- The proposed changes align the curriculum with the Society for Human Resource Management competencies.
- Three new courses will be added and four courses will be deleted.
- Total credit hours for the certificate will change from 30 to 21.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Child Development (200)

Degree program requirement changes

- Remove BIOL 1383 and ENGL 2333.
- Add CHLD 2413.
- Change credit hours required for Controlled Electives from 9 to 6.
- The proposed changes are based on current national trends in Child Development programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Child Development (206)

Degree program option deletion and degree program requirement changes

- Delete option Child Development Credential Preparation effective beginning the 2018-2019 academic year.
 - The proposed deletion is due to low enrollment.
 - There are currently 3 students enrolled in the option.
 - TCC indicates that these 3 students have not begun major courses work and will be advised into appropriate majors to meet their career goals.
- Remove CHLD 1101, CHLD 1102, CHLD 1202, CHLD 1302, and CHLD 1402.
- Require CHLD 2003 and CHLD 2103.
- Add CHLD 2233.
- The proposed changes consolidate the curriculum and learning outcomes to better serve students.
- No new courses will be added and five courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in International Business (236)

Degree program requirement changes

- Remove ECON 2123 and 2 credit hours of Recommended Electives.
- Add 5 credit hours of Controlled Electives to be selected from GEOG 1043/BUSN 2433 and COLL 1002/any Liberal Arts and Science Elective.
- Add MATH 2193/MATH 2523.
- The proposed changes provide a better pathway for students transferring to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Business (241)

Degree program requirement changes

- Remove BUSN 1143.
- Change credit hours required for Controlled Electives from 3 to 6.
- Remove BUSN 1153 from Controlled Electives and add BUSN 2993.
- The proposed changes eliminate courses that are no longer offered.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate of Science in Child Development (246)

Degree program option name change and degree program requirement changes

- For the Child and Family-OSU Transfer option:
 - Change option name to Family and Community Transfer.
 - Remove MATH 1513 and MATH 2193.
 - Add MATH 1473.
 - Remove CHLD 2032 and add CHLD 2103.
 - The proposed name and curricular change better reflects the ability of the option to transfer to multiple institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Health, Human Performance, and Physical Education (256)

Degree program option deletions and degree program requirement changes

- Delete options Health and Human Performance and Physical Education.
 - There are currently 138 students enrolled in the Health and Human performance option and 34 students enrolled in the Physical Education option.
 - Students will be allowed two years to complete their option requirements.
- Add ECON 2023 as an alternative course to ECON 2013.
- Change Specialized Course Requirement to the following:
 - Require BIOL 2154, CHEM 1315, MATH 2193, HHPE 2212, HHPE 2603, and HHPE 2653.
 - Select HHPE 2263 or HHPE 1143 and HHPE 2662.
- The proposed changes are the result of a five-year program review and consolidate the curriculum into one pathway to streamline students' transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60 to 60-62.
- No funds are requested from the State Regents.

TCC - Associate in Science in Nutritional Sciences (273)

Degree program requirement changes

- Remove HSVC 1113.
- Change credit hours required for Specialized Course Requirements from 16-17 to 19-20.
- For the Dietetics concentration:
 - Add ACCT 2213, BIOL 2154, CHEM 2145, MATH 2193, and SOCI 1113.
- For Community Nutrition concentration:
 - Require HHPE 2263, HHPE 2603, and HHPE 2653.
- The proposed changes will provide a more seamless transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

WOSC - Associate in Arts in Liberal Arts (062)

Degree program requirement changes

- Remove 2 credit hours of Physical Education.
- Add HPER 1021 and LART 2001.
- Change credit hours required for Electives from 12 to 9.
- The proposed changes are being made to decrease the time to degree completion.
- Total credit hours for the degree will change from 64 to 61.

- One new course will be added and no courses will be deleted.
- No funds are requested from the State Regents.

WOSC - Associate in Science in Business (065)

Degree program requirement changes

- Remove MATH 1743/MATH 2215 as a required course.
- Change credit hours required for Area Recommendations from 12-15 to 15 and require 9 credit hours to be selected from MATH 1743/MATH 2215, ACCT 2213, ECON 2123, or BUSI 2213.
- The proposed changes better clarify degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

WOSC - Associate in Arts in Music (063)

Degree program requirement changes

- Remove MATH 1513 and add MATH 1143.
- Require MUSI 1513, MUSI 1531, MUSI 1523, and MUSI 1541.
- Add 15 credit hours of Area Recommendations and require 8 credit hours to be selected from MUSI 2513, MUSI 2531, MUSI 2523, MUSI 2541, MUSI 1013, MUSI 1133, MUSI 1251, MUSI 1271, MUSI 2211, Applied Voice, Applied Instrument, Applied 2nd Instrument, or Applied Piano.
- The proposed changes are designed to improve graduation and completion rates by decreasing the overall credits required.
- No new courses will be added and no courses will be deleted.
- Total credit hours required for the degree will change from 64 to 61.
- No funds are requested from the State Regents.

WOSC - Associate in Arts in Behavioral Science (061)

Associate in Arts in Social Science (065)

Degree program requirement changes

- Remove 2 credit hours of Physical Education.
- The proposed changes are being made to decrease the time to degree completion.
- Total credit hours for the degrees will change from 64 to 62.
- One new course will be added and no courses will be deleted.
- No funds are requested from the State Regents.

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AGENDA ITEM #19-b:

Suspensions.

SUBJECT: Ratification of approved institutional requests to suspend academic degree programs.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University-Oklahoma City (OSU-OKC) requested authorization to suspend the programs listed below:

- Associate in Applied Science in Renewable/Sustainable Energy (110)
- Certificate in Renewable/Sustainable Energy (109)

Tulsa Community College (TCC) requested authorization to suspend the program listed below:

- Certificate in Early Childhood Certificate of Mastery (359)

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:

OSU-OKC requested authorization to suspend the Associate in Applied Science in Renewable/Sustainable Energy (110) and the Certificate in Renewable/Sustainable Energy (109).

- OSU-OKC reports a decrease in enrollment in the programs.
- OSU-OKC indicates that with decreasing budget allocations and slower than anticipated market, these programs will continue to have enrollment issues and low graduation rates.
- This suspension is effective immediately.
- OSU-OKC will reinstate or delete the programs by March 31, 2021.

TCC requested authorization to suspend the Certificate in Early Childhood Certificate of Mastery (359).

- TCC reports the competencies and program learning outcomes will be combined with the Certificate in Child Development (206).
- This suspension is effective beginning the 2018-2019 academic year.
- TCC will reinstate or delete the program by March 31, 2020.

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AGENDA ITEM #19-c:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

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

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to March 29, 2018, State Regents' staff received SARA renewal applications from the institutions listed below:

- Northeastern State University,
- Langston University,
- Rose State College,
- Connors State College,
- Northern Oklahoma College,
- University of Tulsa,
- Oklahoma Baptist University, and
- Family of Faith Christian University.

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

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AGENDA ITEM #19-d (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 December 30, 2017 and March 1, 2018.

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 December 30, 2017 and March 1, 2018, there are eleven purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Nelson, Mullins, Riley and Scarborough in the amount of \$50,000.00 for legal services of Art Coleman, Steve Winnick and Daniel Gordon of Education Counsel, LLC (an affiliate of Nelson, Mullins, Riley and Scarborough, LLP in regard to the U.S Department of Education Office for Civil Rights Complaint. (Funded from 210-Core).
- 2) Staplegun Design in the amount of \$55,000.00 for Oklahoma's Promise Public Relations and Advertising campaign. (Funded from 210-Core).

OneNet

- 3) AtLink Services, LLC in the amount of \$39,640.00 for installation of Fast Ethernet circuits to provide services to OneNet customers. The cost of this project will be recovered through OneNet customer user fees.(Funded from 718-OneNet).
- 4) Telephone Switching International Incorporated in the amount of \$65,875.00 for replacement of end of life rectifier at Oklahoma City and Tulsa hub sites. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 5) Kentik Technology Incorporated in the amount of \$37,800.00 for network devices annual subscription to provide a deeper analysis of network related data to improve performance and

security of the network. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

- 6) Top Hand Tower Company in the amount of \$30,980.00 for the removal of the El Reno tower, fence, building and foundation due to the decision to not renew the lease. This action will save the agency more than \$119,000.00 over the proposed land lease. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 7) American Telephone and Telegraph (AT&T) in the amount of \$89,916.00 to provide additional security to OneNet's circuit services for our OneNet customers. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 8) Copper River Information Technology in the amount of \$45,838.31 for ADVA maintenance and Reconfigurable Optical Add Drop Multiplexer (ROADM) modules, spare optical cards to replace equipment placed in service. Cost for this purchase will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 9) CDW LLC in the amount of \$34,262.22 for fifteen servers for network health monitoring service testing and network management. Two servers to be used for customers to validate the bandwidth on their connections, four servers to be used for engineering datacenter remote access, two servers to be used for router management and seven servers to be used for performance testing between OneNet Point of Presence (POP) and between OneNet and partner networks. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

GEAR UP

- 10) Solution Tree in the amount of \$71,500.00 for professional training and coaching for GEAR UP Phase IV Federal Grant staff as they implement Solution Tree's Professional Development Services for teachers and administrators' for the 10 school districts being served in the Phase IV grant. They will focus on developing a shared mission and understanding among the whole. (Funded from 730-GEAR UP).

Multiple Funds

- 11) Office of Management and Enterprise Services in the amount of \$45,979.12 for FY18 Property Insurance Premiums. (Funded from 210-Core, 701-OCAP and 718-OneNet).

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AGENDA ITEM #19-d (2):

Agency Operations.

SUBJECT: Personnel.

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:

Vice Chancellor for Governmental Relations. It is recommended that the Oklahoma State Regents ratify the appointment of LeeAnna McNally as Vice Chancellor for Governmental Relations. This position will be responsible for the development and management of legislative strategies for higher education initiatives; will maintain effective relations with external bodies, including members of the Executive branch, the state Legislature, the Oklahoma Congressional delegation, the business community and Chambers of Commerce to educate and inform individuals on issues related to higher education; and will disseminate legislative and congressional information to the State Regents, Regents' staff, institutions within the State System, and members of the higher education community. This position must also register and remain registered as a Legislative Liaison with the Oklahoma Ethics Commission. This position reports directly to the Chancellor. Ms. McNally assumed her new position on February 16, 2018. A copy of the job description and Ms. McNally's resume are attached.



JOB DESCRIPTION

Vice Chancellor for Governmental Relations

FLSA: Exempt

Position #100307

Grade 17

Cost Center: LEGISL 12010

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Responsible for development and management of legislative strategies for higher education initiatives. Maintain effective relations with external bodies including members of the Executive branch, the state Legislature, Oklahoma Congressional delegation, the business community and Chambers of Commerce to educate and inform individuals on issues related to higher education. Disseminate legislative and congressional information to the State Regents, Regents' staff, institutions within the State System, and members of the higher education community. Must register and remain registered as a Legislative Liaison with the Oklahoma Ethics Commission.

RESPONSIBILITIES AND DUTIES

- Develop and manage state legislative and federal congressional strategies.
- Represent the State Regents and the State System with national public policy entities, federal agencies, and the Oklahoma Congressional delegation.
- Work with the Executive and Legislative branches of government to implement the higher education agenda.
- Supervise all agency staff and activities related to state and federal governmental relations.
- Respond to legislative and congressional inquiries and provide information about higher education initiatives, funding (including student loans) and issues.
- Research both state and federal measures and analyze the impact on higher education and the relationship of proposed legislation to Regents' constitutional and statutory powers and responsibilities.
- Manage legislative and congressional bill tracking.
- Represent the agency and coordinate agency participation in legislative committee meetings and interim studies.
- Provide periodic legislative and congressional updates to advisory councils.
- Distribute legislative and congressional information to the State Regents, State Regents' staff, Presidents and related Higher Education Councils.
- Coordinate efforts among RPIII, OCAP and GEAR UP regarding our federal delegation.
- Build relationships with new chairs of the legislative committees.
- Coordinate Higher Education Distinguished Service Award.
- Coordinate Higher Education Day at the Capitol.
- Assist in the coordination of Oklahoma's Promise Day at the Capitol.
- Assist in the coordination of the Fall Legislative Event.
- Coordinate Legislative Regional Briefings.
- Coordinate Legislative Efforts on Special Projects (OCAN Grant and OneNet).
- Complete College America – serve on staff leadership team.
- Federal Relations – coordinate meetings with Congressional delegation and the Chancellor on a bi-annual basis.
- SREB – serve as legislative liaison with the Chancellor.
- Serve as the liaison/designee for the Chancellor to the State Chamber, Greater Oklahoma City Chamber, and Tulsa Regional Chamber.
- Coordinate bi-weekly Legislative Network meetings during the legislative session.

- Assist in efforts to promote College Readiness.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's degree required. Must immediately register and remain registered as a Legislative Liaison with the Oklahoma Ethics Commission. Ability to work effectively with internal and external constituencies including in a leadership role. Excellent analytical and organizational skills. Must have excellent verbal and written communication skills. Some travel required. Must provide a cellular telephone for work-related activities.

PREFERRED QUALIFICATIONS

A minimum of five (5) years of experience working in governmental relations or with a legislative body 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.

SUPERVISION

The employee performs work under the supervision of the Chancellor.

LEEANNA K. MCNALLY

EDUCATION

Juris Doctorate
Oklahoma City University School of Law Oklahoma City, OK

International Education
Oxford University Oxford, England
Courses: Comparative Labor and Employment Law, European Union Law, Comparative Criminal Sentencing

Bachelor of Science – Agricultural Economics concentration in Finance
Oklahoma State University Stillwater, OK

EXPERIENCE

Oklahoma Farm Bureau
Director of State and National Affairs Oklahoma City, OK
Oklahoma Farm Bureau Legal Foundation July 2013 - Present
Director

- Design, implement, and direct the government relations program
 - Provide information directly to field staff, communications, and membership departments
 - Generate content for effective policy and membership discussions
- Engage in lobbying on behalf of over 85,000 Oklahoma Farm Bureau Members
 - Manage policy discussions with legislators and individuals interested in public office
- Advise and lead discussions with coalitions relating to agriculture
 - Engage stakeholders and develop dialogue with other state farm bureau organizations across the country
 - Lead discussions with many industry leaders from a variety of backgrounds
- Create content and manage OKAgFund documents
 - Communicate and provide information to county farm bureaus regarding political races
 - Foster and develop relationships with community and industry leaders
- Manage stakeholder engagement and coordinate special interest litigation projects
 - Select and oversee counsel for litigation
 - Communicate detailed administrative agency rulemakings

Oklahoma Farm Bureau & Affiliated Companies Oklahoma City, OK
Director of Human Resources 2012 - 2013

- Developed and implemented Human Resources communication tools and activities including recruitment, employment, benefits, and employee relations for over 300 employees across Oklahoma
- Advised and counseled management in the application of the company's human resources policies, procedures and practices to comply with current laws and regulations
- Researched and negotiated high quality benefit packages including, but not limited to health care, dental, short and long term disability, and 401k plans
 - Implemented the first virtual Open Enrollment for over 300 employees statewide
 - Improved quality and consistency of messaging to employees
 - Negotiated and re-opened onsite medical clinic for employees
 - Expanded healthy opportunities for employees including an onsite fitness professional

Human Resources Analyst 2011 - 2012

- Conducted interviews for employment opportunities and administered hiring programs
- Assisted over 300 employees in all 77 counties with benefit enrollment and management

COMMUNITY ENGAGEMENT

- American Agriculture Law Association, 2015 CLE Presenter 2015- Present
- Junior League of Oklahoma City, Membership Council 2016- Present
- Oklahoma Bar Association, Law Schools Committee 2011- Present
- Court Appointed Special Advocate for Oklahoma County 2017-Present

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AGENDA ITEM #20-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 #20-b (1):

Annual Reports.

SUBJECT: Oklahoma High School Indicators Project. Developmental Education Rates of College Freshmen by High School site.

RECOMMENDATION:

It is recommended that the State Regents accept the report of the High School Indicators Project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports; (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

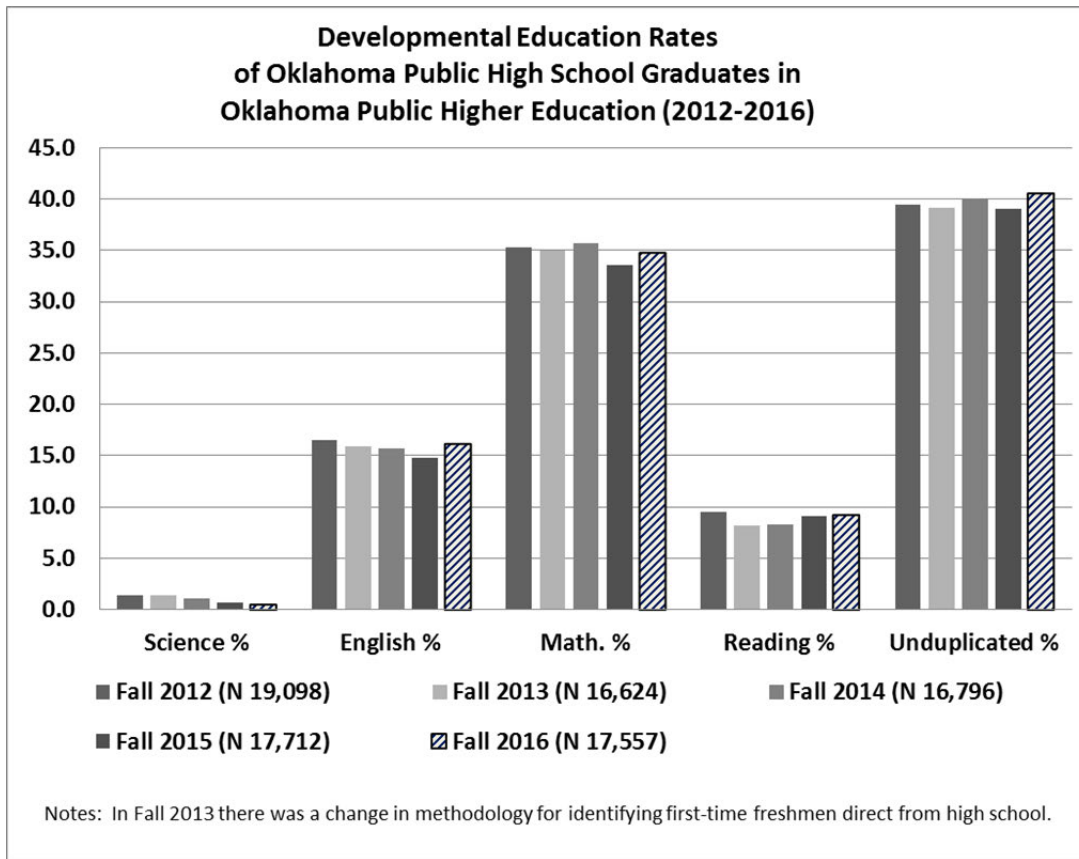
POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

A summary of developmental education for Oklahoma public high school graduates in Oklahoma public higher education is contained within this agenda. The data describe 2016 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time freshmen in fall 2016. The summary identifies developmental education activity of students who took one or more developmental courses during their first year in college. Listed are the freshman student headcount and percentage for each of the four subject areas of developmental courses: science, English, mathematics, and reading. An unduplicated headcount and percentage are also provided for all remedial students, including those who could have developmental education in more than one course or subject area.

Of the fall 2016 first-time freshmen (17,557), 40.5 percent (7,119) enrolled in one or more developmental courses. The unduplicated percentage increased since first being reported for fall 1996 first-time freshmen (37.3), but decreased 2.0 points from its high point in 2011-12 (42.5). The rate increased 1.5 percentage points compared to last year (39.0). Rates for all subjects except science increased compared to last year: 1.4 point increase for English, 1.1 point for math, and 0.2 point for reading. The science rate decreased 0.2 point from last year.



| Year | Headcount | Science % | English % | Math. % | Reading % | Unduplicated % |
|-----------|------------|-----------|-----------|---------|-----------|----------------|
| Fall 2012 | (N 19,098) | 1.4 | 16.5 | 35.3 | 9.5 | 39.4 |
| Fall 2013 | (N 16,624) | 1.4 | 15.9 | 35.0 | 8.2 | 39.1 |
| Fall 2014 | (N 16,796) | 1.1 | 15.7 | 35.7 | 8.3 | 40.1 |
| Fall 2015 | (N 17,712) | 0.7 | 14.8 | 33.6 | 9.1 | 39.0 |
| Fall 2016 | (N 17,557) | 0.5 | 16.2 | 34.7 | 9.3 | 40.5 |

Although trends are shown above, comparisons between years may be limited due to changes in methodology for 2013-14. In 2013-14 the SDE provided more detailed information that allowed State Regents' staff to track public high school graduates individually into their fall 2013 semester in college. The 2013 high school graduate data from SDE were incomplete, since the information was based on a list of on-time (four-year) graduates only. Data for the 2014 public high school graduates and subsequent, however, are complete and not limited by on-time completion status.

A complete list of developmental education rates by county, high school site, and district is available on the State Regents' website at <http://www.okhighered.org/studies-reports/preparation.shtml>.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

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AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Spring 2018 Preliminary Enrollment Survey.

RECOMMENDATION:

It is recommended that the State Regents accept the Spring 2018 Preliminary Enrollment Survey.

BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma higher education institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments. The original enrollment survey continues to collect preliminary enrollment that can be reported near the beginning of each semester.

POLICY ISSUES:

This activity is consistent with the State Regents' reporting responsibilities.

FINDINGS:

- The headcount enrollment at Oklahoma public colleges and universities decreased by 1.5 percent from 162,451 in spring 2017 to 159,960 in spring 2018. Research universities decreased by 0.1 percent from 54,430 to 54,399. Regional universities decreased by 2.7 percent from 47,095 to 45,800; liberal arts universities increased by 4.8 percent from 749 to 785 and community colleges decreased by 2.0 percent from 60,177 to 58,976 (Table 1).
- The headcount enrollment at private institutions decreased by 1.1 percent from 22,182 in spring 2017 to 21,935 in spring 2018 (Table 1).
- The semester FTE enrollment at public institutions decreased by 1.3 percent from 120,280 in spring 2017 to 118,671 in spring 2018 (Table 2).
- The semester FTE enrollment at private institutions decreased by 4.4 percent from 19,968 in spring 2017 to 19,090 in spring 2018 (Table 2).
- The number of first-time entering students at Oklahoma public institutions decreased by 21.4 percent from 5,194 in spring 2017 to 4,083 in spring 2018. The research universities increased by 37.4 percent from 230 to 316. Public regional universities decreased by 32.1 percent from 742 to 504. The liberal arts universities increased by 433.3 percent from 3 to 16. The community colleges decreased by 23 percent from 4,219 in spring 2017 to 3,247 in spring 2018 (Table 3).

- The number of first-time entering decreased by 8.2 percent from 207 to 190 at the private institutions (Table 3).
- Concurrent headcount enrollment at Oklahoma public institutions increased by 5.7 percent from 9,877 in spring 2017 to 10,436 in spring 2018 (Table 4).
- The number of concurrent semester credit hours increased by 6.8 percent from 49,802 in spring 2017 to 53,187 in spring 2018. The average number of credit hours per student rose from 5.0 to 5.1 (Table 4).

The full report is provided as a supplement to the agenda.

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AGENDA ITEM #20-b (3):

Degrees Conferred.

SUBJECT: Presentation of the Annual Report on Degrees Conferred in Oklahoma Higher Education.

RECOMMENDATION:

It is recommended that the State Regents accept the Annual Report on Degrees Conferred in Oklahoma Higher Education.

BACKGROUND:

Article XIII-A of the Oklahoma Constitution states that the State Regents “*shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.*”

POLICY ISSUES: None

FINDINGS:

After increasing for three years in a row, overall degree completion in the Oklahoma State system declined in 2016-17, although completions within the targeted areas of Science, Technology, Engineering, and Math (STEM) and healthcare have continued to rise.

- **Six-Year History.** During the 2016-17 academic year, Oklahoma public higher education institutions conferred a total of 35,425 certificates and degrees. Compared to 2015-16, the number of certificates and degrees conferred decreased by 1.9 percent from 36,117. An accurate comparison of the number of degrees conferred at private institutions is not possible because not all private institutions reported or verified their data in both years.

**Degrees Conferred at Public Institutions
 2011-12 through 2016-17**

| TYPE OF DEGREE | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | One-Year Difference | Five-Year Difference |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------------|-------------------------|
| Certificates | 758 | 1,081 | 1,023 | 1,207 | 1,341 | 1,179 | -12.08% | 55.54% |
| Associate Degrees | 9,872 | 10,864 | 11,212 | 11,458 | 10,868 | 10,323 | -5.01% | 4.57% |
| Bachelor's Degrees | 15,807 | 15,950 | 16,588 | 16,612 | 17,174 | 17,210 | 0.21% | 8.88% |
| First-Professional Degrees | 931 | 943 | 929 | 950 | 942 | 905 | -3.93% | -2.79% |
| Graduate Certificates | 169 | 225 | 270 | 241 | 308 | 287 | -6.82% | 69.82% |
| Master's Degrees | 4,942 | 4,909 | 5,042 | 4,944 | 4,969 | 5,026 | 1.15% | 1.70% |
| Doctoral Degrees | 456 | 479 | 487 | 491 | 515 | 495 | -3.88% | 8.55% |
| Total | 32,935 | 34,451 | 35,551 | 35,903 | 36,117 | 35,425 | -1.92% | 7.56% |

- Oklahoma population.** The number of bachelor’s degrees conferred in Oklahoma increased 4.3 times from 1941-42 to 2016-17, from one in 973 people to one in 228. The number of master’s degrees awarded increased 15.4 times, from one in 12,038 people to one in 782. The number of doctoral degrees conferred increased 93.0 times, from one in 738,333 people to one in 7,941.
- Fifteen-Year History, by Degree.** During the last 15 years from 2002-03 to 2016-17, the largest number of degrees conferred at public institutions was bachelor’s, followed by associate’s, master’s, first-professional, and doctoral, respectively.
- Fifteen-Year History, Change by Degree.** Over that 15-year period, the number of degrees conferred increased 39 percent for the associate’s degree (from 7,414 to 10,323), 32 percent for the bachelor’s degree (from 13,044 to 17,210), 24 percent for first-professional degrees (from 731 to 905), 21 percent for master’s degrees (from 4,166 to 5,026), and 36 percent for doctoral degrees (from 363 to 495).
- Fifteen-Year History, by Field of Study.** From 2002-03 to 2016-17, the largest number of bachelor’s degrees awarded at public institutions was in business and management. For 12 of the last 15 years, education has had the largest number of master’s degrees awarded, with business and management leading in 2004-05, 2013-14, and 2014-15. Last year, the highest number of doctoral degrees awarded was in biological sciences, preceded by four years of engineering at the top of the list. Prior to that, education was the top producer in eight of first 10 years.
- Fifteen-Year History, by Race/Ethnicity.** From 2002-03 to 2016-17, the largest percentage of degrees was awarded to Caucasian students, averaging 72.0 percent at the first-professional level, 68.7 percent at the associate’s level, 68.8 percent at the bachelor’s level, 62.4 percent at the master’s level, and 52.4 percent at the doctoral level. In 2016-17, Native Americans ranked second for associate’s degrees conferred. Those of multiple races ranked second in bachelor’s degrees; Asians ranked second in first-professional degrees; and Non-Resident Aliens were second in the master’s and doctoral levels.
- Current Year Degrees, by Gender.** In 2016-17, women accounted for 57.7 percent of all degrees, but the gender distribution by degree level varied: At the associate degree and graduate certificate levels, women earned 61 percent of the awards; at the certificate, bachelor’s, master’s, and first-professional levels, women accounted for between 53 and 58 percent of the recipients; and at the doctoral degree level, women made up the minority of degree recipients (45 percent, compared to 55 percent for men).
- Science, Technology, Engineering, and Math.** STEM degrees have increased by 47.1 percent compared to seven years ago, with bachelor’s, associate’s, and master’s degrees accounting for the bulk of the degrees awarded.

**Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
2009-10 through 2016-17**

| TYPE OF DEGREE | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | One-Year Difference | Seven-Year Difference |
|------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------------|--------------------------|
| Certificates | 43 | 30 | 76 | 95 | 83 | 125 | 121 | 125 | 3.31% | 190.70% |
| Associate Degrees | 987 | 1,147 | 1,298 | 1,446 | 1,461 | 1,503 | 1,489 | 1,445 | -2.96% | 46.40% |
| Bachelor's Degrees | 2,764 | 2,863 | 3,185 | 3,220 | 3,444 | 3,671 | 3,930 | 4,219 | 7.35% | 52.64% |
| Graduate Certificates | 14 | 21 | 21 | 4 | 7 | 12 | 16 | 74 | 362.50% | 428.57% |
| Master's Degrees | 773 | 866 | 998 | 914 | 892 | 953 | 939 | 948 | 0.96% | 22.64% |
| Doctoral Degrees | 198 | 161 | 186 | 208 | 229 | 233 | 242 | 221 | -8.68% | 11.62% |
| Total | 4,779 | 5,088 | 5,764 | 5,887 | 6,116 | 6,497 | 6,737 | 7,032 | 4.38% | 47.14% |

Note: OSRHE definitions used to define STEM fields

- **STEM, by Field of Study.** For the last seven years, engineering has had the largest number (26.3 percent in 2016-17) of the STEM degrees awarded, followed by biological/biomedical (17.5 percent in 2016-17). The largest percentage increases among STEM degrees over the last seven years occurred in protective services, computer & information science, and engineering.
- **Health Professions.** Degrees and certificates in the health professions have continued to rise from 5,015 in 2011-12 to 5,663 in 2016-17, a total of 13 percent increase over the six years.

ANALYSIS:

Higher education is one factor that contributes to personal advancement and individual financial success. On average, individuals with a college degree earn significantly more over their lifetimes than those with only a high school diploma, and they are less likely to be unemployed than their less educated counterparts. In addition, there are important benefits that accrue to the society at large. The higher pay earned by those with college degrees generates higher taxes and less reliance upon social supports. College educated individuals have lower incarceration rates, higher voter participation rates, and they contribute more to philanthropic causes than those without a college degree.¹ Just as important, an educated workforce is a major economic engine that attracts business and spurs economic diversity for the region and state.

Despite the importance of a college degree in today's economy, Oklahoma lags behind the national average in terms of the percentage of the population age 25 and older who have a bachelor's degree or higher. According to the U.S. Census Bureau's 2016 American Community Survey, 25.2 percent of Oklahomans have a bachelor's degree, while that statistic rises to 31.3 percent for the nation as a whole. Oklahoma also lags behind the national rate in those with an associate's degree or higher (Oklahoma 31.3 percent, compared to U.S. 39.6 percent).

Several key initiatives have been advanced in recent years to improve the wealth of all Oklahomans through increasing the education level of the state's workforce. Oklahoma Works is one such initiative that recognizes and focuses on the substantial skills gap facing the state and seeks to bridge that gap through education and training. "As of 2015, 46 percent of Oklahomans have a high school diploma or less. Projections show in 2025 only 23 percent of the state's increasingly robust labor market will be accessible to those Oklahomans who have at most a high school diploma. In other words, there is a 23 percentage point skills gap between the credentials Oklahoma's current workforce possesses and what the state's future economy will require."² In order to meet labor demands in wealth-generating occupations, more individuals must obtain postsecondary education or credentials.

In addition to its partnership in Oklahoma Works, the Oklahoma State Regents are part of the Complete College America initiative whose goal is to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023. In the first four years, the number of degrees and certificates earned increased by 8,462, surpassing the state's benchmark goal of 6,800.

¹ Trostel, Philip, "It's Not Just the Money: The Benefits of College Education to Individuals and to Society," Lumina Issue Papers, October 14, 2015

² "Oklahoma Works Strategic Delivery Plan," September 2016, <http://oklahomaworks.gov/wp-content/uploads/2016/03/Oklahoma-Works-Strategic-Delivery-Plan-February-2016-2.pdf>, accessed January 27, 2017.

These accomplishments do not come cheaply. Efforts to increase college readiness; streamlining remediation through redesigned college courses, tutors, and summer bridge programs; increasing pathways to degrees; providing sufficient course sections for students to finish on time; implementing flat rate tuition structures; and providing greater access and support for adult students require substantial resources. Although the challenge is great, the State Regents and System of Higher Education continue their commitment to providing programs and academic and financial support to students in order to maximize individual degree attainment and contribute to an increasingly skilled workforce in the state. However, decreased financial support may have already begun to affect the State System's ability to produce the number of graduates needed to meet the state's workforce needs.

These data and additional tables are available on the State Regents' website at <http://www.okhighered.org/studies-reports/outcomes.shtml>.

FIGURE 1

**DEGREES CONFERRED AT PUBLIC INSTITUTIONS
2016-2017**

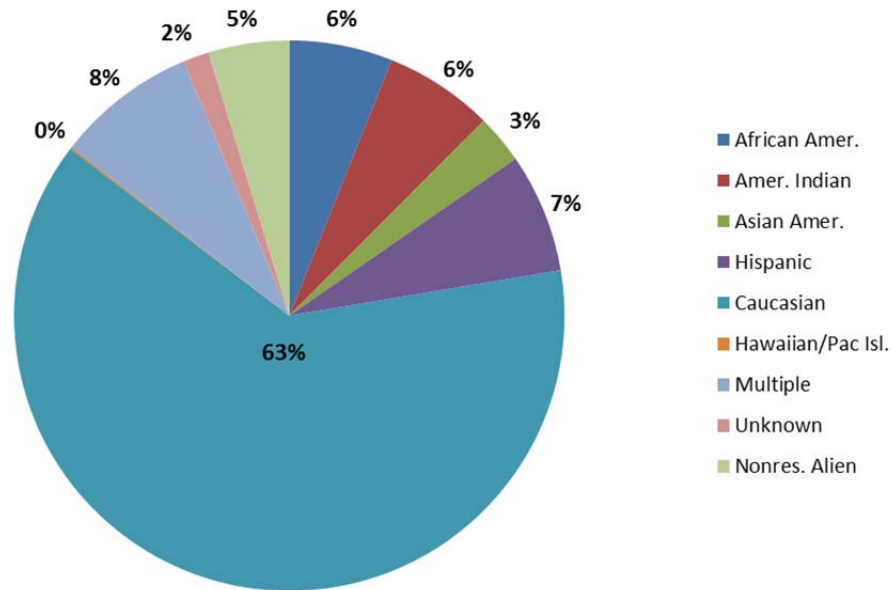
| CERTIFICATES | | | ASSOCIATE | | | BACHELOR'S | | | FIRST-PROFESSIONAL | | | GRADUATE CERTIFICATES | | | MASTER'S | | | DOCTORAL | | |
|--|-----|-------|--------------|-------|-------|-------------|--------|-------|--------------------|-----|-------|-----------------------|-----|-------|-----------|-------|-------|----------------|-----|-------|
| 1,179 | | | 10,323 | | | 17,210 | | | 905 | | | 287 | | | 5,026 | | | 495 | | |
| Top Three Degree-Producing Institutions | | | | | | | | | | | | | | | | | | | | |
| OCCC | 373 | 31.6% | TCC | 2,065 | 20.0% | OSU | 4,525 | 26.3% | OUHSC | 470 | 51.9% | OU | 96 | 33.4% | OU | 1,695 | 33.7% | OSU | 223 | 45.1% |
| TCC | 262 | 22.2% | OCCC | 1,675 | 16.2% | OU | 4,171 | 24.2% | OULAW | 158 | 17.5% | OUHSC | 70 | 24.4% | OSU | 1,043 | 20.8% | OU | 213 | 43.0% |
| OSU-OKC | 131 | 11.1% | NOC | 963 | 9.3% | UCO | 2,624 | 15.2% | OSU-CHS | 101 | 11.2% | OSU | 54 | 18.8% | UCO | 526 | 10.5% | OUHSC | 43 | 8.7% |
| Top Three Fields of Study | | | | | | | | | | | | | | | | | | | | |
| Health | 302 | 25.6% | Health | 2,457 | 23.8% | Business | 3,453 | 20.1% | Pharmacy | 173 | 19.1% | Human Res. | 59 | 20.6% | Education | 1,085 | 21.6% | Biological Sci | 81 | 16.4% |
| Fam & Consum Sci | 270 | 22.9% | Liberal Arts | 1,699 | 16.5% | Health | 1,497 | 8.7% | Law | 158 | 17.5% | Public Health | 37 | 12.9% | Business | 909 | 18.1% | Education | 73 | 14.7% |
| Business | 157 | 13.3% | Business | 1,408 | 13.6% | Engineering | 1,183 | 6.9% | Medicine, MD | 157 | 17.3% | Forensic Sci | 36 | 12.5% | Health | 589 | 11.7% | Engineering | 59 | 11.9% |
| Gender | | | | | | | | | | | | | | | | | | | | |
| Men | 505 | 42.8% | | 3,992 | 38.7% | | 7,583 | 44.1% | | 421 | 46.5% | | 113 | 39.4% | | 2,108 | 41.9% | | 270 | 54.5% |
| Women | 674 | 57.2% | | 6,330 | 61.3% | | 9,625 | 55.9% | | 484 | 53.5% | | 174 | 60.6% | | 2,918 | 58.1% | | 225 | 45.5% |
| Race | | | | | | | | | | | | | | | | | | | | |
| African Amer. | 96 | 8.1% | | 664 | 6.4% | | 1,044 | 6.1% | | 29 | 3.2% | | 27 | 9.4% | | 327 | 6.5% | | 13 | 2.6% |
| Amer. Indian | 107 | 9.1% | | 952 | 9.2% | | 1,103 | 6.4% | | 38 | 4.2% | | 14 | 4.9% | | 306 | 6.1% | | 12 | 2.4% |
| Asian Amer. | 34 | 2.9% | | 242 | 2.3% | | 496 | 2.9% | | 99 | 10.9% | | 11 | 3.8% | | 101 | 2.0% | | 14 | 2.8% |
| Hispanic | 82 | 7.0% | | 810 | 7.8% | | 1,205 | 7.0% | | 29 | 3.2% | | 16 | 5.6% | | 227 | 4.5% | | 15 | 3.0% |
| Caucasian | 704 | 59.7% | | 6,292 | 61.0% | | 10,843 | 63.0% | | 572 | 63.2% | | 177 | 61.7% | | 2,918 | 58.1% | | 243 | 49.1% |
| Hawaiian/Pac Isl. | 0 | 0.0% | | 10 | 0.1% | | 20 | 0.1% | | 0 | 0.0% | | 1 | 0.3% | | 9 | 0.2% | | 3 | 0.6% |
| Multiple | 77 | 6.5% | | 709 | 6.9% | | 1,419 | 8.2% | | 48 | 5.3% | | 15 | 5.2% | | 283 | 5.6% | | 17 | 3.4% |
| Unknown | 37 | 3.1% | | 290 | 2.8% | | 263 | 1.5% | | 80 | 8.8% | | 9 | 3.1% | | 173 | 3.4% | | 16 | 3.2% |
| Nonres. Alien | 42 | 3.6% | | 354 | 3.4% | | 817 | 4.7% | | 10 | 1.1% | | 17 | 5.9% | | 682 | 13.6% | | 162 | 32.7% |

Source: OSRHE, UDS 1/17/18

| <u>Acronym</u> | <u>Institution Name</u> | <u>Acronym</u> | <u>Institution Name</u> | <u>Acronym</u> | <u>Institution Name</u> |
|----------------|---------------------------------|----------------|---|----------------|-----------------------------------|
| CSC | Connors State College | OSU-OKC | Oklahoma State University - Oklahoma City | OULAW | University of Oklahoma Law Center |
| NOC | Northern Oklahoma College | OSU-CHS | Oklahoma State University Center for Health Science | TCC | Tulsa Community College |
| OCCC | Oklahoma City Community College | OU | University of Oklahoma | UCO | University of Central Oklahoma |
| OSU | Oklahoma State University | OUHSC | University of Oklahoma Health Sciences Center | | |

FIGURE 2

**Bachelor's Degrees at Public Institutions
by Race/Ethnicity
2016-17**



Source: OSRHE, UDS

FIGURE 3

**Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
Seven-Year Trend by Field of Study**

| Field of Study | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | One-Year Difference | Six-Year Difference |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------------|------------------------|
| ACTUARIAL SCIENCE | 10 | 6 | 12 | 14 | 10 | 14 | 12 | -14.3% | 20.0% |
| AERONAUTICS/AEROSPACE SCI & TECH. | 112 | 106 | 101 | 113 | 119 | 104 | 114 | 9.6% | 1.8% |
| AGRICULTURE | 372 | 442 | 421 | 510 | 493 | 474 | 505 | 6.5% | 35.8% |
| BIOLOGICAL & BIOMEDICAL | 1,034 | 1,066 | 1,029 | 1,094 | 1,105 | 1,200 | 1,231 | 2.6% | 19.1% |
| COMPUTER & INFO SCIENCE | 540 | 786 | 763 | 833 | 885 | 958 | 973 | 1.6% | 80.2% |
| ENGINEERING | 1,197 | 1,349 | 1,418 | 1,405 | 1,560 | 1,668 | 1,850 | 10.9% | 54.6% |
| ENGINEERING TECHNOLOGY | 789 | 811 | 917 | 923 | 996 | 1,022 | 832 | -18.6% | 5.4% |
| FOODS & NUTRITION | 128 | 156 | 158 | 141 | 168 | 170 | 160 | -5.9% | 25.0% |
| HEALTH PROFESSIONS | 34 | 49 | 44 | 52 | 51 | 53 | 47 | -11.3% | 38.2% |
| MATHEMATICS & STATISTICS | 199 | 214 | 235 | 252 | 237 | 227 | 256 | 12.8% | 28.6% |
| MILITARY TECHNOLOGIES | | | | | 5 | 9 | 9 | 0.0% | |
| MULTI/INTERDISCIPLINARY STUDIES | 89 | 94 | 69 | 58 | 52 | 57 | 105 | 84.2% | 18.0% |
| NATURAL RESOURCES | 81 | 92 | 100 | 103 | 100 | 107 | 118 | 10.3% | 45.7% |
| PHYSICAL SCIENCES | 470 | 531 | 574 | 533 | 628 | 581 | 604 | 4.0% | 28.5% |
| PROTECTIVE SERVICES | 30 | 61 | 46 | 85 | 88 | 93 | 216 | 132.3% | 620.0% |
| SCIENCE TECHNOLOGIES / TECHNICIANS | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0.0% | -100.0% |
| Totals | 5,088 | 5,764 | 5,887 | 6,116 | 6,497 | 6,737 | 7,032 | 4.4% | 38.2% |

Note: OSRHE definitions used to define STEM fields

Source: OSRHE, UDS 1/12/18

FIGURE 4

**Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
Seven-Year Trend by Gender**

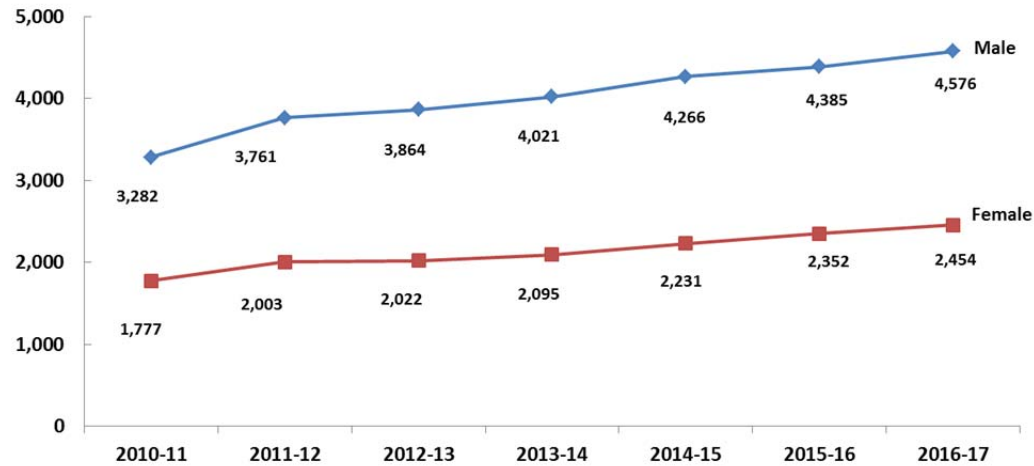
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | One-Year Difference | Six-Year Difference |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------------|------------------------|
| Male | 3,282 | 3,761 | 3,864 | 4,021 | 4,266 | 4,385 | 4,576 | 4.4% | 39.4% |
| Female | 1,777 | 2,003 | 2,022 | 2,095 | 2,231 | 2,352 | 2,454 | 4.3% | 38.1% |
| Unknown | 29 | 0 | 1 | 0 | 0 | 0 | 2 | | -93.1% |
| Totals | 5,088 | 5,764 | 5,887 | 6,116 | 6,497 | 6,737 | 7,032 | 4.4% | 38.2% |

Note: OSRHE definitions used to define STEM fields

Source: OSRHE, UDS 1/12/18

FIGURE 5

**Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
Seven-Year Trend by Gender**



Source: OSRHE, UDS 1/12/18

FIGURE 6

**DEGREES CONFERRED IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)
AT PUBLIC INSTITUTIONS
2016-2017**

| CERTIFICATES | | | ASSOCIATE | | | BACHELOR'S | | | GRADUATE CERTIFICATES | | | MASTER'S | | | DOCTORAL | | |
|--|-----|-------|-----------------|-----|-------|-----------------|-------|-------|-----------------------|----|-------|---------------|-----|-------|-----------------|-----|-------|
| 125 | | | 1,445 | | | 4,219 | | | 74 | | | 948 | | | 221 | | |
| Top Three Degree-Producing Institutions | | | | | | | | | | | | | | | | | |
| OSU-OKC | 64 | 51.2% | TCC | 301 | 20.8% | OSU | 1,600 | 37.9% | OSU-CHS | 36 | 48.6% | OSU | 428 | 45.1% | OSU | 94 | 42.5% |
| OSU-OKC | 27 | 21.6% | NOC | 138 | 9.6% | OU | 1,127 | 26.7% | OUHSC | 28 | 37.8% | OU | 328 | 34.6% | OU | 88 | 39.8% |
| TCC | 25 | 20.0% | OSUIT-OKM | 136 | 9.4% | UCO | 477 | 11.3% | OSU | 9 | 12.2% | SEOSU | 87 | 9.2% | OUHSC | 37 | 16.7% |
| Top Three Fields of Study | | | | | | | | | | | | | | | | | |
| COMPUTER SCI. | 71 | 56.8% | COMPUTER SCI. | 310 | 21.5% | ENGINEERING | 1,183 | 28.0% | PROTECT. SRVC. | 36 | 48.6% | ENGINEERING | 414 | 43.7% | BIOLOGICAL SCI. | 81 | 36.7% |
| ENGINEER. TECH. | 47 | 37.6% | ENGINEER. TECH. | 266 | 18.4% | BIOLOGICAL SCI. | 907 | 21.5% | INTERDISCIPLIN. | 28 | 37.8% | COMPUTER SCI. | 136 | 14.3% | ENGINEERING | 59 | 26.7% |
| BIOLOGICAL SCI. | 6 | 4.8% | ENGINEERING | 193 | 13.4% | ENGINEER. TECH. | 492 | 11.7% | COMPUTER SCI. | 5 | 6.8% | PHYSICAL SCI. | 90 | 9.5% | PHYSICAL SCI. | 46 | 20.8% |
| Gender | | | | | | | | | | | | | | | | | |
| Men | 109 | 87.2% | | 997 | 69.0% | | 2,662 | 63.1% | | 39 | 52.7% | | 623 | 65.7% | | 146 | 66.1% |
| Women | 16 | 12.8% | | 447 | 30.9% | | 1,556 | 36.9% | | 35 | 47.3% | | 325 | 34.3% | | 75 | 33.9% |
| Race/Ethnicity | | | | | | | | | | | | | | | | | |
| African Amer. | 5 | 4.0% | | 55 | 3.8% | | 170 | 4.0% | | 5 | 6.8% | | 19 | 2.0% | | 2 | 0.9% |
| Native Amer. | 13 | 10.4% | | 118 | 8.2% | | 239 | 5.7% | | 2 | 2.7% | | 24 | 2.5% | | 2 | 0.9% |
| Asian | 5 | 4.0% | | 42 | 2.9% | | 205 | 4.9% | | 2 | 2.7% | | 18 | 1.9% | | 7 | 3.2% |
| Hispanic | 13 | 10.4% | | 87 | 6.0% | | 272 | 6.4% | | 1 | 1.4% | | 27 | 2.8% | | 5 | 2.3% |
| Caucasian | 77 | 61.6% | | 891 | 61.7% | | 2,643 | 62.6% | | 56 | 75.7% | | 427 | 45.0% | | 76 | 34.4% |
| Hawaiian/Pac Isl. | 0 | 0.0% | | 2 | 0.1% | | 7 | 0.2% | | 0 | 0.0% | | 1 | 0.1% | | 1 | 0.5% |
| Multiple | 4 | 3.2% | | 102 | 7.1% | | 328 | 7.8% | | 1 | 1.4% | | 31 | 3.3% | | 0 | 0.0% |
| Unknown | 3 | 2.4% | | 61 | 4.2% | | 60 | 1.4% | | 5 | 6.8% | | 20 | 2.1% | | 4 | 1.8% |
| Non-Res. Alien | 5 | 4.0% | | 87 | 6.0% | | 295 | 7.0% | | 2 | 2.7% | | 381 | 40.2% | | 124 | 56.1% |

Source: OSRHE, UDS 1/12/18

| | | | | | |
|----------------|--|----------------|--|----------------|--|
| <u>Acronym</u> | <u>Institution Name</u> | <u>Acronym</u> | <u>Institution Name</u> | <u>Acronym</u> | <u>Institution Name</u> |
| NOC | Northern Oklahoma College | OSU-OKC | Oklahoma State University - Oklahoma City | SEOSU | Southeastern Oklahoma State University |
| OCCC | Oklahoma City Community College | OSUIT-OKM | Oklahoma State University Institute of Technology - Okmulgee | TCC | Tulsa Community College |
| OSU | Oklahoma State University | OU | University of Oklahoma | UCO | University of Central Oklahoma |
| OSU-CHS | Oklahoma State University - Center Health Sciences | OUHSC | University of Oklahoma Health Sciences Center | | |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #20-b (4):

Annual Reports.

SUBJECT: Oklahoma College Savings Plan. Annual Program Update for 2017.

RECOMMENDATION:

This item is provided for information purposes only.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section which authorizes state "qualified tuition plans." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to \$10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. In addition, Oklahoma provides an annual state income deduction on contributions of up to \$10,000 per taxpayer or \$20,000 for joint-filers.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as \$100 with subsequent contributions as small as \$25 dollars or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

ANALYSIS:

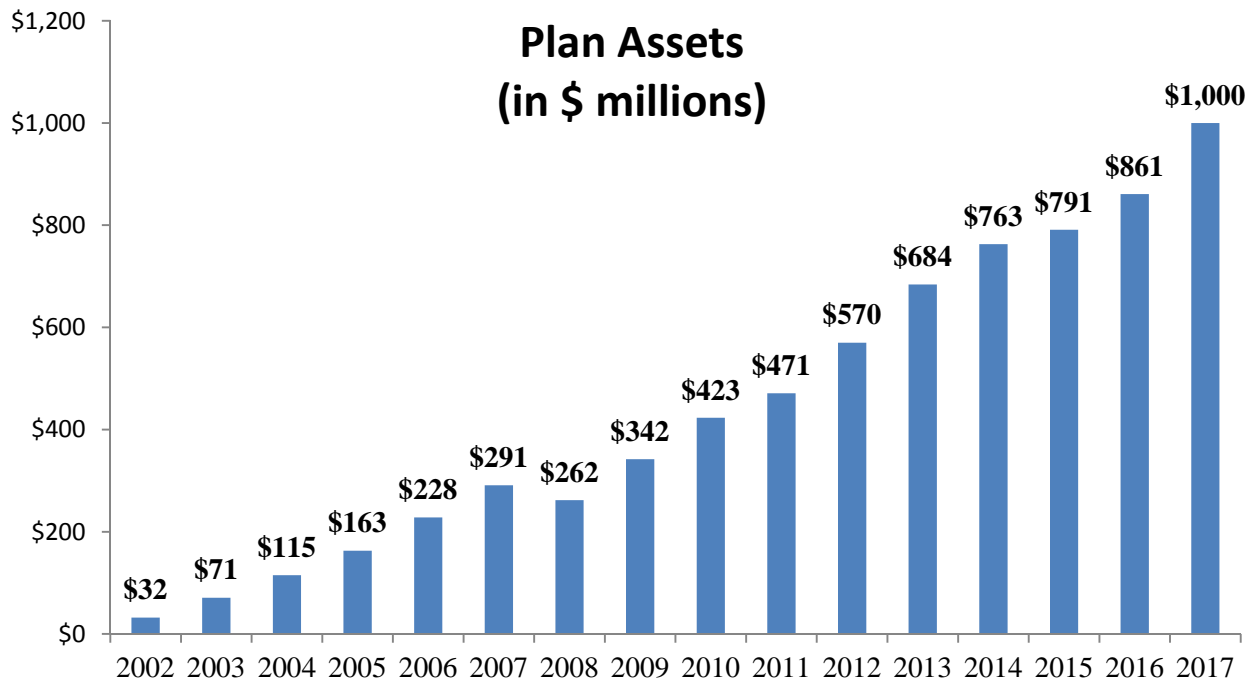
A new contract for program management of the plan began in 2010. TIAA-CREF Tuition Financing Inc., which administered the program during its first ten years, also won the new contract to continue administering the program. As a result of the re-bidding process, program participants have benefited from both lower costs and additional investment options. The current contract called for an initial five-year contract period from 2010 to 2015 with an option, at the discretion of the board, of a second five-year term to run from 2015 to 2020. Prior to the expiration of the initial five year contract, the board approved the five year extension at the June 3, 2014 meeting.

Following a 10 percent decline in asset values in 2008, the program's assets continued their ninth straight year of growth, increasing in 2017 by about \$140 million to \$1 billion. Since the program's inception, Oklahoma families have withdrawn \$440 million to pay for college expenses.

OCSP History of Account and Asset Growth

| | Number of Investment Option Accounts | Unduplicated Total Accounts | Annual Percent Change | Total Assets | Annual Percent Change |
|----------------|---|--------------------------------|-----------------------------|-----------------|-----------------------------|
| As of 12/31/01 | 3,830 | | 160% | \$10,729,693 | 251% |
| As of 12/31/02 | 12,017 | | 213% | \$32,262,626 | 201% |
| As of 12/31/03 | 18,647 | | 55% | \$70,823,971 | 120% |
| As of 12/31/04 | 24,390 | | 31% | \$115,325,223 | 63% |
| As of 12/31/05 | 28,741 | | 18% | \$163,146,757 | 41% |
| As of 12/31/06 | 32,735 | | 14% | \$228,073,626 | 40% |
| As of 12/31/07 | 38,123 | | 16% | \$290,897,749 | 28% |
| As of 12/31/08 | 41,744 | | 9% | \$262,026,337 | -10% |
| As of 12/31/09 | 44,466 | | 7% | \$342,305,879 | 31% |
| As of 12/31/10 | 47,326 | | 6% | \$422,735,335 | 23% |
| As of 12/31/11 | 51,088 | | 8% | \$470,891,493 | 11% |
| As of 12/31/12 | 54,915 | 45,170* | 7% | \$570,296,748 | 21% |
| As of 12/31/13 | 58,869 | 48,453* | 7% | \$684,331,826 | 20% |
| As of 12/31/14 | 62,974 | 51,830* | 7% | \$762,694,816 | 11% |
| As of 12/31/15 | 66,549 | 54,637* | 6% | \$791,295,519 | 4% |
| As of 12/31/16 | 70,741 | 56,948* | 4% | \$861,154,764 | 9% |
| As of 12/31/17 | 75,377 | 59,688* | 7% | \$1,000,310,064 | 16% |

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.



Allocation of Investments: Most account owners choose the aged-based investment option that automatically adjusts the types of investments for the account as the child grows older. The following table shows the distribution of accounts and assets among the investment options as of 12/31/17.

| | Number of Investment Option Accounts | Percent of Total | Total Assets | Percent of Total |
|---------------------------------------|---|---------------------|-----------------|---------------------|
| Age-Based Allocation | 38,199 | 50.68% | \$514,741,658 | 51.46% |
| 100% Equity Option | 7,139 | 9.47% | \$132,556,121 | 13.25% |
| Guaranteed Option | 7,074 | 9.38% | \$69,776,063 | 6.98% |
| Balanced Option | 4,203 | 5.58% | \$42,525,361 | 4.25% |
| Diversified Equity Option | 3,313 | 4.40% | \$36,442,790 | 3.64% |
| Fixed Income Option | 1,432 | 1.90% | \$11,346,947 | 1.13% |
| Equity Index Option | 3,413 | 4.53% | \$40,979,075 | 4.10% |
| Oklahoma “SEED” Accounts ¹ | 1,360 | 1.80% | \$2,397,499 | 0.24% |
| Subtotal Direct-Sold Accounts | 66,133 | 87.74% | \$850,765,514 | 85.05% |
| Advisor-Sold Accounts | 9,244 | 12.26% | \$149,544,550 | 14.95% |
| Total - All Accounts | 75,377 | 100.00% | \$1,000,310,064 | 100.00% |

¹The “SEED” accounts are part of a long-term research project funded by private foundation grants. The foundation grants provide initial \$1,000 contributions for accounts of selected Oklahoma newborn children. The research project is intended to examine the impact of early college savings on the eventual college-going rates of the account beneficiaries.

OCSP History of Qualified Withdrawals for College Expenses

| <u>Year</u> | <u>Qualified Withdrawals</u> | <u>Beneficiaries Affected</u> |
|-------------|----------------------------------|-----------------------------------|
| FY2001 | -\$12,681 | 3 |
| FY2002 | -\$230,549 | 92 |
| FY2003 | -\$1,478,822 | 417 |
| FY2004 | -\$3,136,835 | 854 |
| FY2005 | -\$6,562,560 | 1,418 |
| FY2006 | -\$11,534,223 | 2,103 |
| FY2007 | -\$16,741,130 | 2,607 |
| FY2008 | -\$20,513,720 | 3,047 |
| FY2009 | -\$23,941,975 | 3,454 |
| FY2010 | -\$27,863,243 | 3,943 |
| FY2011 | -\$31,799,282 | 4,239 |
| FY2012 | -\$36,150,803 | 4,603 |
| FY2013 | -\$41,578,157 | 5,018 |
| FY2014 | -\$46,393,229 | 5,431 |
| FY2015 | -\$52,262,552 | 5,901 |
| FY2016 | -\$57,121,259 | 6,408 |
| FY2017 | -\$62,679,670 | 6,806 |
| Total | -\$440,000,690 | 20,873 |

Investment Options and 2017 Investment Performance:

Direct-Sold Program – The direct-sold program has nine investment options, including three age-based Managed Allocation options that mix equity, real estate, fixed income, and money market mutual funds based on the age of the beneficiary.

| | <u>2017 Performance</u> |
|---|-------------------------|
| Conservative Managed Allocation | 1.80% to 15.75% |
| Moderate Managed Allocation | 6.09% to 18.37% |
| Aggressive Managed Allocation | 8.49% to 21.95% |
| U.S. Equity Index | 20.74% |
| Diversified Equity | 24.83% |
| Global Equity Index | 21.86% |
| Balanced (60 percent equities, 40 percent bonds) | 16.67% |
| Fixed Income Option | 3.09% |
| Guaranteed Option (principal protected from loss) | 1.51% |

Advisor-Sold Program – The advisor-sold program has a total of eighteen investment options, including six age-based portfolios, two static portfolios, and ten individual fund options. The 2017 performance reflects Class A shares.

| Age-Based Portfolios | <u>2017 Performance</u> |
|----------------------|-------------------------|
| Ages 0-8 | 18.14% |
| Ages 9-11 | 16.50% |
| Ages 12-14 | 11.33% |
| Ages 15-16 | 7.61% |
| Ages 17-18 | 5.49% |
| Ages 19+ | 3.71% |

| Static Portfolios | <u>2017 Performance</u> |
|----------------------|-------------------------|
| Capital Appreciation | 18.14% |
| Capital Preservation | 5.80% |

| Individual Funds | <u>2017 Performance</u> |
|--|-------------------------|
| AllianzGI Best Styles International Equity | 24.89% |
| AllianzGI Best Styles U.S. Equity | 23.10% |
| AllianzGI Global Allocation | 16.48% |
| AllianzGI Income & Growth | 12.99% |
| PIMCO Income | 7.72% |
| PIMCO Real Return | 3.20% |
| PIMCO Short Asset Investment | 1.29% |
| PIMCO Total Return | 4.32% |
| TIAA-CREF Small-Cap Blend Index Fund | 13.99% |
| TIAA-CREF U.S. Large Cap Equity | 20.88% |

Program Costs for Participants:

Direct-sold program: There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.36 percent to 0.78 percent, depending on the investment option.

Advisor-sold program: Investments in the advisor-sold program are purchased as either Class A or Class C shares. Class A shares have a 4.25 percent initial sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.80 percent to 1.69 percent. Class C shares have a 1.00 percent initial sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.89 percent to 2.44 percent.

National Rating: SavingforCollege.com, an independent and authoritative website on state college savings plans, continues to give the OCSP direct-sold program a high rating of 4.5/5.0 and the advisor-sold program a rating of 3.5/5.0.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #20-b (5):

Annual Reports.

SUBJECT: FY2017 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions.

RECOMMENDATION:

It is recommended that the State Regents accept the FY2017 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions and authorize its transmittal to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the twentieth system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and includes the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees.. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

A new GASB Statement No. 74 became effective with the June 2017 reporting period. This year's report reflects the impact to the institutions for the adoption of the new standards to their financial statements. The new statement replaces Statements No. 43, as amended by Statement 57 and includes requirements for defined contribution OPEB plans that replace the requirements for OPEB as issued in Statement No. 12, also as amended by Statement No. 43, and Statement No. 50. The new statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2017, 16 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2017, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2013 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2017, included 11 of 13 universities and constituents and five of 13 two-year colleges.
2. The present value of future pension obligations as of June 30, 2017, for those institutions reporting amounted a net of \$31,793,598. The reflected increase is in large part to the new GASB format and the assets held in trust model used by the Regional University System on behalf of its institutions. Six (6) institutions are reporting as assets held in trust, eleven (10) reporting pay-as-you-go obligations, and nine (9) institutions reported no obligations.

COST OF POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 45 became effective with the June 2008 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement is that institutions are now required to report the normal yearly costs paid for post-employment benefits, other than pensions, for healthcare and life insurance as well as the annual required contribution, as calculated through an actuarial formula, for the unfunded liability.

Costs of post-employment benefits other than pensions were reported by 19 institutions in FY 2017 and amounted to \$222,413,467. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Fourteen institutions reported FY2017 costs for medical insurance premiums for retirees amounting to \$220,175,000, or 99.1 percent of the total expenses. Six institutions reported costs for life insurance premiums for retirees amounting to \$235,108. One institution, the University of Oklahoma, accounted for approximately 53.4 percent of the total systemwide postemployment benefit costs, while the University of

Oklahoma Health Sciences accounted for another 45.6 percent. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 29, 2018

AGENDA ITEM #20-b (6):

Annual Reports.

SUBJECT: Academic Policy Exception Quarterly Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 68th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

One exception to OSRHE academic policies was granted by the Chancellor since the September 7, 2017 report.

ANALYSIS:

Oklahoma City Community College (OCCC)

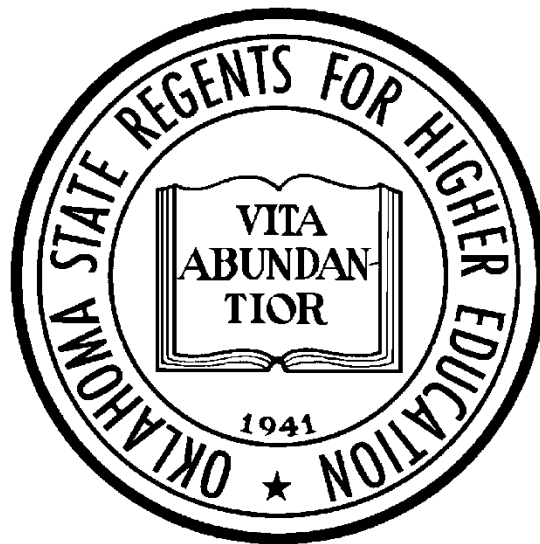
An exception to the OSRHE Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, was granted to allow eight high school sophomores to participate in concurrent enrollment during the Spring 2018 semester. The exception was approved based on the students meeting the concurrent enrollment admission standards for juniors and seniors, the high school offering an innovative high school model on OCCC's campus that encourages early college enrollment, the establishment of special support mechanisms to ensure the students are successful, and recommendation of the president.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Eighty-Seventh Meeting



February 1, 2018

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

Minutes of the Seven Hundred Eighty-Seventh Meeting
February 1, 2018

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Eighty-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
February 1, 2018**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:21 a.m. on Thursday, February 1, 2018, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 12, 2017 and amended on January 18, 2018. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Ron White called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman, Mike Turpen and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Lester made a motion, seconded by Regent Helm, to approve the minutes of the State Regents' regular meeting on December 7, 2017. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman White had no comments.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also announced that the Governor Mary Fallin's State of the State Address will be Monday, February 5, 2018 and Higher Education Day at the Capitol is scheduled for Tuesday, February 13.
6. **STUDENTS.**
 - a. Ms. Luana Antuono, a student at Southeastern Oklahoma State University (SE), spoke

about her higher education experience. Ms. Antuono stated that she graduated from Lone Grove High School is majoring in Math at SE with a minor in Education. She took concurrent enrollment classes in high school and had completed 24 credit hours upon high school graduation. She is in the President's Leadership Class and has received several scholarships and had numerous leadership opportunities because of higher education.

- b. Mr. Ethan Sackett, a student at the Northwestern Oklahoma State University (NWOSU), spoke about his higher education experience. Mr. Sackett stated that he is a freshman at NWOSU majoring in Business Entrepreneurship, is in the President's Leadership Class and has received a National Future Farmers of America award. He stated that he took concurrent enrollment classes from Redlands Community College and entered NWOSU with 20 credit hours. He finished by stating that he is very grateful for the opportunities afforded to him through higher education.

7. NEW PROGRAMS.

- a. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Oklahoma State University to offer the Master of Arts in Social Foundations of Education. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and White. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Parker, to approve the request from Rogers State University to offer the Certificate in Cybersecurity and Information Assurance. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.
- c. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Redlands Community College to offer the Certificate in Enology and the Certificate in Viticulture. Voting for the motion were Regent Holloway, Lester, Hickman, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

8. PROGRAM DELETIONS. Regent Lester made a motion, seconded by Regent Holloway, to approve the following request for program deletions:

- a. Southwestern Oklahoma State University requested to delete the Bachelor of Arts in Spanish, the Associate in Science in Tribal Administration, the Association in Science in American Indian Studies and the Associate in Science in Cheyenne Arapaho Tribal College General Studies.
- b. Oklahoma City Community College requested to delete the Associate in Applied Science in Biotechnology Research Assistant, the Certificate in Biotechnology Research Assistant, the Certificate in Computer Animation, the Certificate in Game Design, the Certificate in Medical Office Administration and the Certificate in Legal Office Procedures.

Voting for the motion were Regent Lester, Hickman, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

9. SUMMER ACADEMIES. Regent Lester made a motion, seconded by Regent Helm to approve the 2018 Summer Academy proposals. Voting for the motion were Regent Hickman, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

10. OKLAHOMA'S PROMISE.

- a. Regent Lester made a motion, seconded by Regent Holloway, to adopt the Oklahoma's Promise proposed permanent rule revisions. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Helm, to approve the Oklahoma's Promise Year End Report for 2016-2017. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against

the motion were none. Associate Vice Chancellor for Scholarships and Grants Bryce Fair stated that the number of high school students enrolling in the program is down slightly from 8,322 in 2017 to 8,300 in 2018, however, he expects it will start increasing with the new income limit changes. The number of high school students completing the program requirements has increased to 6,050, up from 5,951 in 2017 and less Oklahoma's Promise students require remediation than non-Oklahoma's Promise students. He also stated that Oklahoma's Promise students have a slightly higher GPA, freshman to sophomore persistence rates and degree completion rates.

11. **ACADEMIC SCHOLARS.** Regent Lester made a motion, seconded by Regent Parker, to adopt the Academic Scholars proposed permanent rule revisions. Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Massey. Voting against the motion were none.
12. **POLICY.** Regents reviewed the proposed policy revisions to the *Professional Programs* policy. This item was for posting only.
13. **STATE AUTHORIZATION.** 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 White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.
14. **E&G BUDGET.** Regent Parker made a motion, seconded by Regent Stricklin to approve the allocation of \$957,902.42 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 Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and White. Voting against the motion were none.

15. POLICY. Regent Parker made a motion, seconded by Regent Helm to approve the proposed revisions to the *Investment* policy. Voting for the motion were Regent Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

16. CONTRACTS AND PURCHASES. Regent Parker made a motion, seconded by Regent Helm, to approve the following purchases for amounts in excess of \$100,000:

- (1) Copper River in the amount of \$115,000 for Adva Optical equipment to provide 100 Gigabit Ethernet connections to the University of Oklahoma in Norman.
- (2) Copper River in the amount of \$500,000 for Adva Optical transport equipment to provide hardware for internet access delivery to various nodes on the OneNet network.
- (3) A change order for Dobson Technologies Transport Telecom Services in the amount of \$250,000 for fiber optic cable relocation for road and highway construction projects.

Voting for the motion were Regent Holloway, Lester, Hickman, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

17. INVESTMENTS. Regent Stricklin 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 Lester, Hickman, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

18. TASK FORCE ON THE FUTURE OF HIGHER EDUCATION. Regent Helm made a motion, seconded by Regent Lester to accept the Task Force on the Future of Higher Education's Final Report. Voting for the motion were Regent Hickman, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none. Chancellor Johnson stated that this report is the result of almost a year's worth of work by the Task Force members and the Association for Governing Boards consultants. The Task Force had four subcommittees

and each had a charge and put forth recommendations related to the charge that were unanimously approved at the Task Force on the Future of Higher Education meeting on January 31, 2018. Regent White thanked the Task Force members for their service and thanked the staff and consultants for their work.

19. **APA RULES.** Regent Massey made a motion, seconded by Regent Parker, to adopt the suspension of the *Non-Renewal of Professional and Commercial Drivers Licenses Administrative Rule*. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
20. **COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Holloway, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.
21. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.
22. **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent Stricklin, to approve the following consent docket items:
 - a. Programs. Program Modifications. Approval of institutional requests.
 - b. Suspensions. Approval of institutional requests.
 - c. Academic Nomenclature. Ratification of institutional requests.
 - 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.
 - (2) Cameron University. Approval to offer the Bachelor of Science in Organization Leadership through online delivery.

- e. High School Courses for College Admission. Ratification of requests to approve high school courses for college admission.
- f. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.
- g. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2017.
 - (2) Personnel. Ratification of appointment of Assistant Vice Chancellor and Project Director for GEAR UP.
- h. Resolution. Approval of resolution recognizing retiring staff.

Voting for the motion were Regent Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Massey. Voting against the motion were none.

23. REPORTS. Regent Parker made a motion, seconded by Regent Hickman, to accept the following reports:

- a. Programs. Current status report on program requests.
- b. Annual Reports.
 - (1) Acceptance of the 2017 Employment Outcomes Report.
 - (2) Financial Aid Report. Acceptance of Student Financial Aid at State System Institutions for 2015-16.

Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.

24. 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.

25. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent White announced that the next regular meetings are scheduled to be held on Wednesday, March 28, 2018 at 10:30 a.m. and Thursday, March 29, 2018 at 9:00 a.m. at the State Regents Office in Oklahoma City.

26. 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, January 31, 2018

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, January 31, 2018, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on October 12, 2017. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester and John Massey. Regent Jeff Hickman joined the meeting at 10:45 a.m. and Regent Mike Turpen entered the meeting at 12:20 p.m. Regent White called the meeting to order and presided.
3. **MERCER HAMMOND.** Ms. Beth Johnson, Mr. Tim Westrich, and Mr. Anthony Brown from Mercer-Hammond were present in person to discuss the Oklahoma State Regents for Higher Education's (OSRHE) current investments and market environment. Ms. Johnson and Mr. Westrich discussed the current market environment, investment returns and investment manager recommendations. Mr. Westrich stated that the OSRHE Endowment had a 16 percent return through November 30, 2017. He stated that it was a combination of good managers and a great market environment. He finished by stating that the United States market is up 40 percent since the 2016 presidential election.

Ms. Johnson finished by discussing the new investment manager below:

- a. IronPoint IV– \$7 million.
4. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that the Board of Equalization (BOE) met in December and gave a preliminary FY19 budget gap of approximately \$156 million. She stated that for now the OSRHE budget is holding steady and the February BOE meeting will provide much more information on the state's overall financial position.
5. **EMPLOYMENT OUTCOMES REPORT.** Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development Tony Hutchison gave a brief presentation on the 2017 Employment Outcomes Report. Vice Chancellor Hutchison stated that with staff retirements and changes in process, this report has been updated and improved. The process of comparing and matching data with the Unitized Data System (UDS), the Oklahoma Employment Security Commission (OESC), and the Oklahoma Tax Commission has been improved, allowing OSRHE staff to gather employment data quarterly rather than a two to three year window. This has also allowed the use of median annual salaries instead of average salaries as a more precise measurement and allowed the development of a new tableau dashboard to filter this information and create reports.

Vice Chancellor Hutchison highlighted the following areas of the report:

- For 2009-2010 Oklahoma resident graduates: after five years, 80 percent of associate degree graduates and 77 percent of bachelor's degree graduates are employed.
- For 2013-2014 Oklahoma resident graduates: after one year, 89 percent of associate degree graduates and 87 percent of bachelor's degree graduates are employed.
- 2009-10 graduates are employed in the top six fields of study five years after graduation: health professions, business management and administration, education, liberal arts or general studies, social sciences and STEM.
- The median annual salary of bachelor's degree graduates employed in Oklahoma five years after graduation is \$41,460, increasing every year from year one after graduation.
- Graduates with engineering, computer science and other technical degrees consistently earn higher median annual salaries, with engineering having the highest median annual salary at \$75,182.

6. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Todd Pauley gave a brief update on legislative activity. He stated that the State Regents will present Senator Roger Thompson with a Distinguished Service Award at the State Regents meeting on February 1, 2018. He also stated that the first legislative tour was held on January 16, 2018 at Northern Oklahoma College in Enid and another will be held at Oklahoma City Community College on Friday, February 2, 2018. Additionally, 2018 Higher Education Day at the State Capitol is scheduled for Tuesday, February 13, 2018.

Vice Chancellor Pauley also highlighted the following legislation:

- HB 2815 and SB 951– both bills state that no agency can enter into a private attorney contract without approval from the Attorney General.
- SB 1366 – this bill creates a state employee compensation task force.
- HB 2883 and HB2557– both bills set the maximum salary for full-time agency employees at \$120,000 and requires that salary and performance bonuses be approved by the Legislature.
- HB 2893 – this bill sets the maximum salary of agency employees to be no greater than the Governor's salary.
- HB 3587 – this bill states that the Governor will have the power to remove any gubernatorial appointment on any agency, board or commission at any time.
- SB 1391 – this bill requires every state agency to reduce its administrative cost by 10 percent within 30 days of the measure passing.
- HB 3054 – this bill states that education agencies should be exempt from the IT Consolidation Act.
- SB 924 – this bill would require an audit for every agency that requests an increase in funding relative to its current fiscal year request.
- SB 876 – this bill would replace agency legislative liaisons with auditors.
- SJR 48 – this resolution would put to a vote of the people a constitutional amendment requiring a line item budget of the State System of Higher Education.
- HB 2918 – this bill would allow concealed carry without a license.
- HB 2951 – this bill removes language requiring a license and updates definition for proper use of a firearm.
- SB 957 – this bill adds “places of worship” to places where citizens have a right to use defensive force.

- SB 1159 – this bill states that no public college, tech center, or university can deny the ability to carry a concealed handgun by a citizen with a valid license.
- SB 1214 – this bill creates the “Firearms Freedom Act” which is an exemption from federal gun law.
- SB 1225 – this bill prohibits public money from being used to promote gun control.
- SB 889 – this bill would lower the Oklahoma’s Promise second income check amount from \$100,000 to \$75,000 beginning in 2023-2024.
- HB 3591 – this bill would require that all other grants and scholarships be exhausted prior to the Oklahoma’s Promise award being administered.

7. **EXECUTIVE SESSION.** Regent Helm 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 Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and White. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

8. **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 February 1, 2018 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 focusing on business continuity for long term disaster impacts, drug abuse recognition, active shooter training, earthquake preparedness and sexual assault education and awareness.

9. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the January 2018 update on institutional activities via e-mail.

10. **CALENDAR OF EVENTS.** Chancellor Johnson discussed several upcoming events:

- 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 – Distinguished Service Award Reception and Presentation to Representative Scott Martin – 8:30 a.m. – Reception will be held in the Library Conference Room followed by the award presentation in the State Regents Conference Room at 9 a.m.

- Thursday, March 29, 2018 – State Regents Meeting – 9:15 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.

11. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

Ron White, Chairman

Jody Parker, Secretary