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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# Agenda

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April 26, 2018

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 26, 2018 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on April 26, 2018.

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

# **A G E N D A**

Thursday, April 26, 2018 – 10 a.m.  
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.

## **AWARDS**

6. **Awards.**
  - a. **Chancellor Hans Brisch Scholarship Program Awards.** Presentation of selections for Chancellor's Scholars for the 2018 academic year. Page 3. (Supplement)
  - b. **Newman Civic Fellows.** Presentation of the 2018 Newman Civic Fellows. Page 5.
  - c. **Council for Online Excellence Awards.** Ratification of the Council for Online Excellence Awards. Page 7.

## **STUDENTS**

7. **Students.** Students report on higher education's impact. Page 9.

## **ACADEMIC**

8. **New Programs.**
  - a. Oklahoma State University. Approval to offer the Graduate Certificate in Museum and Curatorial Studies and the Certificate in Equine Enterprise Management. Page 11.
  - b. Oklahoma State University Institute of Technology. Approval to offer the Certificate in Culinary I and the Certificate in Culinary II. Page 25.

- c. Oklahoma State University Institute of Technology. Approval to offer the Bachelor of Technology in Applied Technical Leadership. Page 31.
  - d. Southwestern Oklahoma State University. Approval to offer the Bachelor of Science in Public Health. Page 39.
9. **Program Deletions.** Approval of institutional request for program deletions. Page 49.
10. **Academic Policy.**
- a. Teacher Education. Approval of revisions to the Teacher Education policy. Page 51.
  - b. Undergraduate Transfer and Articulation. Approval of revisions to the Undergraduate Transfer and Articulation policy. Page 59.
11. **Teacher Education.** Approval of revision to the Teacher Shortage Employment Incentive Program benefit. Page 73.

## **FISCAL**

12. **E&G Budgets.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 75.
13. **Tuition and Fees.** Approval of mid-year repurpose of FY2018 Mandatory Fee Request by Oklahoma City Community College. Page 77.
14. **Master Lease Program.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2018 Master Lease Real Property Projects. Page 81.
15. **Contracts and Purchases.** Approval of FY 2018 Purchases in excess of \$100,000. Page 85.
16. **Investments.** Approval of investment managers. Page 87.

## **EXECUTIVE**

17. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 89.
18. **Executive Session.** Page 91.
- 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 93.
  - b. Academic Nomenclature. Ratification of the University of Oklahoma's institutional request to create the Department of African and African American Studies, the Department of Film and Media Studies, the Department of Religious Studies, and the Department of Women's and Gender Studies. Page 111.
  - c. Cooperative Agreements.
    - (1) Murray State College. Ratification of requests to delete cooperative agreement programs. Page 113.
    - (2) Connors State College. Ratification of requests for modifications to cooperative agreement programs. Page 117.
  - d. Electronic Delivery. Southeastern Oklahoma State University. Approval of requests to offer the existing Bachelor of Arts in Communication, the Bachelor of Science in Occupational Safety and Health, the Bachelor of Business Administration in Marketing, the Bachelor of Science in Liberal and Applied Studies, the Bachelor of Business Administration in General Business, the Bachelor of Science in Early Intervention and Child Development, the Bachelor of Science in Organizational Leadership, and the Master of Science in Sports Administration via online delivery. Page 119.
  - e. High School Courses for College Admission. Ratification of a request to approve a high school course for college admission. Page 125.
  - f. State Authorization Reciprocity Agreement. Ratification of an institutional request for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 127.
  - g. Agency Operations. Ratification of purchases in excess of \$25,000 for FY2018. Page 129.
  - h. Non-Academic Degrees.
    - (1) Ratification a request from Oklahoma State University to award two honorary degrees. Page 131.

- (2) Ratification of a request from Oklahoma State University to award a posthumous degree. Page 135.

## **REPORTS**

20. **Reports.** Acceptance of reports listed.
  - a. Programs. Current status report on program requests. Page 137. (Supplement)
  - b. Annual Reports.
    - (1) Annual Policy Reporting Requirements Survey. Page 139.
    - (2) Oklahoma High School Indicators Project.
      - a) High School to College-Going Rates by High School Site. Page 147.
      - b) Headcount, Semester Hours, and GPA by High School Site. Page 149.
      - c) Mean ACT Scores by High School Site. Page 151.
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 Thursday, May 24, 2018 at 10:30 a.m. and Friday, May 25, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.
23. **Adjournment.**

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 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 March 16, 2018 through April 11, 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 March 16, 2018 through April 11, 2018:

- Met with Oklahoma Tomorrow Executive Director Devery Youngblood in Oklahoma City to discuss higher education issues.
- Attended Senate Education Committee meeting at the State Capitol in Oklahoma City and provided remarks in support of Regent Amy Ford's reappointment to the Regional University System of Oklahoma (RUSO) Board of Regents.
- Met with Southeastern Oklahoma State University (SEOSU) President Sean Burrage and Speaker Charles McCall at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Attorney General Mike Hunter in Oklahoma City to discuss higher education issues.
- Participated in conference call with House Appropriations and Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in conference call with Assistant Attorney General Tom Gruber and State Regent Andy Lester to discuss higher education issues.
- Met with Representative Jon Echols at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator Jason Smalley at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator Eddie Fields at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Regional University System of Oklahoma (RUSO) Regent Amy Ford in Oklahoma City to discuss higher education issues.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #6-a:**

**Chancellor Hans Brisch Scholarship Program Awards.**

**SUBJECT:** Presentation of selections for Chancellor's Scholars for the 2018 academic year.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2018 academic year and ratify payment of the scholarship award.**

**BACKGROUND:**

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

**POLICY:**

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

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 53 nominees for this year's award and identified the top 2 candidates. It is recommended that the State Regents approve the FY 2018-19 Chancellor's Scholars recipients as follows:

- **Katherine Cockreham – Woodward High School**
- **Nathan Lindsey – Healdton High School**

Supplement



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

**AGENDA ITEM #6-b:**

**Newman Civic Fellows.**

**SUBJECT:** Presentation of the 2018 Newman Civic Fellows.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are 32 state Campus Compact offices that provide services to nearly 1,100 colleges and universities committed to the public purposes of higher education. Campus Compact supports institutions in fulfilling their public purposes by deepening their ability to improve community life and to educate students for civic and social responsibility through such methods as academic service learning and community engagement. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OKCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OkCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. A total of 36 State System, private/independent, and tribal institutions are members.

The Newman Civic Fellowship honors the late Frank Newman, one of Campus Compact's founders and a tireless advocate for civic engagement in higher education. The one-year fellowship is designed to recognize inspiring college student leaders from Campus Compact member institutions who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

**POLICY ISSUES:**

No policy issues are related to this item.

**ANALYSIS:**

Newman Civic Fellows are nominated by their institutional president. Twelve students from Oklahoma are a part of the group of students from Campus Compact member institutions in 40 states, Washington D.C., Mexico, and Greece, who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad. Through the one-year fellowship, Campus

Compact provides a variety of learning and networking opportunities, including a national conference of Newman Civic Fellows in partnership with the Edward M. Kennedy Institute for the United States Senate.

The Newman Civic Fellows program is supported by the KPMG Foundation and the Newman's Own Foundation. Added to this support is a monetary scholarship for Oklahoma Newman Civic Fellows from the Oklahoma State Regents for Higher Education as funds are available. For 2018, each Oklahoma Newman Civic Fellow will receive a \$500 monetary scholarship award from OKCC, and be invited to be recognized and commended by the Oklahoma State Regents for Higher Education at a monthly meeting. Through academic service-learning experiences and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills, such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2018 Oklahoma Newman Civic Fellows are listed below:

### **2018 Oklahoma Newman Civic Fellows**

Matthew Staples, Connors State College  
Raegan Mach, Northern Oklahoma College  
Riley Pearce, Northwestern Oklahoma State University  
Turner Smith, Oklahoma Christian University  
Katie Hardin, Oklahoma State University Institute of Technology  
Quinn McCormick, Rogers State University  
Alexis Harris, Rose State College  
Tiler Rose, Southwestern Oklahoma State University  
Joseph Mason, Tulsa Community College  
Kalen Russell, University of Central Oklahoma  
Matthew McClure, University of Oklahoma  
Sabine Brown, University of Oklahoma - Tulsa

Meeting of the  
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April 26, 2018

**AGENDA ITEM #6-c:**

**Council for Online Learning Excellence Awards.**

**SUBJECT:** Ratification of the Council for Online Excellence Awards.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma.**

**BACKGROUND:**

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

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

**POLICY ISSUES:**

No policy issues are related to this item.

**ANALYSIS:**

The recipient of the **Online Excellence Award for Teaching** is **Dr. Stacy Southerland, Professor of Spanish and CeCE Faculty Liaison, University of Central Oklahoma (UCO).**

In her nomination materials, Dr. Southerland's colleagues describe her online teaching and learning environment design practices as a "pillar of excellence." Dr. Southerland has received awards for innovative, creative teaching at multiple levels, including UCO's Vanderford Initiative Award, given by

UCO's president for exceptional initiative in support of character, civility, community and leadership, as well as spotlight recognition at the D2L Users' Global Conference. She has worked tirelessly and effectively to design exceptional online Spanish courses. This is evidenced in communication from her students, who routinely discuss her empathy for and understanding of learner needs, teaching effectiveness, and high academic standards.

The recipient of the **Oklahoma Online Excellence Award for Innovation** is **Mr. Randy Dominguez, Director of Online Learning at Tulsa Community College (TCC)**.

In the nomination materials, Mr. Dominguez and his team were praised for their "Ongoing Professional Development Plan for Faculty Who Teach Online" project. This project specifically targets improving online education and requires that full-time faculty attend a recognized and significant training activity with a demonstrated outcome of improving course design or content. This innovative, three-year program gives faculty members the flexibility to select one of 8 options for professional development, all with the goal of improving online teaching at TCC.

The recipient of the **Oklahoma Online Excellence Award for Individual Leadership** is **Dr. Gary Dotterer, Director of the Center for Teaching and Learning at Rogers State University (RSU)**.

Dr. Dotterer was described by his nominator as a "tireless advocate for student and faculty needs in online education." As a leader in online teaching and learning, Dr. Dotterer led a major, university-wide initiative to migrate to a new learning management system. Dr. Dotterer demonstrated careful leadership in this process, resulting in the university's distance education committee, faculty senate, and academic council unanimously voting to migrate to the same learning management system. Dr. Dotterer's leadership has yielded tangible results: even when on-ground enrollment has declined, online enrollment has continued to grow under his leadership.

The recipient of the **Oklahoma Online Excellence Award for Team Leadership** is the team at the **University of Oklahoma (OU) Information Technology** division.

OU Information Technology (OU IT) is a nationally recognized, leading information technology organization in higher education. OU IT has demonstrated repeated excellence in user experience, community engagement, and innovation on the University of Oklahoma's campus. OU IT demonstrates particular excellence in their role in student engagement, and they recognize that the process of coming to college can be overwhelming. There are new people to meet, a new place to live, classes to locate, jobs to find, and a multitude of deadlines – in addition to coursework that is many times more challenging than anything students have previously experienced. To make this time less stressful, OU IT ensures students know how to quickly and easily access the IT resources they need. Additionally, the team recently undertook a campus-wide transition of OU's online learning management system (LMS), in which they decommissioned D2L (Desire to Learn) and adopted Canvas. In order to better prepare students for this transition, OU IT refreshed all the content of the university's Tech Bootcamp course and moved it into Canvas to showcase the new LMS. By adding multimedia content and offering incentives for participation, OU IT was able to better engage students online with the technology they will use to complete their coursework.

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**AGENDA ITEM #7:**

**Students.**

*This will be an oral presentation.*





Meeting of the  
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April 26, 2018

**AGENDA ITEM #8-a:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval to offer the Graduate Certificate in Museum and Curatorial Studies and the Certificate in Equine Enterprise Management.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's request to offer the Graduate Certificate in Museum and Curatorial Studies, via traditional and electronic delivery, and the Certificate in Equine Enterprise Management, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Graduate Certificate in Museum and Curatorial Studies.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 3 students in Fall 2019; and  
Graduates: a minimum of 2 students in 2019-2020.
- **Certificate in Equine Enterprise Management.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 15 students in Fall 2022; and  
Graduates: a minimum of 15 students in 2022-2023.

**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
110	Degree and/or certificate programs added

### **Program Review**

OSU offers 249 degree and/or certificate programs as follows:

32	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
92	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 proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Graduate Certificate in Museum and Curatorial Studies and the Certificate in Equine Enterprise Management at their January 19, 2018 meeting. OSU is currently approved to offer the following degree programs via online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488) ;
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);

- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Arts in Liberal Studies (443);
- Bachelor of Science in Liberal Studies (442);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Educational Technology (462); and
- Master of Science in Educational Psychology (068)

OSU requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Graduate Certificate in Museum and Curatorial Studies**

**Program purpose.** The proposed graduate certificate will serve as an added credential for individuals already pursuing related programs in history and art history and will make students more competitive for positions at museums and other venues, such as state and national parks, zoos, and historical societies.

**Program rationale and background.** The proposed program is a collaborative effort between the Department of History and Department of Art, Graphic Design, and Art History to offer an interdisciplinary graduate certificate to address a growing need, both regionally and nationally, for professionals who have museology and curatorial training and experience.

**Employment opportunities.** Students completing the proposed graduate certificate can find employment in a wide variety of positions, such as executive director, curator, media specialist, membership and annual giving management, and archivist. According to Oklahoma Employment Security Commission data, over the next 6 years, career opportunities for Museum Technicians and Conservators are expected to increase nearly 17 percent, 16 percent for Archivists, and 12 percent for Curators. Currently, the Oklahoma Museums Association’s job website lists 19 job openings for a variety of positions. Additionally, data published in the Bureau of Labor Statistics’ Occupational Outlook Handbook indicates a nationwide career growth of 11 percent through 2022. A search conducted on the American Alliance of Museum’s website resulted in 124 job openings. OSU is confident that students completing the proposed program will be more marketable and well positioned to secure a career in this growing field.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	3	Fall 2019
Minimum Graduates from the program	2	2019-2020

**Duplication and impact on existing programs.** There are no Graduate Certificate in Museum and Curatorial Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 6, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Graduate Certificate in Museum and Curatorial Studies program will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

<b>Content Area</b>	<b>Credit Hours</b>
Core Courses	6
Guided Electives	6
General Electives	3
<b>Total</b>	<b>15</b>

**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. OSU will utilize the Desire2Learn (D2L) learning management system to offer some of the courses in a synchronous online format. Adobe Connect video conference or Skype for Business will also be utilized.

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in Museum and Curatorial Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$9,383	\$14,074	\$18,765	\$23,456	\$23,456
<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 2, 3, 4, 5, and 5 students in years 1 through 5. OSU anticipates students completing the graduate certificate in one academic year.</i>					
<b>TOTAL</b>	<b>\$9,383</b>	<b>\$14,074</b>	<b>\$18,765</b>	<b>\$23,456</b>	<b>\$23,456</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$8,783	\$13,474	\$18,165	\$22,857	\$22,857
<i>Narrative/Explanation: Courses will be taught by current faculty. The faculty FTE devoted to support the program is as follows: .14 FTE in year 1, .22 FTE in year 2, .30 FTE in year 3 and .38 FTE in years 4 and 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	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts above are budgeted for printing flyers and brochures.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts above are budgeted for student field trips to regional museums to view collections and meet with professional staff.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$9,383</b>	<b>\$14,074</b>	<b>\$18,765</b>	<b>\$23,457</b>	<b>\$23,457</b>

### Certificate in Equine Enterprise Management

**Program purpose.** The proposed certificate will provide students with a skill set that allows them to pursue careers in the horse industry and will also provide horse owners an opportunity to gain valuable knowledge in the ownership of horses.

**Program rationale and background.** According to OSU, programs within the Animal Science department continue to be some of the largest majors on campus with approximately 1,000 undergraduate students. Recent surveys of incoming freshman reveal that approximately 40 percent have a primary interest in equine sciences. Current courses typically have an average enrollment of 55-60 students per class each semester. Additionally, the department has had several prospective students inquire about a degree in equine science/business. Due to the large enrollment in equine courses and interest in an equine science degree, the department believes there would be a number of students who would take advantage of an opportunity to complete a certificate in the field.

**Employment opportunities.** According to recent studies by the American Horse Council, the horse industry has a little over a \$100 billion economic impact on Gross Domestic Product. OSU states that a 2013 student's research found that the total economic impact of the equine industry in Oklahoma was \$3.6 billion. Given the size and scope of the horse industry both nationally and locally, there are a number of job opportunities in this field. OSU's Equine Advisory Council, which is comprised of equine professionals from the ranching, breed registry industry, breeding farms, training facilities, and sales facilities, indicate a definite need for students graduating with a degree in Animal Science to have both science-based knowledge as well as hands-on experience. OSU is confident that students completing the proposed certificate will be more marketable as they seek employment after graduation.

**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 2022
Minimum Graduates from the program	15	2022-2023

**Duplication and impact on existing programs.** There are no Certificate in Equine Enterprise Management programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 6, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Certificate in Equine Enterprise Management program will consist of 15 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	15
Guided Electives	6
<b>Total</b>	<b>20</b>

**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 Certificate in Equine Enterprise Management are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$17,300	\$17,300	\$34,600	\$34,600	\$51,900
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$173 per credit hour for in-state students. OSU estimates student enrollment of 5, 5, 10, 10, and 15 students in years 1 through 5. OSU anticipates students completing the graduate certificate in one academic year.</i>					
<b>TOTAL</b>	<b>\$17,300</b>	<b>\$17,300</b>	<b>\$34,600</b>	<b>\$34,600</b>	<b>\$51,900</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$15,000	\$15,000	\$30,000	\$30,000	\$42,500
<i>Narrative/Explanation: Courses will be taught by current faculty. The faculty FTE devoted to support the program is .20 in years 1 and 2, .40 in years 3 and 4, and .56 in year 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	1,000	\$2,000	\$2,000	\$5,000
<i>Narrative/Explanation: The amounts above will be used for equipment and materials needed for hands-on courses and labs.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,300	\$1,300	\$2,600	\$2,600	\$4,400
<i>Narrative/Explanation: The amounts above will be used to support student travel for field trips to equine events and facilities.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$17,300</b>	<b>\$17,300</b>	<b>\$34,600</b>	<b>\$34,600</b>	<b>\$51,900</b>

Attachments

**OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN MUSEUM AND CURATORIAL STUDIES**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Core Courses</b>		<b>6</b>
HIST 5053	Museum Studies	3
ART 5810 or HIST 5030	Museum Internship Public History Internship	3
<b>Guided Electives</b>		<b>6</b>
Select from the following (students must choose one HIST course and one ART course)		
HIST 5033	Introduction to Public History	3
HIST 5063	Historic Preservation	3
HIST 5073	Digital Methods in History	3
ART 5813	Museum Exhibition	3
ART 5723	History of Museums and Collecting	3
ART 5733	Museum Education	3
<b>General Electives</b>		<b>3</b>
Students must select 3 credit hours of graduate level electives related to the student's primary area of study. Each student is required to have a curatorial experience to complete the certificate. This may be fulfilled by taking ART 813 Museum Exhibition or by completing *ART 5730 Practicum in Curatorial Practice (1-3 credits)		
<b>Total</b>		<b>15</b>

**OKLAHOMA STATE UNIVERSITY  
CERTIFICATE IN EQUINE ENTERPRISE MANAGEMENT**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>15</b>
ACCT 2103	Financial Accounting	3
AGEC 3323 or AGEC 3403 or AGEC 3423 or AGEC 3713	Agricultural Product Marketing and Sales Agricultural Small Business Management Farm and Agribusiness Management Agricultural Law (or LSB 3213)	3
ANSI 3533	Horse Production and Management	3
ANSI 4423	Horse Science	3
ANSI 4703	Equine Enterprise Management	3
<b>Guided Electives</b>		<b>5</b>
Select 5 credit hours from the following		
ANSI 1401	Equine Behavior and Handling	1
ANSI 3222	Advanced Equine Evaluation	2
ANSI 3310	Advanced Competitive Evaluation	2
ANSI 3402	Equine Training Methods	2
*ANSI 3633	Equine Sales Preparation	3
*ANSI 3643	Equine Breeding and Foaling	3
ANSI 4900	Special Problems - Horse Farm Experience	1-3
ANSI 4910	Animal Industry Internship (must be equine oriented)	1-3
<b>Total</b>		<b>20</b>

\*Denotes new courses



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #8-b:**

**New Programs.**

**SUBJECT:** Oklahoma State University Institute of Technology. Approval to offer the Certificate in Culinary I and Certificate in Culinary II.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University Institute of Technology's requests to offer the Certificate in Culinary I and Certificate in Culinary II, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Culinary I.** This certificate is embedded within the Associate in Applied Science in Culinary Arts (046) and will be included in the regular 5-year program review due in 2019.
- **Certificate in Culinary II.** This certificate is embedded within the Associate in Applied Science in Culinary Arts (046) and will be included in the regular 5-year program review due in 2019.

**BACKGROUND:**

**Academic Plan**

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

One of the institution's primary academic priorities for 2017-2018 is to identify and implement opportunities to reorganize, redevelop, and/or reposition its programs to ensure maximization of resources and benefits to stakeholders. (See OSUIT 2016-2021 Strategic Plan: Goal C.) This includes activities such as evaluating the current academic program organizational structure for potential realignment of programs to maximize efficient resource usage and position the University to respond with increased flexibility to industry trends and new programmatic opportunities, expanding OSUIT's distance learning programs, and making select OSUIT programs available at offsite locations.

An additional institutional priority for 2017-2018 is the continuation of the development of Associate in Science pathways into select baccalaureate programs at other colleges and universities and the expansion of the current pathways from other institutions into OSUIT's Bachelor of Technology programs, as well as the exploration of potential pathways from OSUIT's Bachelor of Technology programs into select graduate programs at other institutions. (See OSUIT 2016-2021 Strategic Plan: Goal A, Initiative 1, Strategy b; see also Goal B, Initiative 3, Strategy d.) A key initiative included under this priority is the implementation of OSUIT's Associate in Science in Pre-Professional Studies program, which was added to the institution's program portfolio effective Spring 2017.

OSUIT is also exploring additional methods through which to augment student success in its programs, including activities such as the evaluation and alignment of program mathematics requirements and program entry requirements and implementation of multiple course placement measures and a corequisite student remediation model. (See OSUIT 2016-2021 Strategic Plan: Goal B, Initiative 1, Strategy d.)

**APRA Implementation**

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

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

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

**Program Review**

OSUIT offers 42 degree and/or certificate programs as follows:

2	Certificates
6	Associate in Arts or Sciences Degrees
31	Associate in Applied Science Degrees
3	Baccalaureate Degrees
0	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

**Program Development Process**

OSUIT’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSUIT’s governing board approved the Certificate in Culinary I and the Certificate in Culinary II at their January 19, 2018 meeting. OSUIT requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

These actions are consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Certificate in Culinary I**  
**Certificate in Culinary II**



**Program purpose.** The purpose of the proposed certificates is to produce skilled cooks, culinarians, and entry-level food service managers who can safely, efficiently, and competently operate in a variety of restaurant, hospitality, and food service-related environments.

**Program rationale and employment opportunities.** State and local employers continually struggle to find qualified culinarians who possess the skills needed to meet the demands of Oklahoma’s restaurant and hospitality industry. In an effort to produce employees to fill this critical workforce gap, OSUIT has collaborated with industry partners to develop a set of credentials that would ultimately lead to the Associate in Applied Science in Culinary Arts (046). The Oklahoma Employment Security Commission’s (OESC) 2014-2024 Industry and Occupational Employment Projection report lists Restaurant Cook and First-Line Supervisor of Food preparation and Servicing Workers among the occupations with the largest projected increase in demand. According to OESC data, the anticipated increase for these positions is 14 to 19 percent. OSUIT is confident the proposed certificates will provide a career pathway for students interested in working in the restaurant and hospitality industry and that graduates will find employment.

**Student demand.** The proposed programs are expected to fulfill student demand within the Associate in Applied Science in Culinary Arts (046) program.

**Duplication and impact on existing programs.** There are no Certificate in Culinary I or Certificate in Culinary II programs offered in Oklahoma. A system wide letter of intent was communicated by email February 6, 2018. None of the State System institutions notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Certificate in Culinary I will consist of 15 total credit hours and the proposed Certificate in Culinary II will consist of 16 total credit hours as shown in the following table. No courses will be added and the curricula are detailed in the attachments (Attachments A and B).

**Certificate in Culinary I**

Content Area	Credit Hours
Required Courses	15
<b>Total</b>	<b>15</b>

**Certificate in Culinary II**

Content Area	Credit Hours
Required Courses	16
<b>Total</b>	<b>16</b>

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

**Financing and program resource requirements.** The proposed programs are embedded certificates within the Associate in Applied Science in Culinary Arts (046) program. Program resource requirements are supported through the main program and the certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY  
 CERTIFICATE IN CULINARY I

Certificate Requirements		Credit Hours
<b>Required Courses</b>		<b>15</b>
CUA 1102	Culinary Theory	2
CUA 1135	Skill Development I	5
CUA 1145	Skill Development II	5
CUA 1151	Food Safety	1
CUA 2702	Culinary Arts Institute	2
<b>Total</b>		<b>15</b>

**ATTACHMENT B**

**OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY  
CERTIFICATE IN CULINARY II**

<b>Certificate Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>16</b>
CUO 1162      Hospitality Human Resources Management	2
CUA 1375      Bread and Pastry Production	5
CUA 2415      Garde Manger	5
CUA 2552      Controlling Foodservice Costs	2
CUA 2712      Culinary Arts Internship	2
<b>Total</b>	<b>16</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #8-c:**

**New Programs.**

**SUBJECT:** Oklahoma State University Institute of Technology. Approval to offer the Bachelor of Technology in Applied Technical Leadership.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University Institute of Technology's request to offer the Bachelor of Technology in Applied Technical Leadership, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Technology in Applied Technical Leadership.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 30 students in Fall 2021; and
  - Graduates: a minimum of 10 students in 2021-2022.

**BACKGROUND:**

**Academic Plan**

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

- One of the institution's primary academic priorities for 2017-2018 is to identify and implement opportunities to reorganize, redevelop, and/or reposition its programs to ensure maximization of resources and benefits to stakeholders. (See OSUIT 2016-2021 Strategic Plan: Goal C.) This includes activities such as evaluating the current academic program organizational structure for potential realignment of programs to maximize efficient resource usage and position the University to respond with increased flexibility to industry trends and new programmatic opportunities, expanding OSUIT's distance learning programs, and making select OSUIT programs available at offsite locations.
- 
- An additional institutional priority for 2017-2018 is the continuation of the development of Associate in Science pathways into select baccalaureate programs at other colleges and universities and the expansion of the current pathways from other institutions into OSUIT's Bachelor of Technology programs, as well as the exploration of potential pathways from OSUIT's Bachelor of Technology programs into select graduate programs at other institutions. (See OSUIT 2016-2021 Strategic Plan: Goal A, Initiative 1, Strategy b; see also Goal B, Initiative 3, Strategy d.) A key initiative included under this priority is the implementation of OSUIT's Associate in Science in Pre-Professional Studies program, which was added to the institution's program portfolio effective Spring 2017.
- 
- OSUIT is also exploring additional methods through which to augment student success in its programs, including activities such as the evaluation and alignment of program mathematics requirements and program entry requirements and implementation of multiple course placement measures

and a corequisite student remediation model. (See OSUIT 2016-2021 Strategic Plan: Goal B, Initiative 1, Strategy d.)

### **APRA Implementation**

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

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

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

### **Program Review**

OSUIT offers 42 degree and/or certificate programs as follows:

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

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

### **Program Development Process**

OSUIT's faculty developed the proposal, which was reviewed and approved by institutional officials. OSUIT's governing board approved the Bachelor of Technology in Applied Technical Leadership at their October 20, 2017 meeting. OSUIT is currently approved to offer the following degree programs via online delivery:

- Associate in Applied Science in Information Technologies (012);
- Associate in Science in Information Technologies (092);
- Associate in Science in Allied Health Sciences (123);
- Associate in Science in Business (091);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Pre-Education (090);
- Bachelor of Technology in Information Technologies (094); and
- Associate in Pre-Professional Studies (127)

OSUIT requests authorization to offer this program as outlined below.

## **POLICY ISSUES:**

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

## **ANALYSIS:**

### **Bachelor of Technology in Applied Technical Leadership**

**Program purpose.** The proposed Bachelor of Technology (BT) in Applied Technical Leadership will provide an avenue for graduates of Associate in Applied Science (AAS) programs to obtain a baccalaureate-level credential to enhance their career opportunities as technical professionals, as well as pursue advanced studies.

**Program rationale and background.** In 2004, a function change was provisionally approved for OSUIT that allowed offering three BT programs. In 2012, the provisional changes received final approval and the policy was changed to state that OSUIT “may offer a limited number of bachelor of technology degrees as authorized by the State Regents that builds on associate in applied science programs and enhances criteria outlined in the *Academic Program Approval* policy (3.2.3.I.5). Based on this precedent, OSUIT submitted the following program rationale.

The OSUIT AAS programs that would serve the proposed program produce over 400 graduates each year. During the Summer 2017 term, OSUIT conducted a survey of AAS students who were within six months of completing their degree. A sample of 105 students from 12 unique degree programs were provided with information related to the proposed program and queried about their interest in pursuing advanced study. Results of the survey showed 50 percent indicated they were “interested” or “very interested.” Additionally, OSUIT worked closely with industry partners and alumni to gauge interest in the proposed program. Many AAS program graduates reach a point in their career at which they wish to expand their contributions to their employer and increase their employment opportunities through completion of a bachelor’s or advanced degree. Also, numerous Oklahoma employers have contacted OSUIT regarding the BT and submitted letters in support of the proposed program, including Chevron, RAE Corporation, Chesapeake Energy, American Electric Power, and Johnson Controls Inc. Furthermore, OSUIT leaders met with representatives of Oklahoma State University’s (OSU) College of Engineering, Architecture and Technology (CEAT) regarding the proposed program so that graduates from OSUIT’s AAS programs could advance their skills and knowledge in the development, management, and leadership of current and emerging technologies. During those discussions, CEAT personnel expressed a desire to formally delineate a pathway from OSUIT’s proposed BT into the OSU Master of Science in Engineering and Technology Management (411) program.

**Employment opportunities.** Students of the proposed program who complete the degree with the intent of advancing into technical leadership positions would not only benefit individually through increased opportunities for career advancement and increased earnings potential, they would also help to fill critical gaps in Oklahoma’s workforce needs. The proposed program has been designed to help address workforce shortages in such roles as General and Operations Managers and Industrial Production Managers, both of which are on the Oklahoma Works 2017 Oklahoma Critical Occupations list. According to the Oklahoma Employment Security Commission, both of these occupations are expected to increase 10 - 11 percent through 2024. Employment opportunities for graduates of the proposed program are not limited to leadership roles in the industry. Program graduates would also be able to leverage their technical abilities, industry experiences, and leadership/management training to undertake professional opportunities in training and development, compliance, and quality control. Based on the predicted need for employees with this credential, OSUIT is confident graduates of the program will be successful in advancing in their careers.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	30	Fall 2021
Minimum Graduates from the program	10	2021-2022

**Duplication and impact on existing programs.** There are no Bachelor of Technology in Applied Technical Leadership programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 9, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on November 16, 2017. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Technology in Applied Technical Leadership program will consist of 120 total credit hours as shown in the following table. Eighteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	40
Technical Specialty Electives	30
Program Requirements	46
Interdepartmental Requirements	4
<b>Total</b>	<b>120</b>

**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. OSUIT will utilize Brightspace as the primary delivery platform for online courses. Faculty will also incorporate the use of a variety of video conferencing and online collaboration tools to facilitate student engagement. Faculty support and professional development related to the use of Brightspace and other instructional technologies, as well as the development and delivery of distance learning course content, is provided by dedicated, full-time staff through OSUIT’s Center for the Advancement of Teaching and Learning.

**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 Technology in Applied Technical Leadership are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Other Non-State Sources					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$63,000	\$84,000	\$105,000	\$126,000	\$126,000
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$175 per credit hour and an online electronic media fee of \$25/credit hour. OSUIT estimates student enrollment of 15, 20, 25, 30, and 30 students in years 1 through 5. OSU anticipates students completing 21 credit hours each academic year.</i>					
<b>TOTAL</b>	<b>\$63,000</b>	<b>\$84,000</b>	<b>\$105,000</b>	<b>\$126,000</b>	<b>\$126,000</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$5,569	\$5,736	\$5,908	\$6,086	\$6,269
<i>Narrative/Explanation: These figures are a percentage of the salary and benefits for administrative duties and include annual increases of 3 percent.</i>					
Faculty	\$23,850	\$35,775	\$82,206	\$82,459	\$78,215
<i>Narrative/Explanation: These amounts are based on a combination of full-time and overload/adjunct faculty salary.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$7,500	\$7,500	\$6,500	\$5,000	\$5,000
<i>Narrative/Explanation: These figures are based on the basic equipment and material costs projected to be expended annually by faculty, staff, and students in the development and delivery of 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	\$1,500	\$1,500	\$1,000	\$500	\$500
<i>Narrative/Explanation: These amounts are budgeted for printing costs related to program promotion and delivery.</i>					
Telecommunications	\$350	\$350	\$350	\$350	\$350
<i>Narrative/Explanation: These figures are based on the local and long-distance telephone service costs related to program recruitment and employer engagement activities.</i>					
Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Narrative/Explanation: The amounts above are budgeted for faculty and staff for recruitment, employer engagement activities, and professional development relevant to the program.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$43,769</b>	<b>\$55,861</b>	<b>\$100,964</b>	<b>\$99,395</b>	<b>\$95,334</b>

Attachment

**OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY  
BACHELOR OF TECHNOLOGY IN APPLIED TECHNICAL LEADERSHIP**

<b>Program Requirements</b>	<b>Credit Hours</b>	
<b>General Education</b>	<b>40</b>	
ENGL 1113 or ENGL 1033	Freshman Composition I Technical Writing I	3
ENGL 1213 or ENGL 2033	Freshman Composition II Technical Writing II	3
SPCH 1113 or SPCH 2313	Introduction to Speech Communications Small Group Communications	3
HIST 1483 or HIST 1493	US History to 1865 US History since 1865	3
POLS 1113	US. Government	3
PHIL 1213	Ethics	3
	Humanities Elective	3
	Mathematics and Statistics (college-level)	6
	Science (one course must be a lab)	7
BADM 1113	Introduction to Business	3
	Upper-Division General Education Elective	3
<b>Technical Specialty Electives</b>	<b>30</b>	
	College-level coursework selected from the student's completed AAS degree.	
<b>Program Requirements</b>	<b>46</b>	
*ATLE 1113	Foundations in Technical Leadership	3
*ATLE 1213	Funding the Technical Enterprise	3
*ATLE 3101	Orientation to Project Design	1
*ATLE 3213	Managing Resources in the Technical Enterprise	3
*ATLE 3233	Applied Topics in Technical Resource Management	3
*ATLE 3413	Managing Operations in the Technical Enterprise	3
*ATLE 3433	Applied Topics in Technical Operations Management	3
*ATLE 3613	Leading the Technical Enterprise	3
*ATLE 3633	Applied Topics in Technical Leadership	3
*ATLE 4113	Legal Aspects of Technical Leadership	3
*ATLE 4133	Applied Legal Topics in Technical Leadership	3
*ATLE 4313	Expanding the Technical Enterprise	3
*ATLE 4333	Applied Topics in Technical Enterprise Expansion	3
*ATLE 4903	Applied Technical Leadership Capstone	3

*ATLE 4513 and *ATLE 4533 or *ATLE 4613 and *ATLE 4633	Process Optimization in the Technical Enterprise Applied Topics in Technical Process Optimization  Project Planning and Implementation in the Technical Enterprise Applied Topics in Technical Project Planning and Implementation	6
<b>Interdepartmental Requirements</b>		<b>4</b>
CS 1013 or CS 2103	Computer Literacy and Applications Computer Concepts and Applications for Business	3
ORIE 1011	College Strategies	1
<b>Total</b>		<b>120</b>

\*Denotes new courses



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #8-d:**

**New Programs.**

**SUBJECT:** Southwestern Oklahoma State University. Approval to offer the Bachelor of Science in Public Health.

**RECOMMENDATION:**

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

- **Bachelor of Science in Public Health.** 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**

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

**Everett Dobson School of Business and Technology:** recruitment activities, continuous improvement of curriculum, high quality experiences in and outside the classroom, and student activities.

**School of Nursing and Allied Health:** request one additional fulltime faculty for MS-HIIM required for desired accreditation, hire a Department of Nursing Chair, and hire a Department of Allied Health Chair.

**Department of Music:** Master of Music in Music Therapy degree was approved by the National Association of Schools of Music, course rotations will be provided in summer study and year around study, and recruitment of string players.

**Department of Chemistry and Physics:** increase student completion during first-time enrollment in General Education Chemistry and Physic courses, incorporate Three Pillars course transformation method in GE Chemistry and Physic courses, including Astronomy and Concepts of Physical Science, increase Bachelor degree completion in Physical Science, add Senior seminar series expanded to a two-semester offering incorporating translational skills (career development), increase collaboration with experts in the Chemistry field, and invite experts to senior seminars to advance student exposure to the application of Chemistry in industry settings.

**Department of Biological Sciences:** continued enrollment growth, estimating enrollment growth by 20 students each year. Presently, courses are running at 90 percent capacity.

**Wildlife Fire Management Program (PRM):** increase federal fire certifications through National Wildfire Coordinating Group, add new certification courses, expand practical field experience, increase program tools, and expand U.S. Forest Service relationship as a sponsoring agency. We have plans to pursue accreditation through the National Park Service Federal Law Enforcement Training Center (FLETC).

**Department of Education:** increase data collection and analysis of student retention, completion, and performance. Begin training with Chalk and Wire e-portfolio 2018-19, begin utilizing the e-portfolio platform fall 2017.

**Department of Psychology:** proposes to expand graduate program in School Psychology to obtain national accreditation from the National Association of School Psychology (NASP), accreditation will ensure that all graduates of the program will be given the Nationally Certified School Psychologist status upon graduation. Benefits associated with pursuit of a degree designation at the Specialist level for students who complete the Licensed Professional Counselor track is being explored.

**Department of Language and Literature:** design and implement two new minors in Professional Writing and World Languages, create student Study Spaces to increase student success, provide monthly meetings and annual workshops in the fall to advance teaching and advising strategies and secure an equitable grading practice, provide student enrichment workshops on online classes and research, increase student research in Research Fair, Sigma Tau Delta's National Convention, and other related research forums, and incorporate collaborative modules to degree courses.

**Department of Art, Communication, and Theatre:** add Women's Studies minor, the minor will be an interdisciplinary program.

**Department of Kinesiology:** increase retention through first week of class attendance, contact advisees during first two weeks of class, email advisees who not enrolled in courses, market program with letters, brochures, career fairs, health fair, and majors fair, market minors program across campus, increase partnerships with public schools and private sectors, increase community volunteerism, and increase adjuncts to lighten fulltime faculty load.

**College of Pharmacy:** refine and implement Continuing Professional Development and Inter-professional Education for Doctor of Pharmacy students.

#### **Academic Affairs (university-wide):**

**Retention** – we are continuously implementing student support strategies to increase retention of students.

**Efficiency** – we are integrating the planning and scheduling of Sayre course sections into departments on the Weatherford campus to maximize efficiency.

**Improvement of Teaching and Learning** – we continue to implement our HLC QIP, geared towards increasing active learning components in GE and major classes.

**Growth in online programs** – we will modify our Master of Education in Educational Administration to accomplish principal and superintendent certifications. We have adopted 8-week classes in our online MBA. We are marketing an MBA/MSN combined degree track. All of these changes are expected to increase enrollment in online programs.

## Budget Needs:

**School of Nursing and Allied Health:** hiring of new Nursing chair – budget item approved, hiring of new Allied Health chair – budget item approved, and Masters in Health Informatics & Information Management fulltime faculty to head the program – budget item not approved.

**Department of Chemistry and Physics:** increase allocation of Academic Enhancement Fees to maintain high level research/innovation in the classroom.

**Department of Kinesiology:** adjunct faculty: \$30,000

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

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

## Program Review

SWOSU offers 65 degree and/or certificate programs as follows:

0	Certificates
5	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
38	Baccalaureate Degrees
17	Master's Degrees
0	Doctoral Degrees
1	First Professional Degree

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

SWOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Bachelor of Science in Public Health at their January 26, 2018 meeting. SWOSU is currently approved to offer the following degree programs via online delivery:

- Bachelor of Business Administration (011);
- Master of Education in Education Administration (062);
- Master of Education in Elementary Education (063);
- Master of Education in School Counselor (079);
- Master of Education in Early Childhood Education (129);
- Master of Business Administration (086);

- Associate in Science in General Studies (121);
- Bachelor of Science in Nursing (087);
- Master of Science in Nursing in Nursing Education (163);
- Master of Science in Nursing in Nursing Informatics (164);
- Master of Science in Nursing in Nursing Administration (165);
- Master of Science in School Psychology (148);
- Bachelor of Applied Science in Health Science (166);
- Bachelor of Science in Health Information Management (033);
- Master of Science in Healthcare Informatics and Information Management (162);
- Master of Education in Education (064); and
- Master of Education in Special Education (081).

SWOSU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Bachelor of Science in Public Health**

**Program purpose.** The proposed program is designed to provide students with knowledge and skills in the prevention, promotion, and protection of the health of the public and gain employment as a public health professional.

**Program rationale and background.** A 2014 Public Health Workforce Interests and Needs Survey conducted by the Association of State and Territorial Health Officials and the de Beaumont Foundation identified that 38 percent of the governmental public health workforce will retire by 2020, leaving a need for incoming employees. There is currently no undergraduate public health degree in Oklahoma that is accredited by the Council on Education for Public Health (CEPH). SWOSU surveyed currently enrolled students to ascertain interest in a Bachelor of Science in Public Health degree. Of the Health Science majors, 65 percent indicated that if the degree was available they would consider pursuing it. Approximately half of these students also indicated an interest in a graduate degree in Public Health. Additionally, the proposed program director met with the Oklahoma State Department of Health's (OSDH) Human Resources director and staff to discuss potential internship and employment opportunities for students and graduates of the proposed program. OSDH noted that one of the current focus areas of the agency is identifying methods to recruit and retain employees. The proposed program provides a partnership opportunity to increase the public health workforce in Oklahoma and discussions with OSDH are planned to continue with formal agreements pending approval of the proposed program.

**Employment opportunities.** Students completing the proposed program will find employment in local, state, and government agencies in a variety of areas, such as education, research, public policy, administration/management, environmental health, behavioral/social sciences, and statistics/biostatistics. According to the Oklahoma Office of Workforce Development, careers in the Environmental Science/Health industry are listed as one of the 2017 Top Critical Occupations for the state. The proposed program is designed to prepare students both for entry-level public health positions and for entrance into graduate studies. Students graduating with the proposed degree will have the knowledge and skills needed to find entry-level employment as a public health professional. The Oklahoma Employment Security Commission (OESC) indicates Health Care and Social Assistance occupations are expected to increase over 14 percent through 2024. Additionally, students continuing their education to



complete a Master in Public Health degree will find career opportunities in Epidemiology, which, according to OESC, are expected to increase approximately 9 percent through 2024. SWOSU is confident that graduates of the proposed program will find employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2021
Minimum Graduates from the program	5	2021-2022

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Health Education and Promotion (116) with an option in Public Health
East Central University	Bachelor of Science in Environmental Health Sciences (016) with an option in Public Health
Langston University	Bachelor of Science in Public Health (071)
University of Central Oklahoma	Bachelor of Science in Community/Public Health (108)

A system wide letter of intent was communicated by email on November 7, 2017. The University of Central Oklahoma (UCO) and Oklahoma State University (OSU) requested a copy of the proposal, which was sent February 5, 2018 and February 14, 2018, respectively. Neither UCO, OSU, nor any other State System institution notified State Regents' staff of a protest to the proposed program. Based on employment need and lack of stand-alone CEPH accredited programs, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Public Health program will consist of 120 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	40
Major Core	34
Related Electives	20
General Electives	26
<b>Total</b>	<b>120</b>

**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. SWOSU will utilize the CANVAS learning management system and students will have access to a help desk, tutoring services and online library services.

**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 Public Health are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$32,616	\$43,488	\$59,796	\$70,668	\$81,540
<i>Explanation: The amounts above were calculated based on resident tuition of \$226.50 per credit hour. SWOSU anticipates students completing 34 credit hours per academic year and enrollment of 6, 8, 11, 13, and 15 students in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$32,616</b>	<b>\$43,488</b>	<b>\$59,796</b>	<b>\$70,668</b>	<b>\$81,540</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$12,360	\$12,360	\$12,360	\$12,360	\$12,360
<i>Explanation: Adjunct instructors will be utilized to instruct courses or reduce current School of Nursing and Allied Health faculty course loads as necessary. Anticipated adjunct costs for years 1 through 5 are \$700 to \$930 per credit hour (based on credentials), in addition to \$100 per online credit hour. It is anticipated that at least 6 credit hours per semester may be taught by adjunct faculty. The amounts above represent the maximum costs using adjunct faculty with a doctoral degree.</i>					
Graduate Assistants	\$4,906	\$4,906	\$4,906	\$4,906	\$4,906
<i>Explanation: The amounts above represent costs for one graduate assistant and assumes enrollment in 9 graduate credit hours per semester.</i>					
Student Employees	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800
<i>Explanation: SWOSU projects one student worker to aid with course administration and other tasks.</i>					
Equipment and Instructional Materials	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Equipment and instructor's materials currently exist within the School of Nursing and Allied Health Sciences. A minimal amount is included above for instructional resources.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$3,500	\$3,000	\$3,500	\$3,500
<i>Explanation: The amounts above include accreditation fees.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0

Printing	\$1,000	\$500	\$0	\$0	\$0
<i>Explanation: These amounts are budgeted for printing of marketing materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: These amounts will be used for travel for program director to one public health conference for accreditation/training.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$25,566</b>	<b>\$28,566</b>	<b>\$27,566</b>	<b>\$28,066</b>	<b>\$28,066</b>

Attachment

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
BACHELOR OF SCIENCE IN PUBLIC HEALTH**

Program Requirements	Credit Hours	
<b>General Education</b>	<b>40</b>	
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
MATH 1513	College Algebra (or higher numbered math course)	3
HIST 1043 or HIST 1053	U.S. History to 1877 U.S. History since 1877	3
POLSC 1103	American Government and Politics	3
BIOL 1004 or BIOL 1054	Biological Concepts with Lab Principles of Biology I with Lab	4
CHEM 1004 or PHY 1004	General Chemistry with Lab (or higher numbered chemistry) Basic Physics I	4
HUM 1103 HIST 1033	Introduction to Humanities World History	3
ART 1223 COMM 1263 LIT 2333 LIT 2413 MUSIC 1013 MUSIC 1103 PHILO 1453	One of the following: Art Survey Introduction to Theatre Introduction to Film Introduction to Literature Introduction to Music I Music and Culture Introduction to Philosophy	3
ASL 2163 CATC 1204 CATC 1254 COMM 1313 ECONO 2263 ECONO 2363 GEOG 1103 ITAL 1004 KINES 1133 LATIN 1054 PSYCH 1003 SOCIO 1003 SPAN 1054 TECH 1223	One of the following American Sign Language I Cheyenne Language I (or higher numbered course) Arapaho Language I (or higher number course) Introduction to Public Speaking Introduction to Macroeconomics Introduction to Microeconomics World Cultural Geography Elementary Italian I Wellness Concepts and Exercise Applications Elementary Latin I (or higher numbered course) General Psychology Introduction to Sociology Elementary Spanish I (or higher numbered course) Technology and Society	3
	Computer Proficiency	0-3
	General Education Electives from 2 different categories: Communication and Symbols Social, Political, and Economic Institutions Relationships in Nature and Science Human Heritage, Culture, Values, and Beliefs	5-8

<b>Major Core</b>		<b>34</b>
*ALHLT 1323	Introduction to Public Health	3
*ALHLT 2323	Health Promotion	3
*ALHLT 4143	Public Health Capstone	3
ALHLT 4074	Pathophysiology	4
ALHLT 3183	Cultural Competency	3
ALHLT 3193	U.S. Health Care Systems	3
ALHLT 4043	Healthcare Law and Ethics	3
ALHLT 3933	Healthcare Management	3
ALHLT 3963	Healthcare Project Management	3
ALHLT 3043	Health Statistics	3
ALHLT 4093	Epidemiology	3
<b>Related Electives</b>		<b>20</b>
Select from the following courses		
*ALHLT 2333	Introduction to Environmental Health	3
ALHLT 2453	Medical Terminology	3
ALHLT 3053	Advanced Medical Terminology	3
ALHLT 3073	Diagnostics, Drugs, and Therapeutics	3
ALHLT 3860	Health Science Internship	1-4
ALHLT 4123	Healthcare Revenue Cycle	3
BIOL 3704	Human Anatomy	4
BIOL 3904	Human Physiology	4
BIOL 1254	Principles of Biology II	4
BIOL 3254	Genetics	4
BIOL 4355	Microbiology	5
BIOL 4213	Immunology	3
HIM 3363	Healthcare Compliance and Risk Management	3
HIM 3122	Introduction to the Electronic Health Record	2
HIM 4113	Healthcare Quality Measures	3
PHY 1044	Basic Physics I	4
PSYCH 3213	Developmental Psychology	3
KINES 1153	Nutrition	3
<b>General Electives</b>		<b>26</b>
Students should complete additional courses so that the number of credit hours completed totals 120.		
<b>Total</b>		<b>120</b>

\*Denotes new courses



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**AGENDA ITEM #9:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests for program deletions.

**RECOMMENDATION:**

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

**BACKGROUND:**

Tulsa Community College (TCC) requests authorization to delete the programs listed below:

- Associate in Applied Science in Law Enforcement (061)
- Certificate in Patient Care Technician (226)
- Associate in Applied Science in Technology (247)

**POLICY ISSUES:**

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

**ANALYSIS:**

TCC requests authorization to delete the Associate in Applied Science in Law Enforcement (061) effective immediately. This program was approved prior to 1990. TCC reports:

- This program has been suspended since 2012 and is no longer a viable program, and TCC offers an Associate in Arts in Criminal Justice for students interested in the subject area.
- There are currently no students enrolled in the program.
- All courses for the program were deleted in 2012.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Patient Care Technician (226) effective immediately. This program was approved during the 1997-1998 academic year. TCC reports:

- This program has been suspended since 2015 and is no longer a viable program.
- There are currently no students enrolled in the program.
- All courses for the program were deleted in 2015.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Technology (247) effective immediately. This program was approved during the 2001-2002 academic year. TCC reports:

- This program has been suspended since 2012 and is no longer a viable program.
- There are currently no students enrolled in the program.

- All courses for the program were deleted in 2012.
- No funds are available for reallocation.



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**AGENDA ITEM #10-a:**

**Academic Policy.**

**SUBJECT:** Approval of revisions to the Teacher Education policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve 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 approve 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.

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*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. [April 26, 2018.](#)*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #10-b:**

**Academic Policy.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve 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](http://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 approve 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.

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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, April 26, 2018.*

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**AGENDA ITEM #11:**

**Teacher Education.**

**SUBJECT:** Approval of revisions to the Teacher Shortage employment Incentive Program benefit.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a revision to the Teacher Shortage Employment Incentive Program benefit of \$7,379.13 for each teacher eligible by Spring 2018.**

**BACKGROUND:**

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive award amount.

**POLICY ISSUES:**

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” The 2015 Teacher Supply and Demand Study continues to identify major shortages in secondary mathematics and science.

**ANALYSIS:**

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 357 teachers have received over five million dollars (\$5,004,118.89) in cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. As of today, 999 teachers have enrolled in the Teacher Shortage Employment Incentive Program.

In December 2018, the State Regents approved the 2018 amount for TSEIP incentive payments. Subsequent information called for a revision to the calculation of FICA. The revision maintained the amount of the award, but revised the amount of FICA (reduced from \$607.69 to \$564.50) and increased the net award to students (from \$7,335.94 to \$7,379.13). Awards will be made in May to eligible recipients.

The reduction to the FY18 budget has negatively impacted the program incentive amount by 63.612%. Past incentive amounts were based on the actual average tuition formula set forth in statute; however, with current budget reductions, in an effort to disburse the incentive amount equitably, the award amount was reduced. No supplemental funds are available to augment the award to the average tuition costs.

Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated database and yearly distribution.

TSEIP Year	Total Applicants	Total Non-Eligible	Total Eligible			* Total Payout	Incentive Amount	Employer Share of FICA	Total Incentive
			Mathematics	Science	Math/Sci				
2006	69	27	18	24	0	42	\$10,347.00		\$434,574.00
2007	68	39	10	19	0	29	\$11,148.00		\$323,292.00
2008	49	28	5	16	0	21	\$12,168.00		\$255,528.00
2009	53	30	9	14	0	23	\$13,602.00		\$312,846.00
2010	38	17	8	12	1	21	\$13,602.00		\$285,642.00
2011	60	27	15	18	0	33	\$14,362.00		\$473,946.00
2012	79	40	26	13	0	39	\$15,267.00		\$595,413.00
2013	67	27	28	18	0	46	\$16,227.00		\$746,442.00
2014	67	23	15	11	0	26	\$16,936.00		\$440,336.00
2015	52	31	17	11	0	28	\$17,868.00		\$500,304.00
2016	57	32	15	12	0	27	\$14,362.00	\$1,098.69	\$417,438.63
2017**	62	31	13	10	0	23	\$9,220.00	\$705.33	\$228,282.59
2018	33***						\$7,379.13	\$564.50	\$262,139.80
<b>Total</b>	<b>753</b>	<b>352</b>	<b>179</b>	<b>178</b>	<b>1</b>	<b>358</b>		<b>2006-2017 TOTAL</b>	<b>\$5,014,044.23</b>

\* May includes graduates from previous year

\*\* Year not complete

\*\*\* Through May 2018 only



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**AGENDA ITEM #12:**

**E&G Budgets.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$1,349,852.59 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,349,852.59 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The fund currently has on deposit \$2,699,705.18. This amount is sufficient for a transfer of \$1,349,852.59 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$77,259,553.58.

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

5-Year History of Allocations	Amount to Each Entity
FY2014 Total	\$5,844,381.21
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Total	\$5,707,375.33
FY2018 Y-T-D	\$4,023,499.10

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**AGENDA ITEM #13:**

**Tuition and Fees.**

**SUBJECT:** Approval of mid-year repurpose of FY2018 Mandatory Fee Request by Oklahoma City Community College.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the updated description of Oklahoma City Community College's Mandatory Safety Fee, effective immediately, in order to clarify the use of funds.**

**BACKGROUND:**

Oklahoma City Community College intends to clarify the preferred use of funds for their Mandatory Fees. The institution is not requesting a change in the amount of the fees or to whom the fees apply, only the specified purpose of the use of revenue derived from the fee is being updated. The original fee amounts were approved on or before June, 28<sup>th</sup> 2017.

State Statute (§ 3218.14) states that, "Each institution and constituent agency shall have the option to recommend to the governing board and to the State Regents fees and tuition to be charged to students enrolled at the institution or constituent agency. The fees and tuition shall not exceed the limits established by law. The State Regents shall consider and if appropriate, shall approve the recommendations of the institution or constituent agency pursuant to Article XIII-A of the Oklahoma Constitution." It is recommended that the State Regents approve the updated description of Oklahoma City Community College's Safety Fee, effective immediately, in order to clarify the use of funds.

**POLICY ISSUES:**

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

**ANALYSIS:**

**1) Safety Fee - Renamed to Security Fee**

**Current Fee Description:** Costs associated with supporting the overall safety for students and personnel on Campus.

**Proposed Description:** The security fee will be used to support the mission of Oklahoma City Community College including but not limited to hiring additional police officers, maintaining the current security on the OCCC main campus, the Capitol Hill Center, the Family and Community Education Center and the Professional Development Institute, other operational security related needs for campus

support service facilities including capital improvements and for any other lawful purpose to enhance the quality of student life.

## 2) Facility Fee

**Current Fee Description:** The funds generated by this fee go toward paying the debt on the Wellness Center, College Union and Aquatic Center. It also supports the maintenance and upkeep of the college facilities, grounds, and parking lots.

**Proposed Description:** The funds generated by this fee pay the required debt service on capital projects, capital improvement projects and capital renovations. The fee also supports the maintenance and upkeep of the college service facilities and costs of operating such facilities. College service facilities include but are not limited to student unions, health care facilities, recreational facilities, administrative facilities, security facilities, grounds, and parking lots. The fee may be used for any lawful purpose to enhance quality of student life or for any academic purpose or service as designated by Oklahoma City Community College.

## 3) Assessment Fee

**Current Fee Description:** The Oklahoma State Regents for Higher Education requires entry level, midlevel, satisfaction and outcomes assessment for students. In addition, this fee supports the cost of the placement tests for entering students.

**Proposed Description:** The fee supports the requirement by the Oklahoma State Regents for Higher Education to perform entry level and midlevel satisfaction and outcomes assessments for students and the costs of placement tests for entering students. The fee may be used to support service facilities that will enhance the administration of midlevel satisfaction and outcomes assessments for students and other testing and assessment as deemed appropriate by Oklahoma City Community College.

## 4) Student Activity Fee

**Current Fee Description:** Student Activity Fees are assessed to students in order to support the mission of Oklahoma City Community College in planned activities designed to provide the student with extracurricular educational, cultural and recreational opportunities. The fee may be used to support campus facilities such as student unions, health care infirmaries, recreational facilities and for any lawful purpose to enhance quality of student life including, but not limited to, student scholarships, athletics, intramural sports, travel, entertainment, guest speakers, and student organizations.

**Proposed Description:** Student Activity Fees are assessed to students in order to support the mission of Oklahoma City Community College in planned activities designed to provide the student with extracurricular educational, cultural and recreational opportunities. The fee may be used to support campus service facilities such as student unions, health care facilities, recreational facilities and for any lawful purpose to enhance quality of student life including, but not limited to, student scholarships, athletics, intramural sports, travel, entertainment, guest speakers, and student organizations.

## 5) Student Technology Fee

**Current Fee Description:** Maintenance and system upgrade of the College computers along with current software programs are provided with this fee. All of the various labs and classrooms are being equipped with the necessary technology to assist students in the learning process.

**Proposed Description:** The purpose of this fee is to ensure a source of dedicated revenue to provide all students access to computers, information processing, and telecommunications technology to enhance their potential for academic success and professional success. Revenue from this fee is expended to establish and maintain campus facilities for student use to include student computers, laboratory hardware and software, supplies, internal and external networks, replacement and updating technology capability.



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**AGENDA ITEM #14:**

**Master Lease Program.**

**SUBJECT:** Approval of listing of projects for submission to the Council of Bond Oversight of the 2018 Master Lease Real Property Projects.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2018 Real Property Master Lease Series. The total projects from six entities amount to approximately \$107 million, of which \$91.8 million represents refundings of prior issuances for expected savings.**

**BACKGROUND:**

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 6, 2018.

In May 2013, the Oklahoma Development Finance Authority requested a validation of the program from the Oklahoma Supreme Court. An initial hearing was held before the Court on June 27, 2013, and the Court rendered a validation that upholds the program as constitutional on September 24, 2013.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

**POLICY ISSUES:**

The recommendation is consistent State Regents' policy.

**ANALYSIS:**

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease

Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2018 series for real property includes six system entities with an estimated total of approximately \$107 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no action taken.

<b>Institution</b>	<b>Total Amount to be Financed</b>
Oklahoma State University	\$78,200,000
Oklahoma Panhandle State University	1,700,000
Northeastern Oklahoma A&M College	9,000,000
Redlands Community College	8,000,000
Rose State College	9,600,000
Tulsa Community College	500,000
Total	\$107,000,000

Oklahoma State University – Refunding of 2008A Murray Hall	\$7,500,000
Refunding of the Real Property Master Lease, Series 2008A, which financed the Murray Hall renovation in Stillwater; estimated \$879,000 in Net Present Value savings (13.14% of refunded par amount).	

Oklahoma State University – Refunding 2008A Water Treatment Plant	\$4,500,000
Refunding of the Real Property Master Lease, Series 2008A, which financed the Water Treatment Plant upgrades in Stillwater; estimated \$892,000 in Net Present Value savings (22.32% of refunded par amount).	

Oklahoma State University – Refunding 2009A Student Union	\$45,000,000
Refunding of the Real Property Master Lease, Series 2009A, which financed the Student Union renovation in Stillwater; estimated \$5,562,000 in Net Present Value savings (13.16% of refunded par amount).	

Oklahoma State University – Refunding of 2009C Water Irrigation	\$4,000,000
Refunding of the Real Property Master Lease, Series 2009C, which financed the Raw Water Irrigation project in Stillwater; estimated \$216,000 in Net Present Value savings (6.09% of refunded par amount).	

Oklahoma State University – Refunding 2009C CHS Forensic Building	\$11,000,000
Refunding of the Real Property Master Lease, Series 2009C, which financed the CHS Forensic Building project in Tulsa; estimated \$908,000 in Net Present Value savings (9.13% of refunded par amount).	

Oklahoma State University – Power Distribution Center	\$6,200,000
Power Distribution Center New Construction – Stillwater project with financing amount estimated at \$6,200,000. The campus power system will be fully redundant upon completion of the new University Substation, the Low Voltage Upgrade and the construction of the new Power Distribution Center. The distribution system will have the capability of switching campus power feeders between substation power sources during a planned or unplanned power outage at either substation. Debt service is expected to be paid from Utilities and Energy Management funds.	



Oklahoma Panhandle State University – Refunding 2009C	\$200,000
Refunding of the Real Property Master Lease, Series 2009C, which financed the Electrical Upgrade project in Goodwell; estimated \$4,000 in Net Present Value savings (2.76% of refunded par amount).	
Oklahoma Panhandle State University – Refunding 2009C	\$1,500,000
Refunding of the Real Property Master Lease, Series 2009C, which financed the Student Union Infrastructure and Roof project in Goodwell; estimated \$68,464 in Net Present Value savings (6.09% of refunded par amount).	
Northeastern Oklahoma A&M College – New Campus Dorm	\$6,000,000
The College continues to face housing challenges with five dormitories over 50 years old. The new dorm will consist of 84-128 beds and be designed to better meet the expectation of students. Debt service funding is from rental income.	
Northeastern Oklahoma A&M College – Deferred Maintenance	\$3,000,000
The College has identified deferred maintenance projects costing in excess of \$30 million. After prioritizing these projects, the College identified eleven projects considered critical, two of which would be started in December 2018. These projects include replacement of roofs, HVAC, window/doors, and electrical upgrades in eight academic buildings and auxiliary buildings.	
Redlands Community College - Refunding 2009C Royce Ranch Classroom	\$500,000
Refunding of the Real Property Master Lease, Series 2009C, which financed the Royce Ranch Classroom project in El Reno; estimated \$28,795 in Net Present Value savings (7.62% of refunded par amount).	
Redlands Community College - Refunding 2009 D Cougar Crossing- Phase I	\$7,500,000
Refunding of the Real Property Master Lease, Series 2009D, which financed the Cougar Crossing Phase I project in El Reno; estimated \$457,863 in Net Present Value savings (6.89% of refunded per amount).	
Rose State College – Refunding Acquisition of Student Housing	\$9,600,000
The College entered into a 35-year lease-purchase agreement with a third-party developer to finance, build and furnish an on-campus housing facility called The Village at Rose State. This project included the construction of three apartment style buildings, one club-house style commons building and recreational areas. The facility, which opened in July 2015, has 170 rental beds in 2 and 4-bedroom configurations. The facility has maintained a high-occupancy level since opening. The funding through the Master Lease Program will allow the College to purchase the facility at an estimated savings of \$4,300,000. The debt service is funded through housing rental proceeds.	
Tulsa Community College – Refunding of 2009C Master Lease	\$500,000
This project is the refunding of the 2009C bond issuance that originally funded the Metro Campus land purchase in Tulsa. This refunding is projected to provide a NPV savings of \$11,080, or 2.78 percent.	



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**AGENDA ITEM #15:**

**Contracts and Purchases.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

OneNet

- 1) Copper River in the amount of \$210,000.00 for Adva optical equipment to upgrade 10 Gigabit Ethernet backup wave service from Internet 2 to 100 Gigabit Ethernet backup wave service. The optically protected route will run from the Tulsa Internet 2 site located at the Level 3 facility at 18 W Archer Street in Tulsa, Oklahoma to the Oklahoma State University (OSU) Tulsa hub located at 700 N Greenwood in Tulsa, Oklahoma. The cost of this project will be funded through OneNet customer user fees. (Funded from 718-OneNet).
- 2) Dobson Technologies in the amount of \$150,000.00 for fiber construction from the Federal Aviation Administration offices east route located at the northwest corner of the intersection of I-44 and SW 54<sup>th</sup> Street in Oklahoma City to the existing OneNet fiber route located at 5600 S MacArthur Boulevard in Oklahoma City. This cost of this project will be funded through OneNet customer user fees. (Funded from 718-OneNet).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #16:**

**Investments.**

**SUBJECT:** Approval of investment manager.

**RECOMMENDATION:**

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

**BACKGROUND:**

Mercer Hammond, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager 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 manager for the portfolio:

**K4 Private Investors** - \$7 million. This investment opportunity focuses on 10 to 15 platform companies that will range from \$25 million to \$250 million in enterprise value. The investments are focused in the enterprise software sector in North America, where the firm has meaningful expertise. The firm follows a formulaic operationally-oriented approach that has been developed over almost a decade of exclusive focus on SaaS and related software companies.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 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:

**Kyle Foster**, coordinator for Academic Affairs Initiatives, facilitated 10 webinars for the Learning Innovations Summit. The Learning Innovations Summit is a two-week long professional development opportunity for anyone engaged in online learning. Over 280 faculty and online learning professionals registered for this year's event.

**State Regent Andy Lester**, served as the keynote speaker at the Oklahoma State Regent for Higher Education's Forum on Free Speech in the PHF Conference Center in Oklahoma City.

**Chancellor Glen D. Johnson**, provided remarks and presented awards during annual Research Day at the Capitol program at the State Capitol in Oklahoma City; met with *The Claremore Daily Progress* Editorial Board in Claremore to discuss higher education issues; served as keynote speaker and presented Claremore Progressive Citizen of the Year Award to Rogers State University President Larry Rice at awards ceremony in Claremore; presented Higher Education Distinguished Service Award to former Representative Scott Martin and Representative Katie Henke 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 Tulsa Community College in Tulsa; provided remarks at Council of Presidents' Senate Leadership Dinner in Oklahoma City; provided remarks at Council of Presidents' House Leadership Breakfast in Oklahoma City; served as emcee for State Regents' Forum on Free Speech at the Presbyterian Health Foundation Conference Center in Oklahoma City; provided welcoming remarks at the National Conference on Undergraduate Research at the University of Central Oklahoma in Edmond; met with *Tulsa World* Editorial Board in Tulsa to discuss higher education issues; made a presentation to State Regents' Student Advisory Board and the Oklahoma Student Government Association at the State Regents' office in Oklahoma City.

**Vonley Royal**, executive director for OneNet and higher education CIO, represented OSRHE at CENIC 2018, which is an annual conference sponsored by California's high-speed, research network. Partners throughout the R&E community, government, health care and the private sector gave presentations that explored state-of-the-art and future network technologies, in addition to innovation in networks and applications. OneNet's participation with CENIC is highlighted through a \$700,000 federal grant awarded

to expand the National Research Platform into Oklahoma to support research throughout the Asia-Pacific realm.

**Emily Williams**, purchasing specialist III, obtained her Certified Procurement Officer certificate with the State of Oklahoma.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 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**  
April 26, 2018

**AGENDA ITEM #19-a:**

**Programs.**

**SUBJECT:** Approval of Institutional Requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University (OSU)  
3 degree program option additions  
2 degree program name changes  
3 degree program requirement changes

University of Oklahoma (OU)  
3 degree program option additions  
2 degree program requirement changes

Cameron University (CU)  
2 degree program requirement changes  
1 degree program name change  
2 degree program option additions

East Central University (ECU)  
1 degree program requirement change  
1 degree program option name change  
1 degree program option addition

Northeastern State University (NSU)  
16 degree program requirement changes  
9 degree program option additions  
2 degree program option deletions  
1 degree program name change

Northwestern Oklahoma State University (NWOSU)  
2 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)  
1 degree program requirement change

Southwestern Oklahoma State University (SWOSU)

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

Connors State College (CSC)

- 2 degree program requirement changes

Oklahoma State University-Oklahoma City (OSU-OKC)

- 2 degree program name changes
- 3 degree program requirement changes

Oklahoma State University Institute of Technology (OSUIT)

- 10 degree program requirement changes
- 2 degree program option additions

Tulsa Community College (TCC)

- 6 degree program option deletions

Western Oklahoma State College (WOSC)

- 1 degree program requirement change

**POLICY ISSUES:**

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

**ANALYSIS:**

**OSU – Bachelor of Arts in History (120)**

Degree program option addition

- Add option Business Essentials.
- The proposed option aims to help students combine their liberal arts degree with core business courses to better prepare for a business career or Master of Business Administration 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.

**OSU – Bachelor of Arts in Liberal Studies (442)**

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

- Change program name to Multidisciplinary Studies.
- Add option Business Essentials.
- Change major requirements from 15 credit hours of upper-division courses in two approved disciplines to 15 credit hours of upper-division courses from one approved discipline and remove the maximum limit of 9 credit hours of lower-division courses.
- Add 12 credit hours of upper-division courses from a second discipline.
- Add 10 credit hours of upper-division Electives.
- Change the Grade Point Average requirement in major courses from 2.50 to 2.00 and remove the minimum grade of C requirement.
- Change credit hours required for General Electives from 13 to 18.

- The proposed changes add flexibility for students in their course selection.
- The proposed option aims to help students combine their liberal arts degree with core business courses to better prepare for a business career or Master of Business Administration 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.

**OSU – Bachelor of Science in Liberal Studies (442)**

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

- Change program name to Multidisciplinary Studies.
- Add option Business Essentials.
- Change major requirements from 15 credit hours of upper-division courses in two approved disciplines to 15 credit hours of upper-division courses from one approved discipline and remove the maximum limit of 9 credit hours of lower-division courses.
- Add 12 credit hours of upper-division courses from a second discipline.
- Add 10 credit hours of upper-division Electives.
- Change the Grade Point Average requirement in major courses from 2.50 to 2.00 and remove the minimum grade of C requirement.
- Change credit hours required for General Electives from 22 to 27.
- The proposed changes add flexibility for students in their course selection.
- The proposed option aims to help students combine their liberal arts degree with core business courses to better prepare for a business career or Master of Business Administration 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.

**OSU - Bachelor of Science in Engineering Technology in Construction Management Technology (076)**

Degree program requirement changes

- For the Heavy option:
  - Remove CMT 3463 and CMT 4273.
  - Add CMT 4333 and CMT 4533.
- For the Building option:
  - Remove CMT 4333 and CMT 4533.
  - Add CMT 3463 and CMT 4273.
- The proposed changes correct a clerical error that was submitted by OSU and approved at the May 27, 2016 State Regents' meeting.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Environmental Science in Environmental Science (076)**

Degree program option addition

- Add option Hydrology and Water Security.
- The proposed option will provide students with concentrated study in the areas of hydrology.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU - Doctor of Philosophy in Art History (364)**

Degree program option additions and degree program requirement changes

- Add option European Art and Critical Issues in Art History.
  - The proposed options provide a more comprehensive doctoral degree to balance with the current two options available.
- Remove AHI 6973 and add AHI 5 credit hours of 6950.
- Remove 6 credit hours of 5000/6000 level course work.
- Add 5 credit hours of AHI 6960.
- Change credit hours required for Graduate Electives from 15-19 to 6-12.
- Change credit hours required for AHI 6980 from 9 to 20.
- Change credit hours required to transfer from a Masters in Art from 32-36 to 30-36.
- The proposed changes accommodate students who complete a master's degree with 30 credit hours and update the curriculum to better serve students.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Interior Design in Interior Design (126)**

Degree program requirement changes

- Remove ID 1112 and add ID 1102.
- The proposed changes will provide students with a better introduction to the profession and practice of interior design.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **CU – Bachelor of Arts in Journalism and Media Production (141)**

Degree program requirement changes

- Change credit hours required for Media Practicum from 5 credit hours to 3 credit hours.
- Change credit hours required for Elective Courses from 21 to 18 and allow courses to be selected from COMM, JRMP, or PBRL courses.
- The proposed changes will better serve students who want to work across various media outlets.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **CU – Bachelor of Arts in Communication (140)**

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

- Change program name to Strategic Communication.
  - The proposed change updates the name to one more commonly used in the field and better defines the program content.
- Remove COMM 3633, COMM 4313 and 21 credit hours of Electives/Tracks of Study.
- Add JRMP 1113 and JRMP 3613.
- Add options Communication Studies and Public Relations.

- The proposed curricular changes and options will better serve students and update the curriculum with more current and relevant content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **ECU - Bachelor of Fine Arts in Art (002)**

Degree program requirement changes and degree program option name change

- For the Graphic Arts option:
  - Change option name to Graphic Design.
  - Remove ART 1113 and ART 3133.
  - Add ART 2153.
  - Remove 15 credit hours of Studio Core and 6 credit hours of Advanced Studio.
  - Add 18 credit hours of Design Core and require ART 2253, ART 3133, ART 3943, ART 3923, ART 3713, and ART 3153.
  - Add 15 credit hours of Advanced Design Core and require ART 3193, ART 4213, ART 3303, ART 3953, and ART 3713/ART 3043.
  - Change credit hours required for Graphic Design Electives from 18 to 15.
  - Change credit hours required for Electives from 11 to 8.
- For the Studio Art option:
  - Remove ART 1113 and ART 4213.
  - Add ART 2423 and ART 3923.
  - Change credit hours required for Studio Core Electives from 9 to 6.
- For the Teacher Certification option:
  - Remove ART 1113 and add ART 2423.
  - Remove ART 2213 as an alternative course to ART 3923.
  - Change credit hours required for Related Work from 9 to 6 and require COMM 1113 and PSYC 1113.
- The proposed changes will better enable the department to recruit students, make graduates more competitive in the marketplace, and addresses a decline in assessment performance.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **ECU - Bachelor of Science in Native American Studies (059)**

Degree program requirement changes and degree program option addition

- Add option Cultural Resource Management.
  - The proposed option is in response to student demand.
- Add SOC 2713 as required General Education.
- Add HIST 3233, PS 3193, and SOC 3003.
- Change credit hours required for NAS 1111 from 1 to 3 (1113).
- Add 12 credit hours of Required Electives.
- Remove 16-21 credit hours of Minor.
- Change credit hours required for Electives from 28-33 to 47.
- The proposed changes ensure the new option shares an approximate 50 percent common core with the main program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU - Bachelor of Science in Accounting (001)**

Degree program requirement change

- Add MGMT 4623 as an alternative course to BUS 1113.
- The proposed change provides a better course for students transferring into ECU.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU - Bachelor of Science in Business Administration (007)**

Degree program requirement changes

- For the Finance, General Business, Marketing, Management Information Systems, and Entrepreneurship options:
  - Add MGMT 4623 as an alternative course to BUS 1113 only if students have completed 60 credit hours.
- For the Management Information Systems option:
  - Add MGMT 3023.
  - Remove MGMT 3111, MGMT 3121, and MGMT 3131.
- For the Management option:
  - Add BUSLW 4253 as an alternative course to BUS 1113 only if students have completed 60 credit hours.
  - Add BUSLW 4253 as an alternative course to MGMT 4623.
- The proposed changes provide better courses for students transferring into ECU.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU - Bachelor of Science in Kinesiology (020)**

Degree program requirement changes

- Remove KIN 2252 and KIN 2262 and add KIN 3563 and KIN 3883.
- Remove PSYCH 1113.
- Change credit hours required for Electives from 25 to 23.
- The proposed changes remove courses that are no longer needed and add courses that will better meet the needs of 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.

### **ECU - Bachelor of Arts in Human Services Counseling (026)**

Degree program requirement changes

- For the Rehabilitation option:
  - Remove HURESR 2511-2.
  - Change credit hours required for Electives from 12-19 to 12-17.
- For the Counseling option:
  - Remove PSYCH 4213 as an alternative course to HURES 3203.
- The proposed changes update the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.



### **ECU - Bachelor of Science in Mathematics (029)**

Degree program requirement changes

- For the Teacher Certification option:
  - Change credit hours required for MATH 4913 from 3 to 5.
  - Change credit hours required for Electives from 4-8 to 2-8.
- The proposed changes will better prepare students for the Oklahoma Subject Area Test.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU - Bachelor of Arts in Music (033)**

Degree program requirement changes

- For all options:
  - Remove MUS 4072.
- For the Instrumental option:
  - Change credit hours required for Major Instrument from 14 to 16.
- For the Instrumental Teacher Certification option:
  - Change credit hours required for Major Instrument from 6 to 8.
- For the Piano option:
  - Change credit hours required for Major Instrument from 14 to 16.
- For the Piano Teacher Certification option:
  - Change credit hours required for Major Instrument from 9 to 11.
- For the Vocal option:
  - Change credit hours required for Major Instrument from 14 to 16.
- For the Vocal Teacher Certification option:
  - Change credit hours required for Major Instrument from 9 to 11.
- The proposed changes correct an error when the structure of private lessons was changed.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU - Bachelor of Science in Nursing (034)**

Degree program requirement changes

- Add CHEM 1324 as an alternative course to CHEM 1114.
- Remove EHS 3114 as an alternative course to BIOL 2344.
- The proposed changes will 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.

### **ECU - Bachelor of Social Work in Social Work (050)**

Degree program requirement change

- Require students to earn a grade of C or higher in all Social Work courses.
- The proposed change aligns the program with the Council on Social Work Education accreditation 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.

**ECU - Bachelor of Science in Computer Science (051)**

Degree program requirement changes

- Change credit hours required for Required Electives from 15 to 21.
- Change credit hours required for Electives from 6-21 to 23-33.
- Remove 18-23 credit hours of Minor.
- The proposed changes allow students to be exposed to more aspects of the discipline.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- For the Sports Psychology option:
  - Remove PSYCH 5523 and add PSYKN 5523.
- The proposed changes are the result of course updates to combine two nearly identical courses into one so that it can be used in multiple programs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- For the Human Resources option:
  - Remove HURES 5153.
  - For students pursuing the Human Services track:
    - Change the minimum number of credit hours required for Human Services Processes from 9 to 6.
- The proposed changes are the result of recommendations from faculty, current students and graduates of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 36 to 33.
- No funds are requested from the State Regents.

**ECU - Master of Science in Accounting in Accounting (097)**

Degree program requirement changes

- Remove 15-18 credit hours of Accounting.
- Require ACCT 5073, ACCT 5103, ACCT 5203, and ACCT 5403.
- Add 3-6 credit hours of Accounting to be selected from ACCT 5023, ACCT 5303, ACCT 5953, ACCT 5043, ACCT 5991-4, or ACCT 5981-4.
- Require BUSLW 5133.
- Change credit hours required for Non-Accounting Course Electives from 12-15 to 9-12.
- The proposed changes restore the program structure to the original format to avoid students repeating material from courses taken as part of their undergraduate business degree or the program's prerequisites.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**ECU - Master of Education in Sports Administration (105)**

Degree program requirement changes

- Remove PSYCH 5523 and add PSYKN 5523.
- The proposed changes are the result of course updates to combine to nearly identical courses into one so that it can be used in multiple programs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Remove EDPSY 5163 and add PSYCH 5063.
- The proposed change keeps the certificate aligned and embedded within the Master of Science in Psychological Service's (086) School Psychology 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.

**ECU - Certificate in Business-Management Information Systems (503)**

Degree program requirement changes

- Remove MGMT 3111, MGMT 3121, and MGMT 3131.
- Add MGMT 3023.
- The proposed changes replace 3 one credit hour courses with 1 three credit hour course to eliminate course scheduling and evaluation problems.
- One new course 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.

**ECU - Certificate in Business-Project Management/Management (504)**

Degree program requirement changes

- Remove MGMT 3111, MGMT 3121, MGMT 3131, MGMT 4111, MGMT 4121, MGMT 4131, MGMT 4511, and MGMT 4522.
- Add MGMT 3023, MGMT 4013, and MGMT 4023.
- The proposed changes combine 8 courses into 3 three credit hour courses to eliminate course scheduling and evaluation problems.
- Three new courses will be added and eight courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NSU – Master of Social Work in Social Work (164)**

Degree program requirement changes

- Remove SOWK 5613 and add SOWK 5453.
- The proposed changes align with the requirements of the Council of Social Work Education accreditation standards.
- 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.

**NSU – Bachelor of Science in Medical Laboratory Science (147)**

Degree program requirement change

- Remove BIOL 1123 and BIOL 1131/BIOL 3413.
- Add BIOL 1013 and BIOL 1011.
- For the Internship 3+1 pathway:
  - Remove BIOL 4164 and add BIOL 1023 and BIOL 1021.
- The proposed changes update the curriculum to incorporate new pre-requisites, and updates curricular requirements to facilitate program completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NSU – Bachelor of Business Administration in Management (054)**

Degree program requirement changes

- Remove MATH 3513 as an alternative course to BADM 3933.
- For the Entrepreneurship option:
  - Remove MGMT 3263 and add MGMT 4243.
- The proposed changes update the curriculum to more appropriate 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.

**NSU – Bachelor of Arts in Geography (036)**

Degree program requirement changes

- Remove GEOG 3553.
- Change credit hours required for Physical Geography from 3 to 6.
- The proposed changes are the result of low enrollment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NSU – Bachelor of Arts in English Education (029)**

Degree program requirement changes

- Add ENGL 3501 and ENGL 4501.
- Change credit hours required for Electives from 8 to 6.
- The proposed changes are based on National Council for Teachers of English's program assessment and recommendations.
- 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.

**NSU – Bachelor of Business Administration in Accounting (001)**

**Bachelor of Business Administration in Business Administration (012)**

**Bachelor of Business Administration in Finance (030)**

**Bachelor of Business Administration in Marketing (055)**

**Bachelor of Business Administration in Hospitality and Tourism Management (093)**

**Bachelor of Business Administration in Information Systems (123)**

**Bachelor of Business Administration in Supply Chain Management (145)**

Degree program requirement change

- Remove MATH 3513 as an alternative course to BADM 3933.
- The proposed change is in response to input from industry stakeholders to improve students' quantitative skills.
- 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.

#### **NSU – Master of Business Administration in Business Administration (056)**

Degree program requirement changes, degree program option additions, and degree program option deletions.

- Add options Business Analytics, Healthcare Administration, Health Informatics, Long Term Care, and Environmental, Health, and Safety Management.
- Delete options Professional Master of Business Administration and Master of Business Administration.
  - There is currently one student enrolled in the Master of Business Administration option with an expected graduation date of Spring 2018.
- Add MBA 5053 as a prerequisite for students who select the Healthcare Administration, Health Informatics, or Long Term Care option.
- The proposed changes update the program to align the State Regents' official degree inventory with NSU's inventory and add options in specialization areas in which stakeholders have indicated demand for graduates.
- Fourteen new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NSU - Bachelor of Science in Health Care Administration (004)**

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

- Change degree designation to Bachelor of Business Administration.
- Change program name to Health Organizations Administration.
- Add options Healthcare Administration, Health Informatics, and Long Term Care.
- Remove MATH 3513 as an alternative course to BADM 3933.
- Remove ORGL 3443 as an alternative course to FIN 3213.
- Remove ORGL 3223 as an alternative course to IS 3113.
- Remove ORGL 4333 as an alternative course to MGMT 3183.
- Remove ORGL 4443 as an alternative course to MKT 3213.
- Remove HCA 2211, HCA 3413, HCA 3533, HCA 3713, and 6 credit hours of HCA electives.
- Add MGMT 4113.
- Change credit hours and course number for HCA 2112 from 2 to 3 (3003).
- Remove BLAW 3003 and CRJ 3823 as alternative courses to HCA 4223.
- The proposed changes are based on advisory panel feedback and would positively impact graduates as they seek careers in the field.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NSU - Bachelor of Business Administration in Business Administration (012)**

Degree program requirement changes and degree program option additions

- Add option Business Analytics.
- Remove MATH 3513 as an alternative course to BADM 3933.
- Remove MGMT 3263.
- The proposed changes will train students in the growing field of business analytics and update the curriculum to ensure students are proficient with Excel and data analytic tools.
- 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.

#### **NWOSU – Master of Arts in American Studies (067)**

Degree program requirement changes

- Remove LEAD 5180 and LEAD 5580 as alternative courses to SOC 5263.
- Add AMST 5153 as an alternative course to SOC 5263.
- The proposed changes provide students with a more interdisciplinary course to meet the Leadership requirement.
- 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.

#### **NWOSU - Bachelor of Science in Agriculture Education in Agriculture Education (065)**

Degree program requirement changes

- Remove 3 credit hours of Agriculture Electives.
- Add EDUC 3913.
- The proposed changes update the curriculum to be consistent with other education degrees.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **SEOSU - Master of Education in Educational Leadership (073)**

Degree program requirement change

- Remove the comprehensive exam from graduation requirements.
- The proposed change is the result of curricular alignment and assessments being incorporated into coursework 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.

#### **SWOSU – Bachelor of Science in Nursing in Nursing (087)**

Degree program requirement change

- Remove MATH 1153 as an alternative course to MATH 1143/MATH 1513.
- The proposed change is the recommendation from the Accreditation Commission for Education in Nursing to have consistent General Education requirements for all options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **SWOSU – Bachelor of Science in Industrial Technology (026)**

Degree program requirement change and degree program name change

- Change program name to Applied Engineering Management.

- The proposed name change modernizes the program title and better reflects the actual responsibilities for which graduates are trained.
- Remove TECH 1203 and TECH 4243.
- Add TECH 2213 and TECH 4264.
- For the Electronics Technology option:
  - Remove TECH 4843 and add TECH 4853 and TECH 3123.
- For the Manufacturing Technology option:
  - Remove TECH 3263 and add TECH 3123.
- The proposed changes update the curriculum to include more current and relevant content.
- Four new courses will be added and four courses will be deleted.
- Total credit hours for the degree will change from 120 to 120-121.
- No funds are requested from the State Regents.

**SWOSU – Bachelor of Science in Engineering Technology (128)**

Degree program requirement change

- Remove CMSC 1143, MATH 2823, TECH 1203, TECH 3263, and TECH 4243.
- Add TECH 2213.
- For the Computer Electronics Engineering Technology option:
  - Remove TECH 4818 and TECH 4843.
  - Add MFET 3433 and TECH 4853.
- For the Environmental Engineering Technology option:
  - Remove CHEM 2114.
  - Add CHEM 3013.
  - Add CHEM 3224 as an alternative course to CHEM 4254.
- The proposed changes update the curriculum to include more current and relevant content.
- Four new courses will be added and five courses will be deleted.
- Total credit hours for the degree will change from 128-129 to 120-121.
- No funds are requested from the State Regents.

**CSC - Associate in Science in Physical Education (027)**

Degree program requirement change

- For the Athletic Training option:
  - Remove PHED 1713.
- The proposed change will eliminate course content duplication.
- No 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.

**CSC - Associate in Applied Science in Occupational Therapy Assistant (095)**

Degree program requirement changes

- Remove EDUC 1111.
- Change credit hours required for OTAT 2202 from 2 to 6 (2206).
- The proposed changes update the curriculum to meet the Accreditation Council for Occupational Therapy Education requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 66.
- No funds are requested from the State Regents.

**OSU-OKC – Certificate in Computer Information Systems - Programming (124)**

Degree program name change and degree program requirement change

- Change program name to Information Systems and Technologies – Programming.
- Add CIS 1503.
- The proposed changes align the program name with the main program and add a course to eliminate a hidden prerequisite.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 12 to 15.
- No funds are requested from the State Regents.

**OSU-OKC – Certificate in Retail Floristry (041)**

Degree program name change and degree program requirement changes

- Change program name to Retail Floral Design.
- Remove HORT 1013, HRT 2343, HRT 2443, HRT 2453, HRT 2463, and 6 credit hours of Support and Related Courses.
- Change credit hours required for HRT 1153 from 3 to 1 (1151) and for HRT 2253 from 3 to 1 (2251).
- The proposed changes update the name to align with industry nomenclature and align the curriculum with the Oklahoma State Florist Association's Oklahoma Master Florist certificate.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 30 to 5.
- No funds are requested from the State Regents.

**OSU-OKC – Associate in Science in Healthcare Administration (071)**

Degree program requirement changes

- Remove MATH 1413 and allow students to select any college-level math course.
- Change credit hours required for Support and Related courses from 6 to 3.
- Add BIOL 1012.
- 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 change from 64 to 63.
- No funds are requested from the State Regents.

**OSUIT – Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician (111)**

Degree program requirement change

- Remove GTCT 1183.
- The proposed change is based upon the program advisory committee's recommendation and will better align the program with industry standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 88 to 85.
- No funds are requested from the State Regents.

**OSUIT – Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician (110)**

Degree program requirement changes

- Remove DHEU 1113, DHEU 1233, DHEU 1333, and DHEU 2433.
- Add DHEU 2612 (12 credit hours).
- The proposed changes are based upon recommendations from the program's advisory committee and will simplify the internship process.



- 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.

**OSUIT – Associate in Applied Air Conditioning and Refrigeration Technology (002)**

Degree program requirement changes

- Remove ACR 2616 and add ACR 2623 and ACR 2653.
- The proposed changes are based upon the program advisory committee’s recommendations and allow for greater flexibility in course delivery.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSUIT – Associate in Science in Business (091)**

Degree program requirement change

- Remove 3 credit hours of Health and Physical Education.
- Change credit hours required for General Education from 42 to 39.
- Remove restriction of one Life Science and one Physical Science.
- Change credit hours required for Business Program Electives from 3 to 6.
- The proposed changes are based upon the program advisory committee’s recommendations and better align the program content for 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.

**OSUIT – Associate in Applied Science in Information Technologies (012)**

**Associate in Science in Information Technologies (092)**

Degree program requirement changes

- Remove ITD 1253 and add ITD 1203.
- Remove GTGE 1111 as an alternative course to ORIE 1011.
- The proposed changes are based upon the program advisory committee’s recommendations and will better align program content with current industry expectations.
- 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.

**OSUIT – Bachelor of Technology in Information Technologies (094)**

Degree program requirement changes

- Remove ITD 1253 and add ITD 1203.
- Remove MATH 2013 and add MATH 2143.
- Remove GTGE 1111 as an alternative course to ORIE 1011.
- For the Software Development option:
  - Remove ITD 2253 and add ITD 1253.
- The proposed changes are based upon the program advisory committee’s recommendations and will better align with current industry expectations and criteria for specialized accreditation through the Accreditation Board for Engineering and Technology.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSUIT – Associate in Applied Science in Orthotic and Prosthetic Technologies (089)**

Degree program requirement changes

- Add OPT 1412 and OPT 1424.
- Change credit hours required for OPT 2324 from 4 to 2 (2322), for OPT 2404 from 4 to 2 (2402), and for OPT 2414 from 4 to 2 (2412).
- The proposed changes are based upon recommendations from the program's advisory committee in response to recent changes to National Commission on Orthotic and Prosthetic Education accreditation standards.
- 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.

### **OSUIT – Associate in Applied Science in Watchmaking and Microtechnology (043)**

Degree program requirement changes

- Remove all current curricular requirements.
- Add WMT 1134, WMT 1144, WMT 1154, WMT 1236, WMT 1246, WMT 1346, WMT 1366, WMT 2436, WMT 2446, WMT 2536, WMT 2546, WMT 2609, and WMT 2653.
- The proposed changes are based upon recommendations from the program's advisory committee and will better prepare program graduates for successful transition into the workforce. Although the program's overall competencies have not changed, the proposed curricular changes restructure the courses to better leverage existing resources in a more efficient manner.
- Thirteen new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSUIT – Associate in Applied Science in Culinary Arts (046)**

Degree program option additions and degree program requirement changes

- Add options Baking and Pastry and Food Studies.
- Remove 3 credit hours of Culinary Arts Program Electives.
- Remove 3 credit hours of Departmental Approved Electives.
- Remove CUA 1311, CUA 2473, CUA 2575, and CUA 2623 from Core Requirements.
- The proposed changes are based upon recommendations from the program's advisory committee and provide students with a well-rounded core culinary education complemented by an option-specific curriculum.
- 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 Social Science (015)**

Degree program option deletions

- Delete options Sociology, Psychology, and Criminal Justice.
- The proposed deletions are the result of new stand-alone programs which were approved at the April 26, 2018 State Regent's meeting.
- There are currently 55 students enrolled in the Sociology option, 547 students enrolled in the Psychology option, and 295 students enrolled in the Criminal Justice option.
- Students will be able to complete their degree.
- No courses will be deleted.

- No funds are requested from the State Regents.

**TCC - Associate in Science in Nutritional Sciences (273)**

Degree program option deletions

- Delete options Allied Health, Community Nutrition, and Dietetics.
- The proposed deletions will be effective the 2018-2019 academic year and are the result of a restructure of curriculum and will be replaced with internal areas of concentration.
- There are currently 10 students enrolled in the Allied Health option, 13 students enrolled in the Community Nutrition option, and 67 students enrolled in the Dietetics option.
- Students will have two years to complete their current option requirements or may change to the consolidated program.
- No courses will be deleted.
- No funds are requested from the State Regents.

**WOSC - Associate in Science in Agricultural Science (070)**

Degree program requirement changes

- For the Agriculture Business option:
  - Change credit hours required for Specialty Agriculture Courses from 8-9 to 8.
  - Change credit hours required for Specialty Business Courses from 5-6 to 6.
- The proposed changes update the credit hours required from a range to a specific number.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60-62 to 61.
- No funds are requested from the State Regents.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #19-b:**

**Academic Nomenclature.**

**SUBJECT:** Ratification of the University of Oklahoma's Institutional Request to create the Department of African and African American Studies, the Department of Film and Media Studies, the Department of Religious Studies, and the Department of Women's and Gender Studies.

**RECOMMENDATION:**

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

**BACKGROUND:**

The University of Oklahoma (OU) requested authorization to create the Department of African and African American Studies, the Department of Film and Media Studies, the Department of Religious Studies, and the Department of Women's and Gender Studies. OU's governing board approved the requests on December 12, 2017.

**POLICY ISSUES:**

These actions are consistent with the State Regents' Approval of Changes in Academic Structure and Nomenclature policy.

**ANALYSIS:**

OU requested approval to elevate the status of the African and African American Studies program to the Department of African and African American Studies. The new department will offer the existing Bachelor of Arts in African and African American Studies (015) and minor in African and African American Studies.

Also, OU requested approval to elevate the status of the Film and Media Studies program to the Department of Film and Media Studies. The new department will offer the existing Bachelor of Arts in Film and Media Studies (429) and minor in Film and Media Studies.

Additionally, OU requested approval to elevate the status of the Ethics and Religion program to the Department of Religious Studies. The new department will offer the existing Bachelor of Arts in Ethics and Religion (078) and minor in Religious Studies.

Finally, OU requested approval to elevate the status of the Women's and Gender Studies program to the Department of Women's and Gender Studies. The new department will offer the existing Bachelor of Arts in Women's and Gender Studies (875) and minor in Women's and Gender Studies.

These requests are motivated by the continued growth of these programs, the exceptional quality of program faculty, and the contributions of these programs to the university's mission. No additional funding is requested from the State Regents for these changes.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #19-c (1):**

**Cooperative Agreements.**

**SUBJECT:** Murray State College. Ratification of institutional requests regarding cooperative agreement programs.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Murray State College's requests to delete cooperative agreement programs, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

**POLICY ISSUES:**

These actions are consistent with the State Regents' Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, and Credit for Prior Learning policies.

**ANALYSIS:**

Based on changes directed by HLC and low enrollment in the programs, Murray State College (MSC) submitted requests to delete CAPs with one or more technology centers, as specified in Attachment A.

The CAP deletion requests also included requests to delete the Associate in Applied Science in Engineering Technology (052) and the Associate in Applied Science in Applied Technology (060), which were approved at the March 29, 2018 State Regents' meeting.



**CAP Deletion  
Attachment A**

<b>Institution</b>	<b>Program Code</b>	<b>Program</b>	<b>Career Technology Center</b>	<b>Delete CAP</b>
MSC	052	Associate in Applied Science in Engineering Technology	Red River Technology Center	Yes
MSC	052	Associate in Applied Science in Engineering Technology	Southern Oklahoma Technology Center	Yes
MSC	052	Associate in Applied Science in Engineering Technology	Kiamichi Technology Center	Yes
MSC	060	Associate in Applied Science in Applied Technology	Red River Technology Center	Yes
MSC	060	Associate in Applied Science in Applied Technology	Southern Oklahoma Technology Center	Yes
MSC	060	Associate in Applied Science in Applied Technology	Kiamichi Technology Center	Yes



Meeting of the  
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**AGENDA ITEM #19-c (2):**

**Cooperative Agreements.**

**SUBJECT:** Connors State College. Ratification of institutional requests regarding cooperative agreement programs.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Connors State College's request to add or modify a cooperative agreement program, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

**POLICY ISSUES:**

This action is consistent with the State Regents' Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, and Credit for Prior Learning policies.

**ANALYSIS:**

Based on the Accreditation Council for Occupational Therapy Education requirements Connors State College (CSC) submitted a request to modify a CAPs with one or more technology centers, as specified in Attachment A. This request was made in conjunction with a program modification request (see modification agenda item).

Approval was granted by the Chancellor. State Regents' ratification is requested.

**CAP Additions/Modifications  
Attachment A**

<b>Institution</b>	<b>Program Code</b>	<b>Program Name</b>	<b>Career Technology Center</b>	<b>Contract Hours</b>	<b>PLA Hours</b>
CSC	095	Associate in Applied Science in Occupational Therapy Assistant	Indian Capital Technology Center	30	0

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
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**AGENDA ITEM #19-d:**

**Electronic Delivery.**

**SUBJECT:** Southeastern Oklahoma State University. Approval of requests to offer the following existing programs via online delivery: Bachelor of Arts in Communication, Bachelor of Science in Occupational Safety and Health, Bachelor of Business Administration in Marketing, Bachelor of Science in Liberal and Applied Studies, Bachelor of Business Administration in General Business, Bachelor of Science in Early Intervention and Child Development, Bachelor of Science in Organizational Leadership, and Master of Science in Sports Administration.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Southeastern Oklahoma State University's requests to offer the following existing programs via online delivery: Bachelor of Arts in Communication (049), Bachelor of Science in Occupational Safety and Health (058), Bachelor of Business Administration in Marketing (095), Bachelor of Science in Liberal and Applied Studies (102), Bachelor of Business Administration in General Business (105), Bachelor of Science in Early Intervention and Child Development (111), Bachelor of Science in Organizational Leadership (775), and Master of Science in Sports Administration (109).**

**BACKGROUND:**

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

- Master of Business Administration (075);
- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Elementary Education (016);
- Master of Education in School Administration (073);
- Master of Education in Secondary Education (074);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113);
- Bachelor of Science in Health and Human Performance (115);
- Master of Early Intervention and Child Development in Early Intervention and Child Development (116); and
- Master of Education in School Counseling (071)

SEOSU's governing board approved offering online the existing Bachelor of Arts in Communication (049), Bachelor of Science in Occupational Safety and Health (058), Bachelor of Business Administration in Marketing (095), Bachelor of Science in Liberal and Applied Studies (102), Bachelor of Business Administration in General Business (105), Bachelor of Science in Early Intervention and Child Development (111), Bachelor of Science in Organizational Leadership (775), and Master of Science in Sports Administration (109) at their January 26, 2018 meeting. SEOSU requests authorization to offer these existing programs via online delivery, as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

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

#### **Bachelor of Arts in Communication (049)**

**Demand.** According to the Bureau of Labor Statistics, employment in media and communication occupations is projected to grow 6 percent nationwide by 2026 with an estimated 45,300 new jobs. Growth in these occupations is expected due to the ever-increasing need to create, edit, translate, and disseminate information through a variety of platforms. SEOSU indicates in Fall 2017, 89 students were enrolled in the program. The department has a goal to increase enrollment approximately 25 percent in the next four years to 111. SEOSU has the capacity to achieve this goal with the addition of an online option for students who may not be able to attend classes on campus due to geographic or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

#### **Bachelor of Science in Occupational Safety and Health (058)**

**Demand.** Occupational Health and Safety Specialists will be needed in a wide variety of industries to ensure employers adhere to existing and new regulations. According to the Bureau of Labor Statistics,

employment opportunities for Occupational Health and Safety Specialists are expected to grow 8 percent nationwide by 2026. In Oklahoma, data from the Oklahoma Employment Security Commission indicate the employment demand is much higher, with an expected growth of 14 percent through 2024. In Fall 2017, 309 students were enrolled in the program. SEOSU has the goal of increasing enrollment by 20 percent in the next five years. SEOSU has the capacity to achieve this goal with the addition of an online option for students who may not be able to attend classes on campus due to geographic or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. The University of Central Oklahoma (UCO) and the University of Oklahoma (OU) requested a copy of the proposal, which was sent February 6, 2018 and February 14, 2018, respectively. Neither UCO, OU, nor any other State System institution notified State Regents' staff of a protest for electronic delivery of the program. Approval will not constitute unnecessary duplication.

#### **Bachelor of Business Administration in Marketing (095)**

**Demand.** Oklahoma Employment Security Commission data indicates career opportunities for Marketing Managers, Market Research Analysts, and Marketing Specialists are expected to increase 12 to 18 percent through 2024. Nationwide, the Bureau of Labor Statistics expects employment in these fields to grow as much as 23 percent through 2026. In Fall 2017, 51 students were enrolled in the program. The goal is to increase enrollment by approximately 25 percent in the next four years to 65 majors. SEOSU has the capacity to achieve this goal with the addition of an online option for students who may not be able to attend classes on campus due to geographic or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

### **Bachelor of Science in Liberal and Applied Studies (102)**

**Demand.** Career opportunities for students earning a Liberal and Applied Studies degree are varied. Graduates can find positions in sales, management, customer service, and marketing. According to the Bureau of Labor Statistics, these career fields have a projected growth ranging from 3 to 9 percent nationwide through 2026. Similarly, Oklahoma Employment Security Commission data indicate the occupational outlook for these career fields will increase 7 to 14 percent through 2024. According to the Georgetown Center on Education and the Workforce, by 2020, 35 percent of the job openings will require at least a bachelor's degree. SEOSU proposes to address this demand with the addition of an online option for students who may not be able to attend classes on campus due to geographic or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent February 14, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest for electronic delivery of the program. Approval will not constitute unnecessary duplication.

### **Bachelor of Business Administration in General Business (105)**

**Demand.** Students graduating with a General Business degree can find employment in various business, management, and financial occupations. According to the Bureau of Labor Statistics, employment in these fields is expected to increase 9 percent nationwide through 2026. According to the Oklahoma Employment Security Commission, careers in management and finance will increase as much as 22 percent through 2024, depending on the occupation. SEOSU reports that in Fall 2017, 134 students were enrolled in the program and that the department has a target of increasing enrollment by 20 percent in the next five years. SEOSU has the capacity to achieve this goal with the addition of an online option for students who may not be able to attend classes on campus due to geographic or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. None of the State System institutions notified State Regents' staff of a



protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

### **Bachelor of Science in Organizational Leadership (775)**

**Demand.** According to the Georgetown Center on Education and the Workforce, by 2020, 35 percent of job openings will require at least a bachelor's degree. The Bachelor of Science in Organizational Leadership (775) provides course work in a variety of business and communication related areas that prepares students for employment in various career fields, such as management. Data from the Oklahoma Employment Security Commission for SEOSU service area project a 13 percent increase in employment opportunities for Administrative Services Managers, an 11 percent increase in General and Operations Managers, a 9 percent increase in Business Operations Specialists, and an 8 percent increase in Other Managers. Currently 10 students are enrolled in the program and SEOSU has a goal of increasing enrollment by 100 percent over the next five years. SEOSU has the capacity to achieve this goal with the addition of an online option for students who may not be able to attend classes on campus due to geographic, employment, or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent February 14, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest for electronic delivery of the program. Approval will not constitute unnecessary duplication.

### **Bachelor of Science in Early Intervention and Child Development (111)**

**Demand.** Students graduating with a Bachelor of Science in Early Intervention and Child Development (111) can find employment in a variety of facilities throughout SEOSU's service area. In southeastern Oklahoma, there are 11 Indian Nation Community Action Head Starts in Atoka, Johnson, Marshall, and Murray counties and 24 Big Five Head Starts in Bryan, Carter, Coal, Love, and Pontotoc counties. Additionally, the Chickasaw Nation sponsors four Head Start programs, including facilities in Ardmore, Ada, Sulphur, and Tishomingo. According to the Oklahoma Employment Security Commission, careers as preschool and childcare center/program administrators are expected to increase almost 8 percent through 2024. In SEOSU's service area, the anticipated occupational growth is 11 percent. In Fall 2017, 73 students were enrolled in the program. The department's goal is to increase enrollment by 25 percent in the next four years. SEOSU has the capacity to achieve this goal with the addition of an online option for students who may not be able to attend classes on campus due to geographic, employment, or other barriers.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos.

SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

### **Master of Science in Sports Administration (109)**

**Demand.** According to the Bureau of Labor Statistics, employment in the field of sports administration and related areas is expected to increase 7 to 13 percent through 2026. Currently, the program has 49 students enrolled. Many individuals who may be interested in this program will already be employed in the field but need an advanced degree to expand their career opportunities. SEOSU has a goal of providing an opportunity for those students who may have geographic or employment barriers that prohibit enrolling in courses offered on-campus and increasing enrollment by 25 percent in the next four years.

**Delivery method.** SEOSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the course. To facilitate student learning, faculty will use discussion boards, Skype, and ZOOM, in addition to electronic and/or traditional textbooks, journal articles, and videos. SEOSU also offers distance students access to academic support for online tutoring through Smarthinking.com and electronic access to the Writing Center.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on November 28, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent February 14, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest for electronic delivery of the program. Approval will not constitute unnecessary duplication.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #19-e:**

**High School Courses for College Admission.**

**SUBJECT:** High School Courses for College Admission. Ratification of a request to approve a high school course for college admission.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

**POLICY ISSUES:**

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

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

Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.”

**STAFF ANALYSIS:**

Prior to April 26, 2018, State Regents’ staff received a request from Jenks High School to approve a high school course for college admission. The table below details the course as well as the college admission subject area in which it will count:

<b>Course</b>	<b>Subject Area</b>
STEM Exploration	Computer Science

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

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**AGENDA ITEM #19-f:**

**State Authorization Reciprocity Agreement.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents ratify an institutional request 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 April 26, 2018, State Regents' staff received a SARA renewal application from Oklahoma City University.

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

Meeting of the  
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**AGENDA ITEM #19-g:**

**Agency Operations.**

**SUBJECT:** Ratification of Purchases.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between March 2, 2018 and March 30, 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 March 2, 2018 and March 30, 2018, there are eleven purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Dobson Technologies in the amount of \$42,469.95 for fiber construction from the Oklahoma Community Anchor Network (OCAN) route to the new Community Anchor Institution (CAI) at Plainview Elementary School, located at 1140 S Plainview Road in Ardmore, Oklahoma. This project will be funded by OneNet customer user fees. (Funded from 718-OneNet).

OCAN

- 2) Dobson Technologies in the amount of \$80,911.95 for fiber construction from the Oklahoma Community Anchor Network (OCAN) route to the Gordon Cooper Seminole campus located at 800 N Harvey Avenue Seminole, Oklahoma to serve as a Community Anchor Institution (CAI). This project will be funded by OneNet customer user fees. (Funded from 720-OCAN).

GEAR UP

- 3) University of Oklahoma K-20 Center in the amount of \$37,390.18 to provide data and client management services to fulfill a mandated United States Department of Education requirement for tracking Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) supported students. (Funded from 730-GEAR UP).





Meeting of the  
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**AGENDA ITEM #19-h (1):**

**Non-Academic Degrees.**

**SUBJECT:** Ratification a request from Oklahoma State University to award two honorary degrees.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma State University's requests to award Honorary Degrees.**

**STAFF ANALYSIS:**

Requests have been made from Oklahoma State University to award an Honorary Doctor of Fine Arts degree to Ms. Leona Mitchell and an Honorary Doctor of Humane Letters degree to Mr. Cecil L. O'Brate, in recognition of their distinguished careers and significant public service activities.

The requests are consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The OSU requests meet the requirements of the State Regents' policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

# Oklahoma State University

have admitted

**Leona Mitchell**

to the Honorary Degree of

**Doctor of Fine Arts**

in recognition of distinguished achievements  
with all the honors, privileges and obligations belonging thereto,  
and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the  
twelfth day of May, two thousand eighteen

For the Regents

*Ronald H. White*

Chairman

*Joseph A. Fisher, Jr.*

Secretary

*Robert J. Hume*

Chairman

For the University

*Joseph E. Burns*

Chairman, Board of Regents

*V. Bruce Stogin*

President of the University

*Margaret A. Jackson*

Chairman of Finance



*The Oklahoma State Regents for Higher Education acting through*

# Oklahoma State University

*have admitted*

**Cecil W. Wrate**

*to the Honorary Degree of*

**Doctor of Humane Letters**

*in recognition of distinguished achievements*

*with all the honors, privileges and obligations belonging thereto,*

*and in witness thereof have authorized the issuance of*

*this Diploma duly signed and sealed.*

*Issued at the Oklahoma State University at Stillwater, Oklahoma on the  
twelfth day of May, two thousand eighteen*

*For the Regents*

*Ronald L. White*

*Chairman*

*Joseph L. Fisher, Jr.*

*Secretary*

*Blair Johnson*

*Chairman*

*For the University*

*Joseph E. Burns*

*Chairman, Board of Regents*

*V. Bruce Sturgis*

*President of the University*

*Meryl A. Jucker*

*Chair of Business*





Meeting of the  
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**AGENDA ITEM #19-h (2):**

**Non-Academic Degrees.**

**SUBJECT:** Ratification of a request from Oklahoma State University to award a posthumous degree.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma State University's request for a policy exception to award a posthumous degree.**

**STAFF ANALYSIS:**

A request has been made from Oklahoma State University (OSU) to award a Master of Science in Health Care Administration posthumously to Ms. Katelyn Monroe.

At the time of her death Ms. Monroe had completed 15 of her 32 credit hour program, was earning As in all of her classes, was an active member of the HCA graduate student organization, and also held a full-time staff position at OSU's Center for Health Sciences.

**POLICY ISSUES:**

The request for a posthumous degree is not consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study. However, due to Ms. Monroe's record of academic excellence and high level of involvement in the OSU community and the recommendation of the president, an exception to this policy was granted to allow OSU to award Ms. Monroe a posthumous Master of Science in Health Care Administration.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education acting through*

# Oklahoma State University

*have admitted*

**Katelyn Monroe**

*to the degree of*

**Master of Science**

**Health Care Administration**

**Awarded Posthumously**

*and all the honors, privileges and obligations belonging thereto,*

*and in witness thereof have authorized the issuance of*

*this Diploma duly signed and sealed.*

*Issued at the Oklahoma State University at Stillwater, Oklahoma on the*

*twelfth day of May, two thousand eighteen*

*For the Regents*

*Ronald H. White*

*Chairman*

*Joseph D. Fisher, Jr*

*Secretary*

*Blanche Johnson*

*Chairman*

*For the University*

*Joseph E. Burns*

*Chairman, Board of Regents*

*V. Bruce Shagin*

*President of the University*

*Sheryl A. Suckew*

*Chair of Science*



Meeting of the  
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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:** State Regents' Policy Reporting Requirements Survey.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

- Academic Forgiveness Provisions (3.12.6)
- Special Admission (3.9.6)
- Retention Standards (3.9.8)
- International Student Admission and Admission of Non-native Speakers of English (3.10.5)
- High School Curricular Requirements (3.20.4)

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the sixteenth year of data collection.

**POLICY ISSUES:**

**Academic Forgiveness Provisions**

A student may request an academic reprieve or academic renewal from State System institutions consistent with State Regents' policy. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

**Special Admission**

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

**Retention Standards**

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended

students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated, by attending another institution, the ability to succeed academically by raising their GPA to the retention standards.

#### International Student Admission and Admission of Non-native Speakers of English (ESL)

ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.10.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

#### Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic academic skills deficiencies within the first 24 college-level hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

#### **ANALYSIS:**

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier: research, regional, liberal arts, and community college. The University of Science and Arts of Oklahoma was split from the regional tier to form a new liberal arts tier beginning with the 2013-14 report. Due to these tier changes, comparison of regional university data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.

#### Academic Forgiveness Provisions

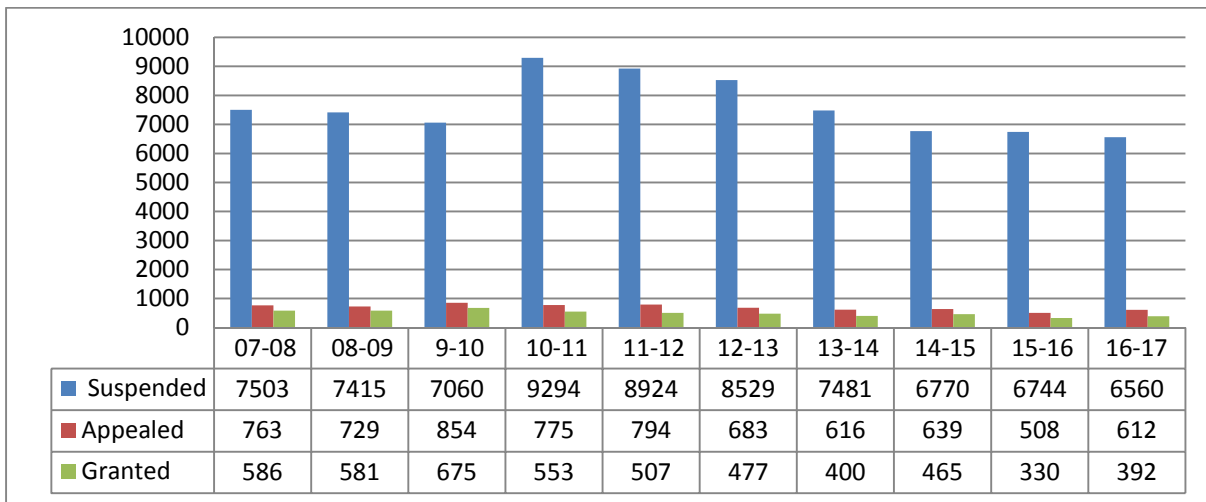
Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes there may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA. Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

An additional provision allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of

12 hours) excluding activity or performance courses; 3) The request must be for all courses completed before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The student may not receive more than one academic reprieve or renewal during his/her academic career, and only one option (reprieve or renewal) can be used.

### Approval Rate of Academic Reprieves Granted by Tier 2007-08 to 2016-17



### Number of Grade Reprieves by Tier 2007-08 to 2016-17

	07-08		08-09		09-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	65	48	29	24	41	34	48	45	41	40	50	49	54	51	63	59	42	41	42	42
Regional	224	186	229	205	245	216	333	286	243	195	239	190	239	200	172	141	179	146	136	95
Liberal Arts	*	*	*	*	*	*	*	*	*	*	*	*	5	5	5	5	7	7	7	7
Community	200	137	253	179	286	195	320	257	396	321	350	259	298	235	321	248	319	241	343	271

\* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- The number of requests for academic reprieves averaged 576 per year for the past ten years. In 2016-17, there were 528 requests.
- Of the reprieve requests made in 2016-17, 65 percent were at community colleges, 25 percent were at regional universities, 8 percent were at research universities, and 1 percent was at the liberal arts university.
- System wide in 2016-17, 79 percent of reprieve requests were granted.
- Over the last ten years, the percent of approved reprieves has ranged from 76 percent in 2008-09 to 83 percent in 2010-11. The ten year average is 79 percent.
- Regional universities granted the lowest percentage of academic reprieves, 70 percent, down from 82 percent in 2015-16. Community colleges granted 79 percent, which was up from 76 percent in 2015-16. Research universities granted 100 percent of requested reprieves, up from 98 percent in 2015-16. The liberal arts tier granted 100 percent of the requested reprieves in 2016-17, which was the same as 2015-16.

**Number of Academic Renewals  
Requested and Granted  
2009-10 to 2016-17**

	09-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	4	4	2	1	2	2	6	6	4	2	3	3	2	2	1	1
Regional	9	7	5	5	3	2	10	6	6	5	5	4	2	2	1	1
Liberal Arts	*	*	*	*	*	*	*	*	0	0	0	0	0	0	*	*
Community	25	16	39	27	50	38	58	43	54	39	48	39	42	28	39	24
Total	38	27	46	33	55	42	74	55	64	46	56	46	46	32	41	26

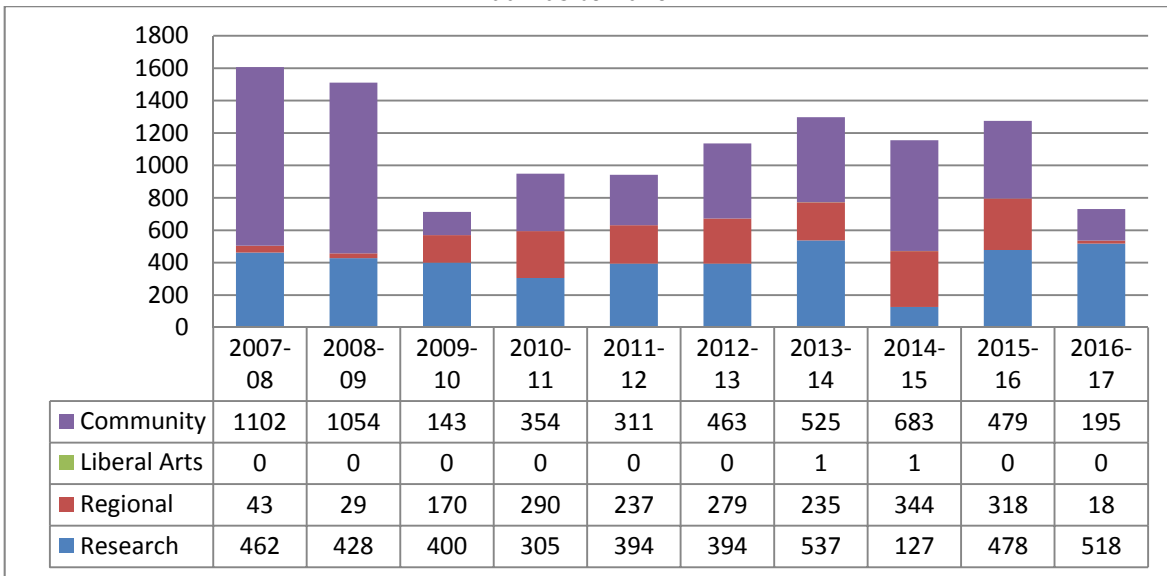
- Forty-one renewals were requested in 2016-17 with 26 of them, 63 percent, granted.
- Since 2009-10, the average percentage rate of renewals granted is 73 percent.
- Of the 41 requested renewals in 2016-17, 95 percent were made at community colleges. Community colleges approved 61 percent of the requested renewals.

Students requesting reprieves and renewals must meet specific State Regents’ academic requirements. Thus, it is expected that a high percentage of requested reprieves and renewals would be granted.

**Special Admission**

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job related courses with appropriate academic control.

**Comparison of Non-Degree Seeking Students  
Enrolled in More than 9 Credits by Tier  
2007-08 to 2016-17**



\* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- In 2016-17, 13 institutions reported a total of 731 students enrolled as non-degree seeking students with more than nine credits, down from 1,275 students in 2015-16. Research universities reported 71 percent of the exceptions; regional universities, 2.5 percent; liberal arts, 0 percent; and community colleges, 27 percent.
- Over the last ten years, the number of individuals enrolled as non-degree seeking students has ranged from a low of 713 in 2009-10 to a high of 1,607 in 2007-08.
- Since 2007-2008, the number of non-degree seeking students enrolled in more than nine hours has

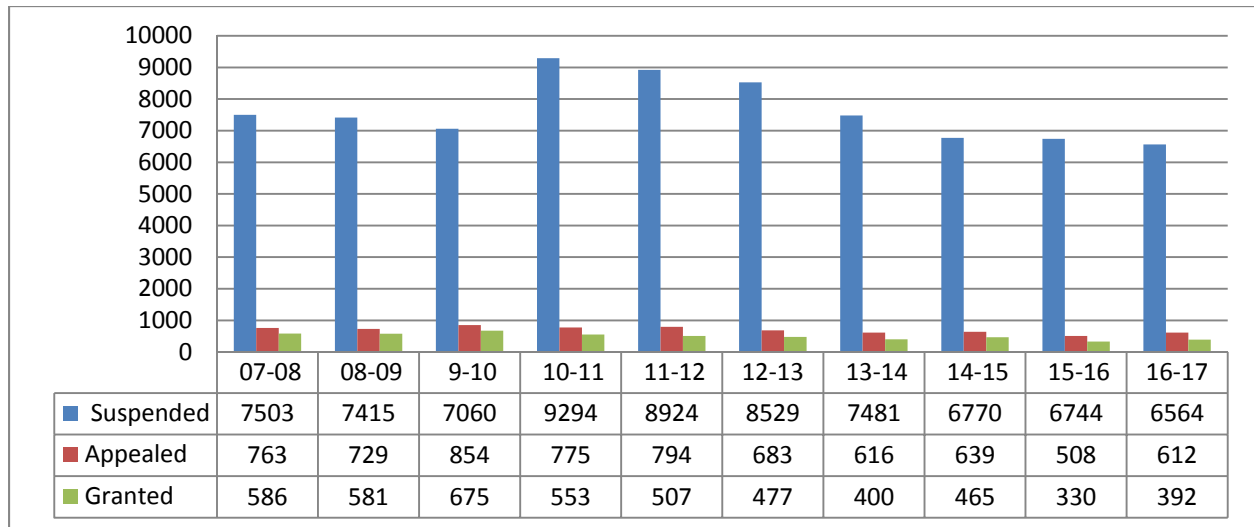
averaged 1,132. The ten year average of non-degree seeking students by tier is as follows: research 404, regional 196, and community college, 531. The liberal arts tier is in its fourth year; therefore, it does not have a ten year average.

Explanations for exceptions included courses for personal enrichment, courses needed for a job, clerical and advisor errors, and continuing education courses. Exchange students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

**Retention Standards**

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents’ policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

**Total Suspensions, Appeals, and Granted Appeals  
2007-08 to 2016-17**



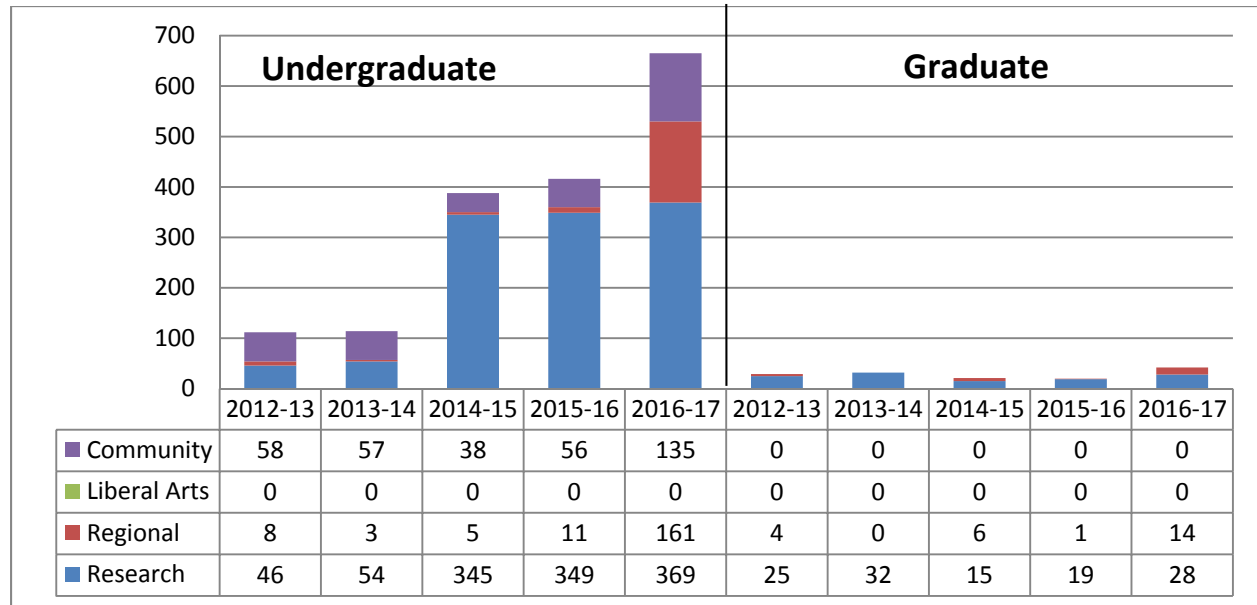
- From 2015-16 to 2016-17, the number of suspensions decreased 2.7 percent, from 6,744 to 6,564. The number of suspensions appealed increased by 20 percent, from 508 to 612.
- Over the last ten years, the average percentage of approved suspension appeals was 71 percent. In 2016-2017, 64 percent of suspension appeals were approved, which was slightly down from 2015-2016, 65 percent.
- In 2016-2017, community colleges granted the highest percentage of suspension appeals at 79 percent, which was a two percent increase from 2015-2016. Regional universities granted 49 percent of suspension appeals and research universities granted 45 percent of suspension appeals.

As previously noted, a student must document extraordinary circumstances that contributed to his/her suspension. Thus, a high percentage of the approved appeals are granted to students who provided evidence that there were circumstances beyond their control which contributed to their academic difficulties.

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

The majority of exceptions to the minimum standardized test (Test of English as a Foreign Language, TOEFL, or International English Language Testing System, ILETS, Examination) score admission requirement were granted for students who presented evidence of proficiency through interviews or other examination, graduated from English-speaking high schools, were participating in exchange programs with foreign institutions which certified the students' proficiency, or had previous successful work at other colleges or universities.

**Number of ESL Exceptions by Tier  
2012-13 through 2016-17**

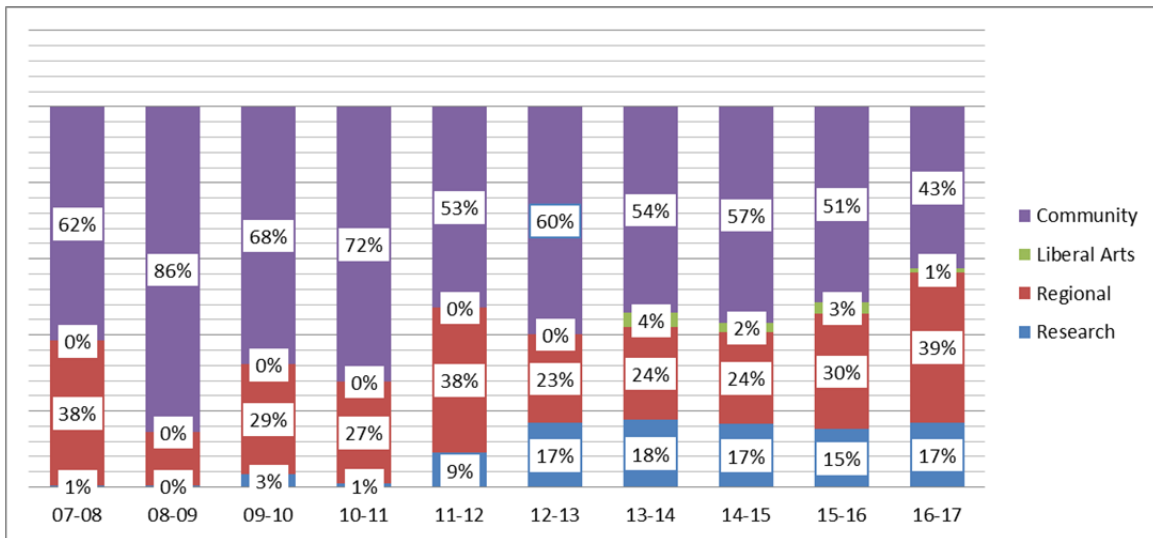


- The system wide number of undergraduate ESL exceptions increased 59 percent from 419 in 2015-16 to 665 in 2016-17. From 2015-16 to 2016-17, research universities reported an increase of 5.7 percent, 349 to 369, regional universities increased 1,363 percent, 11 to 138, liberal arts tier remained constant at 0, and community colleges increased 141 percent, 56 to 135.
- Graduate exceptions at research universities increased by 47 percent, from 19 in 2015-16 to 28 in 2016-17.
- The majority of undergraduate and graduate ESL exceptions were granted at the research universities during the last five years. Of the undergraduate exceptions granted over the last five years, 69 percent were by research universities, 11 percent were by regional universities, and 20 percent were by community colleges.
- Of the graduate exceptions granted over the last five years, 83 percent were by research universities and 17 percent were made by regional universities.

### Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, had transferred with deficiencies, or were making satisfactory progress in other college level work. Additional reasons cited were advisor or clerical errors, schedule conflicts, and enrollment in Associate in Applied Science programs.

**Remediation and Removal of High School Curricular Deficiencies –  
Exceptions from Credit Hour Limit  
2007-2008 to 2016-17**



\* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- From 2007-08 to 2016-17, the number of exceptions has averaged 2,400. In 2016-17, the number of exceptions was 2,249, an increase of 101 percent over 2007-08, 1,119, and a slight increase, .5 percent, from 2015-2016, 2,239.
- The number of exceptions granted at research universities increased from 6 in 2007-08 to 383 in 2016-17, with an average of 227 over the ten-year period. From 2015-16 to 2016-17, the research universities experienced an increase of 12 percent, from 341 to 383.
- At the regional universities, a 109 percent increase was found in the number of exceptions granted in the ten-year span, from 424 in 2007-08 to 887 in 2016-17, with an average of 661. From 2015-16 to 2016-17, the regional universities experienced an increase of 31 percent, from 679 to 887.
- The number of exceptions granted at the liberal arts tier decreased 66 percent from the prior year, going from 68 in 2015-16 to 23 in 2016-17.
- The number of exceptions granted at community colleges has been variable over the last ten years, averaging 1,489 per year. The one-year change was a 17 percent decrease, from 1,151 in 2015-16 to 956 in 2016-17.
- In 2016-17, both research universities, ten regional universities, and nine community colleges reported exceptions.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #20-b (2) (a):**

**Annual Reports.**

**SUBJECT:** Oklahoma High School Indicators Project. High School to College-Going Rates by High School Site.

**RECOMMENDATION:**

**This item is for information only.**

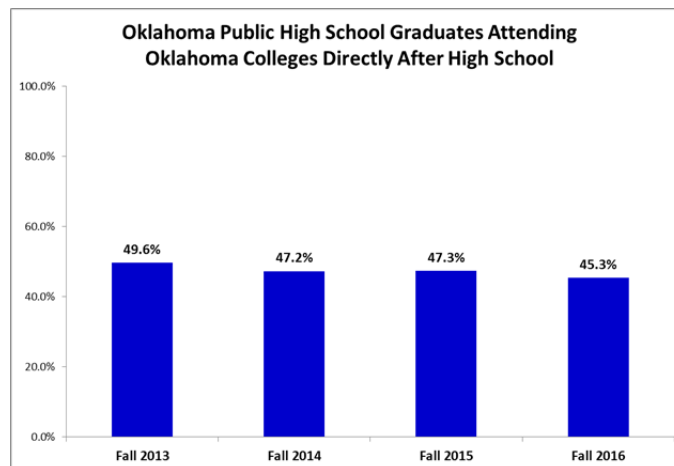
**BACKGROUND:**

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:**



## **High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges**

The data describe 2016 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in fall 2016. It lists the following information by county, district, and high school site: (1) the number of high school graduates; (2) the number of high school graduates who went directly to college the following fall; (3) the number of high school graduates who went to college the following academic year; and (4) the number of high school graduates who entered college anytime in 2016-17, including those who delayed entry for one year or more.

For 2016, the SDE reported 40,875 students graduated from Oklahoma public high schools. Of those, 18,534 or 45.3 percent entered an Oklahoma college or university the following fall. An additional 1.7 percent of the high school graduates entered in the spring.

### **Methodology**

Beginning with the 2013-14 report, the SDE reported only public high school graduates where it had previously reported both public and private high school graduates. More importantly, in 2013-14 individual student information was provided, allowing State Regents' staff to track students into college or university enrollment through the State Regents' Unitized Data System. For the 2013-14 report, SDE had limited data available; they provided information only on students who graduated within four years. However, information for all of the 2014, 2015, and 2016 public high school graduates was provided, regardless of whether they completed on time. Prior to the SDE providing individual student information, the number of students entering college directly from high school was estimated using first-time-entering college students who were 17, 18, and 19 years of age.

A complete list of college-going 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.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #20-b (2) (b):**

**Annual Reports.**

**SUBJECT:** Oklahoma High School Indicators Project. Headcount, Semester Hours, and GPA Report.

**RECOMMENDATION:**

**This item is for information only.**

**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:**

The headcount, semester hour, and grade point average (GPA) summary provides academic year headcount, semester hour, and GPA information for freshman-level courses taken by 2016 public high school graduates as fall 2016 first-time-entering college freshmen in Oklahoma public institutions or as concurrent high school students. The headcount and semester hour data are distributed by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the fall 2016 first-time freshmen (16,953), 46 percent (7,773) earned a 3.0 or better GPA in their freshman-level courses, and nearly 75 percent earned at least a 2.0. Cumulatively, students earned 314,969 hours of freshman-level credits, with almost 90 percent earned by students with a 2.0 or higher GPA.

Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, the credit hours reported are for courses that were passed, rather than for all courses attempted. Because of these changes, comparisons with reports prior to 2013 would not be valid.

A complete list of headcount, GPA and semester credit hours is available by county, high school site, and district 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.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 26, 2018

**AGENDA ITEM #20-b (2) (c):**

**Annual Reports.**

**SUBJECT:** Oklahoma High School Indicators Project: Mean ACT Scores by High School Site.

**RECOMMENDATION:**

**This item is for information only.**

**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, 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.

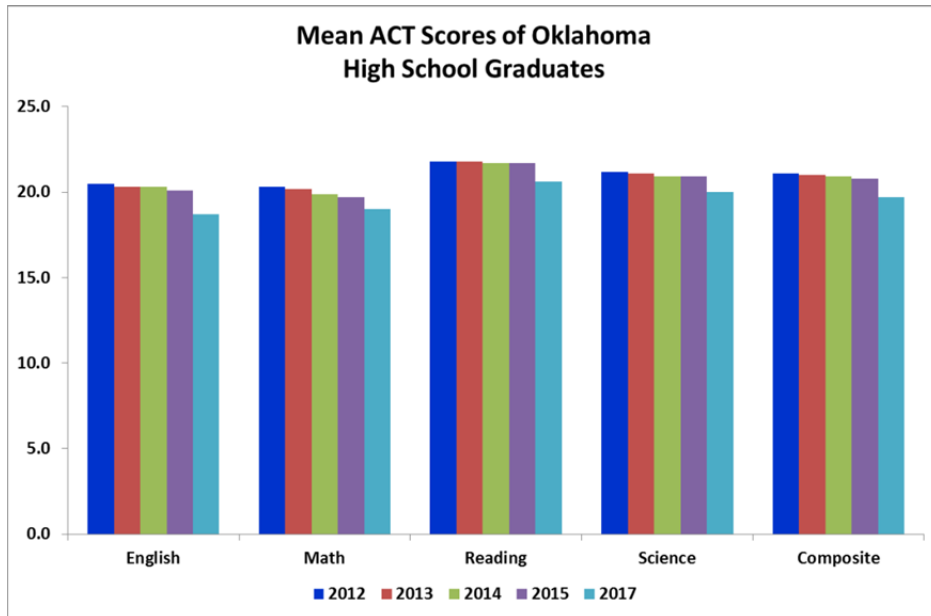
**ANALYSIS:**

The Mean ACT Scores report lists the computed mean subject and composite scores for the 2017 Oklahoma public and private high school graduates taking the ACT test and the number of high school graduates taking the exam by county, district, and high school site. This computation is based on the *highest* test score of those who took the ACT more than one time. ACT, Inc. calculates the mean ACT composite score on the *last* test score. The student's ACT score is credited to the high school where the highest score was earned. If the high school code does not match a valid Oklahoma high school site, then the score is excluded from this report.

**Mean ACT Scores by Oklahoma High School Site**

According to ACT, 2,030,038 high school graduates across the United States took the test in 2017, a decrease of 2.9 percent from 2016. Oklahoma high school graduates, with a valid Oklahoma high school code, represent 41,338 of these test-takers. The State Department of Education pays for 100 percent of students to take either the ACT or SAT. With an increase in the number of test-takers, including more who are not on a college-track, average test scores can be expected to decline. Oklahoma's 2017 senior class scored an average composite score of 19.7, which is 1.1 point lower than the previous year. The state's score in English was 18.7, down 1.4 points; the mathematics score (19.0) decreased 0.7 points; reading

(20.6) decreased 1.1 point; and science (20.0) decreased 0.9 points. District composite scores range from a high 31.7 to a low of 13.0.



Year	Students with Valid Oklahoma High School Code	English	Mathematics	Reading	Science	Composite
2013	28,118	20.5	20.3	21.8	21.2	21.1
2014	29,995	20.3	20.2	21.8	21.1	21.0
2015	33,362	20.3	19.9	21.7	20.9	20.9
2016	33,627	20.1	19.7	21.7	20.9	20.8
2017	41,338	18.7	19.0	20.6	20.0	19.7

Statewide, 57.6 percent of the students taking the ACT failed to score 19 or higher on the Mathematics portion of the exam, and this subject remains an area of weakness in Oklahoma student preparation. Additionally, the percentage of Oklahoma’s test-takers who took the ACT college preparatory core curriculum decreased to 51 percent, from last year’s 64 percent. As mentioned above, with the increase in the number of test-takers, these percentages may not represent an actual change in performance; rather, they may be a reflection of the changing demographics of the testing population.

A complete list of ACT Scores 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.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**MINUTES**

**Seven Hundred Eighty-Eighth Meeting**



March 29, 2018





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

Minutes of the Seven Hundred Eighty-Eighth Meeting  
March 29, 2018

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Research Park, Oklahoma City

**Minutes of the Seven Hundred Eighty-Eighth Meeting  
of the  
Oklahoma State Regents for Higher Education  
March 29, 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 9:25 a.m. on Thursday, March 29, 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 March 14, 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, 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 Holloway, to approve the minutes of the State Regents' regular meeting on February 1, 2018. Voting for the motion were Regents White, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman White stated that he is pleased with the legislature and their bipartisan vote for the revenue package.
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 distributed two articles from *The Oklahoman* focusing on Secretary Dave Lopez's remarks at the Committee-of-the-Whole meeting on March 28, 2018, as well as President Jerry Steward's remarks on Oklahoma City Community College's Students Connecting with Mentors for Success program. Chancellor Johnson announced that Oklahoma's Promise Day at the Capitol will be held on April

16, 2018. Finally, he announced that Regent Mike Turpen was reappointed by Governor Fallin for another nine year term as a State Regent.

**6. DELETED ITEM.**

**7. STUDENTS.**

a. Mr. Alex Benitiz, a student at East Central University (ECU), spoke about his higher education experience. Mr. Benitiz began by stating that he graduated from Healdton High School and is currently a sophomore at ECU majoring in Political Science. After graduating from ECU, he plans to attend law school at the University of Tulsa. Mr. Benitiz stated that his parents encouraged him to attend college. His parents came from Mexico and dreamed of giving him a better life and an opportunity to access higher education. He is a Nigh Scholar and stated that has been the most meaningful experience in his higher education career by meeting people with the same vision has her.

b. Ms. Selena Ordaz, a student at Oklahoma City Community College (OCCC), spoke about her higher education experience. Ms. Ordaz began by stating that she is a Sociology major, the Leadership Council chair, a member of the Hispanic organization, a member of Phi Beta Kappa, a 2018 Nigh Scholar, and a member of the All Oklahoma USA Academic team. She plans to attend The University of Oklahoma and major in Sociology and then go on to law school. Ms. Ordaz stated that she never considered going to college and getting a degree. Her parents were very supportive but she did not want to burden her parents with the cost of a higher education. She became a mother at 19 and felt the pressure to succeed at life so she enrolled at OCCC with the OKCGO 2.0 program and will graduate in May 2018. She is proud of her college education and is proud to be part of the future of Oklahoma.

**8. NEW PROGRAMS.**

a. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Oklahoma State University to offer the Bachelor of Science in Medicinal and

Biophysical Chemistry. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Massey, Stricklin and White. Voting against the motion were none.

- b. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Northwestern Oklahoma State University to offer the Master of Education in Educational Leadership and the Master of Education in Curriculum and Instruction. Voting for the motion were Regents Lester, Hickman, Turpen, Massey, Stricklin, White and Holloway. Voting against the motion were none.
- c. Regent Lester made a motion, seconded by Regent Stricklin, to approve the request from Eastern Oklahoma State College to offer the Associate in Applied Science in Respiratory Therapy. Voting for the motion were Regents Hickman, Turpen, Massey, Stricklin, White, Holloway and Lester. Voting against the motion were none.
- d. Regent Lester made a motion, seconded by Regent Stricklin, to approve the request from Seminole State College to offer the Associate in Applied Science in Engineering Technology. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Holloway, Lester and Hickman. Voting against the motion were none.
- e. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Tulsa Community College to offer the Associate in Arts in Criminal Justice, the Associate in Arts in Psychology, and the Associate in Arts in Sociology. Voting for the motion were Regents Massey, Stricklin, White, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.

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

- a. Murray State College requested to delete the Associate in Science in Pre-Professional, the Associate in Applied Science in Engineering Technology and the Associate in Applied Science in Applied Technology. Voting for the motion were Regents Stricklin, White, Holloway, Lester, Hickman, Turpen and Massey. Voting against the motion were none.

10. **COURSE EQUIVALENCY PROJECT.** Regent Lester made a motion, seconded by Regent Stricklin, to accept the Course Equivalency Project for the 2018-2019 academic year. Voting for the motion were Regent White, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.
11. **STATE AUTHORIZATION.** Regent Lester made a motion, seconded by Regent Massey, to approve the request to authorize private institutions operating in Oklahoma. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Massey, Stricklin and White. Voting against the motion were none.
12. **POLICY.**
  - a. Regents reviewed the proposed revisions to the *Teacher Education* policy. This item is for posting only.
  - b. Regents reviewed the proposed revisions to the *Undergraduate Transfer and Articulation* policy. This item is for posting only.
  - c. Regent Lester made a motion, seconded by Regent Hickman, to approve the proposed revisions to the *Professional Programs* policy. This item was posted at the February State Regents meeting. Voting for the motion were Regents Lester, Hickman, Turpen, Massey, Stricklin, White and Holloway. Voting against the motion were none.
13. **E&G BUDGET.** Regent Hickman made a motion, seconded by Regent Lester to ratify the reduction in FY18 allocations and ratification of revised budgets for institutions and programs. Voting for the motion were Regents Hickman, Turpen, Massey, Stricklin, White, Holloway and Lester. Voting against the motion were none.
14. **TUITION.**
  - a. Regents reviewed the posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2019 and institutional requests for changes to academic services fees for Fiscal Year 2019. This item was for posting only and did not require State Regents action.

b. Regent White announced that the State Regents would be holding a public hearing for the purpose of receiving views and comments on the subject of tuition, mandatory fees, and academic fees charged as a condition for enrolling at institutions in the Oklahoma State System of Higher Education. The hearing will be held in the State Regents' offices on Thursday, April 26, 2018, at 9:30 a.m.

15. **REVENUE BONDS.** Regent Hickman made a motion, seconded by Regent Holloway to approve the transmittal to the Attorney General the Oklahoma State University Statement of Essential Facts for a 2018 A/B General Obligation Bond Issuance. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Holloway, Lester and Hickman. Voting against the motion were none.

16. **INVESTMENTS.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve the following new investment managers:

- Thompson Street Capital Partners V– \$7 million.
- TCW Direct Lending Fund VII – \$5 million.
- Exchange Tweedy Browne Global Value for the Tweedy Browne Global Value II.

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

**COMMENDATIONS.** Regent Lester made a motion, seconded by Regent Massey, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regent Stricklin, White, Holloway, Lester, Hickman, Turpen and Massey. Voting against the motion were none.

17. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

18. **CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent Holloway, to approve the following consent docket items:

a. Programs. Approval of institutional requests for program modifications.

- b. Suspensions. Ratification of approved institutional requests to suspend academic degree programs.
- c. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.
- d. Agency Operations.
  - (1) Ratification of purchases in excess of \$25,000 for FY2017.
  - (2) Personnel. Ratification of appointment of Vice Chancellor for Governmental Relations.

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

**19. REPORTS.** Regent Holloway made a motion, seconded by Regent Stricklin, to accept the following reports:

- a. Programs. Current status report on program requests.
- b. Annual Reports.
  - (1) Oklahoma High School Indicators Project. Developmental Education Rates of College Freshmen by High School Site.
  - (2) Spring 2018 Preliminary Enrollment Survey.
  - (3) Degrees Conferred. Presentation of the Annual Report on Degrees Conferred in Oklahoma Higher Education.
  - (4) Oklahoma College Savings Plan. Annual Program Update for 2017.
  - (5) FY2017 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions.
  - (6) Academic Policy Exception Quarterly Report.

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

**20. 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.

**21. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent White announced that the next regular meetings are scheduled to be held on Wednesday, April 25, 2018 at 10:30 a.m. and Thursday, April 26, 2018 at 10:00 a.m. at the State Regents Office in Oklahoma City.

**22. ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Ron White, Chairman

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Jody Parker, Secretary



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
Research Park, Oklahoma City

MINUTES OF THE  
COMMITTEE-OF-THE-WHOLE  
Wednesday, March 28, 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, March 28, 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 Toney Stricklin, Ron White, Ann Holloway, Andy Lester, Mike Turpen and John Massey. Regent Jeff Hickman joined the meeting at 11:05 a.m. Regent White called the meeting to order and presided.
3. **THE FUTURE OF HIGHER EDUCATION.** Dr. Brit Kirwan had a personal conflict and was unable to give this presentation. It will be rescheduled at a later date.
4. **UPDATE ON THE STATE OF OKLAHOMA.** Secretary of State and Secretary of Education and Workforce Development Dave Lopez gave a brief update on the state of Oklahoma. Secretary Lopez shared three observations of the Task Force on the Future of Higher Education recommendations:
  - a. Creating broad access to higher education. Secretary Lopez stated that Oklahoma higher education has made great progress and he encouraged the system to keep making progress towards that mission. He also highlighted the percentage of the following ethnicities in the higher education population compared to the percentage in the state population:

<b>Ethnicity Category</b>	<b>Higher Education Population</b>	<b>General Oklahoma Population</b>
Native American	7.5 percent	7.8 percent
African American	8.0 percent	7.8 percent
Asian	2.8 percent	2.2 percent
Hispanic	8.0 percent	10 percent

Secretary Lopez stated that in the last six years the amount of Hispanic students in the higher education population has grown by 38 percent. He also stated that he appreciates the State Regents keeping concurrent enrollment open as an opportunity for students that improves the affordability of a higher education in Oklahoma.

- b. Strengthen and showcase the partnership between higher education and economic development. Secretary Lopez stated that the progress between higher education and economic development is stunning and higher education's partnership with the Oklahoma Department of Commerce (ODOC) is exemplary. Secretary Lopez applauded the partnership with ODOC to develop the 100 critical occupations and emphasized the importance if apprenticeships and internships. He stated that there may be funding in the

near future to fund pilots for apprenticeships, and currently, there is legislation pending to ask the ODOC to serve as a registry for these paid opportunities. The initial funding request is \$850,000 to support pilots.

- c. Keep the faith and enhance the narrative. Secretary Lopez stated that the Oklahoma higher education situation is very clear but it is also very evident how higher education is still fulfilling its initiatives with very low funding. He encouraged the State Regents to change the narrative and talk about what the system has done to cut back and how it will be poised in the future to be more productive.

Secretary Lopez finished by stating that higher education plus workforce development equals human development, which is the purpose of higher education.

5. **STUDENT SUCCESS.** President Jerry Steward gave a brief presentation on the Oklahoma City Community College (OCCC) Students Connecting with Mentors for Success (SCMS) program. President Steward began by stating that this program was created for African American male students at OCCC to help raise their GPA and be successful in their college career. He stated that this group had the lowest GPA of any demographic on campus and after completing the SCMS program, they had the highest average GPA of any group measured at OCCC.

Mr. Bryon Dickens, Director of Students Connecting with Mentors for Success program, stated this program is changing lives. Each student has a mentor that meets with him, forms a relationship with that student, and helps facilitate academic success. He also stated that 100 percent of the students who have graduated from the SCMS program have gone on to a four-year university to continue their education. He also thanked President Steward for his vision in creating this program and his leadership.

6. **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 White, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

7. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Amanda Paliotta stated that this will be the first year since 2015 that 100 percent of the general revenue estimate has been met which is very good news. Additionally, the February collections are on target to meet annual estimates. The collections have brought in 104 percent of the estimates which means there should be enough to make a deposit in the Rainy Day Fund as well as have cash on hand.

8. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations LeeAnna McNally gave a brief update on legislative activity. Vice Chancellor McNally highlighted the following legislation:

- SCR16 – Requires the OSRHE to submit a list of employees with courses and hours taught by institution as well as institutional tenure policies to the legislature.
- HB2918 – Allows concealed carry without a license.
- SB1196 – Allows students eligible for certain concurrent enrollment to participate in a program offered by any institution with the Oklahoma State Regents for Higher Education.

- HB3592 – If a student withdraws from a class in which he or she has received an award from the Oklahoma Higher Learning Access Program, the awarded funds shall remain available for the student to use to enroll in classes for a five-year period.

## 9. TASK FORCE REPORTS.

- Online Education Task Force.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the next meeting of the Online Education Task Force will be March 29, 2018 and they will discuss the 2018 Learning Innovations Summit, receive an update on the Summit awards, and discuss follow up on seeking external funding for the continued work of the Council for Online Learning Excellence.
- 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. The Save-the-Date and the call for proposals have been issued for the Summit and the deadline for proposal submission is May 14, 2018.

Additionally, the Campus Best Practices Work Group has partnered with the Council on Student Affairs to develop a speakers bureau. It will be launching very soon and will have 14 trainings in 9 key areas.

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

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

- Tuesday, April 3, 2018 – Council of Presidents’ Senate Leadership Dinner – 6:30 p.m. at Iron Star in Oklahoma City.
- Wednesday, April 4, 2018 – Council of Presidents’ House Leadership Breakfast – 8:00 a.m. at Faculty House in Oklahoma City.
- Wednesday, April 4, 2018 – State Regents’ Forum on Free Speech– 1:00 p.m. in the Colloquium Room of the Presbyterian Health Foundation Conference Center.
- Monday, April 16, 2018 – Oklahoma’s Promise Day at the State Capitol – 11:30 a.m. luncheon, 12:30 p.m. program – 2<sup>nd</sup> Floor Rotunda in the State Capitol.
- 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 – 6:00 p.m. – TBD.
- Thursday, April 26, 2018 – State Regents Meeting – Tuition Hearing – 9:00 a.m. at the State Regents Office in Oklahoma City.
- Thursday, April 26, 2018 – State Regents Meeting – 10:00 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 – 6:00 p.m. – TBD.
- Friday, May 25, 2018 – State Regents Meeting – 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

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Ron White, Chairman

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Jody Parker, Secretary