



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 25, 2018

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 25, 2018 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on May 25, 2018.

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

A G E N D A

Friday, May 25, 2018 – 9 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.
6. **State Regent.** Administration of Oath of Office. Page 3.

STUDENTS

7. **Student Advisory Board.**
 - a. Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board. Page 5.
 - b. Presentation of the 2018 Annual Report of the Student Advisory Board. Page 7.
8. **Students.** A student reports on higher education's impact. Page 9.

RECOGNITION

9. **Recognition.** Honoring retiring President David Boren. Page 11.

FISCAL

10. **E&G Budget.** Approval of allocation of state appropriated funds to institutions and programs for FY2019 and Acceptance of FY19 Budget Principles and Guidelines. Page 13.
11. **Tuition.**
 - a. Approval of FY19 Tuition and Mandatory Fee Principles and Guidelines. Page 15.

- b. Posting of requested Academic Service Fee Changes for Northern Oklahoma College. Page 17.
 - c. Announcement of public hearing on fees and tuition. Page 19.
12. **GEAR UP.** Approval of GEAR UP Partnership support to Oklahoma Institutions of Higher Education in support of implementing a College Coach at five regional university sites. Page 21.
13. **Contracts and Purchases.**
- a. Approval of FY 2018 Purchases in excess of \$100,000. Page 25.
 - b. Approval of FY 2019 Purchases in excess of \$100,000. Page 27.
 - c. Approval of the ACT agreement for 2018-2019. Page 31.
14. **Investments.** Approval of investment managers. Page 47.

ACADEMIC

15. **New Programs.**
- a. Oklahoma State University. Approval to offer the Certificate in Pre-Medical Sciences and the Certificate in Pre-Nursing. Page 49.
 - b. East Central University. Approval to offer the Master of Education in School Psychometry. Page 61.
 - c. University of Central Oklahoma. Approval to offer the Bachelor of Science in Mechanical Engineering, the Bachelor of Science in Electrical Engineering, the Master of Science in Computer Science, and the Graduate Certificate in Disaster Management. Page 67.
 - d. Western Oklahoma State College. Approval to offer the Associate in Applied Science in Military Studies. Page 89.
16. **Program Deletions.** Approval of institutional request for program deletions. Page 97.
17. **Academic Policy.** Approval of proposed moratorium on function and mission changes or expansions. Page 99.
18. **Intensive English Program.** Approval to offer Intensive English Programs. English as a Second Language at Tulsa Community College. Page 103.

EXECUTIVE

19. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 107.

20. **Executive Session.** Page 109.

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

CONSENT DOCKET

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

- a. Programs. Approval of institutional requests for program modifications. Page 111.
- b. Electronic Delivery.
 - (1) Northeastern State University. Approval to offer the Master of Business Administration in Business Administration through online delivery. Page 125.
 - (2) University of Central Oklahoma. Approval to offer the Bachelor of Business Administration in Marketing, the Bachelor of Business Administration in Business Administration, and the Bachelor of Business Administration in Management through online delivery. Page 127.
- c. GEAR UP. Ratification of GEAR UP Partnership Support for Oklahoma School Districts. Page 131.
- d. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2018. Page 135.
 - (2) Attorney General. Authorization to enter into a renewal contract for legal services with the Office of the Attorney General for Fiscal Year 2019. Page 137.
 - (3) Personnel. Ratification of interim director of Human Resources. Page 141.
- e. Non-Academic Degrees. Ratification of a request from Langston University to award an honorary degree. Page 147.
- f. Resolutions. Approval of resolutions honoring retiring staff. Page 149.

REPORTS

22. **Reports.** Acceptance of reports listed.
 - a. Programs. Current status report on program requests. Page 151. (Supplement)
 - b. Annual Reports.
 - (1) Acceptance of the Chiropractic Education Scholarship Program 2017-2018 Year End Report. Page 153.
 - (2) Acceptance of the Future Teachers Scholarship Program 2017-2018 Year End Report. Page 155.
 - (3) Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2017-2018 Year End Report. Page 157.
 - (4) Acceptance of the William P. Willis Scholarship 2017-2018 Year End Report. Page 159.
 - (5) National Guard Tuition Waiver 2017-18 Year-End Report and Institutional Reimbursement. Page 161.
23. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
24. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, June 27, 2018 at 10 a.m. and Thursday, June 28, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.
25. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 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 April 12, 2018 through May 10, 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 April 12, 2018 through May 10, 2018:

- Participated in conference call with Art Coleman to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss higher education issues.
- Participated in conference call with Oklahoma City Community College (OCCC) President Jerry Steward to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Executive Committee conference call to discuss higher education issues.
- Met with Senate President Pro Tempore Mike Schulz at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Steve Kouplun, Representative Forrest Bennett, Representative Matt Meredith, Representative Ben Loring, and Representative Mickey Dollens in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn to discuss higher education issues.
- Participated in Southern Regional Education Board (SREB) presidential search committee conference call.
- Met with Representative Tammy West in Oklahoma City to discuss higher education issues.
- Participated in Southern Regional Education Board (SREB) presidential search committee conference call.
- Met with Attorney General Mike Hunter in Oklahoma City to discuss higher education issues.
- Participated in conference call with Louisiana Governor John Bel Edwards to discuss Southern Regional Education Board (SREB) issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Attended Rose State College Foundation auction at the Atkinson Heritage Center in Midwest City.
- Met with Oklahoma Department of Health Interim Commissioner Tom Bates in Oklahoma City.

- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Met with Oklahoma Educational Television Authority (OETA) Executive Director Polly Anderson in Oklahoma City to discuss OETA issues.
- Met with Rogers State University (RSU) Public Television General Manager Royal Aills, RSU Executive Vice President for Administration and Finance Tom Volturo, and RSU Vice President for Academic Affairs Richard Beck in Oklahoma City to discuss the RSU Works initiative.
- Participated in conference call with Secretary of Science and Technology Kelvin Droegemeier to discuss higher education issues.
- Met with University Center of Southern Oklahoma Interim President Peggy Maher in Oklahoma City to discuss higher education issues.
- Met with Senator Roland Pederson in Oklahoma City to discuss higher education issues.
- Attended Greater Oklahoma City Chamber Legislative Reception in Oklahoma City.
- Met with Representative Harold Wright and Representative Todd Russ in Oklahoma City to discuss higher education issues.
- Attended Boots, Bandanas, and Barbecue event at Governor's Mansion in Oklahoma City.
- Attended performance of Midtown Men at the University of Central Oklahoma in Edmond.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss higher education issues.
- Attended and chaired Southern Regional Education Board (SREB) President Search Committee meeting in Atlanta, Georgia.
- Met with University of Oklahoma (OU) Executive Vice President Nick Hathaway in Oklahoma City to discuss higher education issues.
- Participated in conference call with Redlands Community College (RCC) Regent Richard Ruhl to discuss higher education issues.
- Participated in conference call with Kentucky Postsecondary Council on Education President Bob King to discuss higher education issues.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #6:

State Regent.

This will be an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #7-a:

Student Advisory Board.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #7-b:

Student Advisory Board.

SUBJECT: Presentation of the 2018 Annual Report of the Student Advisory Board.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

- Adverse Content – Implement a statewide policy requiring all public institutions of higher education to include an adverse content advisory on the syllabi of any course which covers content relating to the depiction of rape, sexual assault, abuse, self-harm, suicide, graphic violence, kidnapping and graphic depictions of gore. The Student Advisory Board appreciates the protections of academic freedom, but also recognizes that the implementation of an adverse content advisory would not infringe upon a professor's right to teach the aforementioned subjects, but instead inform the student of upcoming content which might affect their ability to perform academically. Implementation of said policy would aid in the destigmatization of mental health among college aged students.
- Criminal Record Admissions – Prohibit all public higher education institutions from making any inquiry into or considering information about a potential student's past criminal record or convictions

at any time during the application and admissions decision-making process, if said convictions are not related to stalking, rape, sexual assault, assault and battery, or murder.

- Deferred Action for Childhood Arrivals (DACA) Students – Work with colleges and universities across the state to ensure the safety of their DACA students.
- Developmental Courses – Revise Oklahoma State Regents for Higher Education policy as stated in the Oklahoma State Regents for Higher Education Policy and Procedures Manual – Chapter 3 – Academic Affairs, regarding developmental courses, and reform developmental courses into a co-requisite model.
- Firearms on Campus – Endorse the current state policy regarding firearms on campus, and oppose any change.
- Oklahoma’s Promise – Support the requested FY 2019 funding level of \$76.8 million to adequately address the program’s needs for the projected approximately 18,000 students eligible for Oklahoma’s Promise awards in the 2018-1019 academic year.
- Student Health Care – Recommend that all colleges and universities continue to seek to provide access to affordable, timely, and comprehensive healthcare options for their students. Institutions should consider providing an affordable health insurance option for their students.
- Title IX – Ensure that higher education students are protected by encouraging institutions to maintain the previous “preponderance of evidence” standard outlined in the 2011 Dear Colleague Letter, and urge institutions to make their student body aware of the resources students and victims of sexual assault have on their campus.

Supplement available upon request

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #8:

Students.

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #9:

Recognition.

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #10:

E&G Budget.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #11-a:

Tuition.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #11-b:

Tuition.

SUBJECT: Posting of request for changes to academic services fees for Northern Oklahoma College for Fiscal Year 2019.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) Requests for changes to academic services fees for Northern Oklahoma College for Fiscal Year 2019.

BACKGROUND:

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

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

Academic Services Fees

The supplemental shows the requests for changes from Northern Oklahoma to academic services fees for Fiscal Year 2019. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2018 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office on June 27, 2018 for the purpose of receiving views and comments on the requested changes to academic services fees. The aforementioned requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 28, 2018.

POLICY ISSUES:

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

ANALYSIS:

Academic Services Fees

Northern Oklahoma College requested additional academic service fees, in addition to their previous requests for FY2019. The fees are outlined below. This information is being posted for State Regents' review and public comment.

Oklahoma State Regents for Higher Education

Academic Service Fee Request

Northern Oklahoma College					
Description	Course Number	Assessed	Current	Proposed	Statutory Limit
<i>Other Special Fees</i>					
Campus Infrastructure Fee	All NOC/OSU Gateway Program.	Per Credit Hour	\$10.00	\$13.00	direct cost of service
Academic Excellence Program Fee	All NOC/OSU Gateway Program	Per Credit Hour	\$37.90	\$69.00	direct cost of service
Mathematics Corequisite Laboratory Fee	Corequisite sections of MATH 0021, 0023, 0031, 0122, 0123	Per Credit Hour	\$0.00	\$90.00	direct cost of service

PUBLIC HEARING NOTICE

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

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Wednesday, June 27, 2018 at 10:00 a.m.

The following will be presented for comment:

- Academic Service Fee proposals for Northern Oklahoma College.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, June 22, 2018 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #12:

GEAR UP.

SUBJECT: Approval of GEAR UP Partnership support to Oklahoma Institutions of Higher Education in support of implementing a College Coach at five regional university sites.

RECOMMENDATION:

It is recommended that the State Regents ratify incentive support for implementation of the college coach intervention strategy serving students at participating GEAR UP middle and high schools.

BACKGROUND:

GEAR UP students will receive support by college coaches that are strategically placed in five Oklahoma regional universities with the highest enrollment of GEAR UP students. These coaches will assist students in meeting their social service needs by connecting them to existing college services, such as tutoring, mentoring, counseling, and student advising to ease the college transition. In addition, these coaches will assist the public schools in organizing college campus tours, and arranging for financial aid presentations and assisting students in meeting college entrance requirements. The college coaches will promote student attendance in summer college bridge programs and help with orientation courses. The coaches will utilize the Inside Track program to monitor and assist students in their first year.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2017-2024) provides partnership support to five Oklahoma Institutions of Higher Education to implement and sustain a College Coach position at the regional college campus. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

The U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are the developments of special programs that place additional trained "liaison/coaches" in positions of direct student support. These coaches are knowledgeable about achieving postsecondary education goals and support the public school counselor but do not replace any school personnel. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

A quick review of schools demographic and academic performance data indicates the need for increased student/parent support in both preparation and access for post-secondary education.

	School District	College Going Rate	Free and Reduced Lunch Rates	Remediation Rates
1	Ada Public Schools	48.2%	63.77%	42.9%
2	Claremore Public Schools	45.7%	57.85%	35.5%
3	Clinton Public Schools	37%	81.58%	62.1%
4	Duncan Public Schools	45.6%	59.6%	32.4%
5	Durant Public Schools	47.7%	67.9%	22.7%
6	Jay Public Schools	29.5%	79.51%	31.3%
7	Locust Grove Public Schools	30.3%	97.49%	30.4%
8	Skiatook Public Schools	48%	51.56%	30.8%
9	Tahlequah Public Schools	38.9%	76.89%	27.9%
10	Woodward Public Schools	49.3%	65.55%	43.3%

While the day-to-day functions of the college coach varies as the coach collaborates with high school and college campus staff. The college coach primarily assists and supports the GEAR UP students with college preparation, career goals and options. As well as working with specified high schools and their students, the college coach works with parents, high school counselors and administrators to inform them of specific college requirements, financial planning, scholarships, and student support services. They work with the regional college faculty advisors to identify academic options, choose academic strategies, and help with student enrollment. The college coach also acts as a resource for academic information, financial aid information and decision-making strategies once the student arrives on the campus. This position works with students from GEAR UP schools in the areas of identifying student support services that will aid in the transition to college. The college coach assists the college in tracking and understanding the perspective of a GEAR UP student and works with specified college registrars to implement degree completion activities. The GEAR UP college coach is expected to work with each entity; GEAR UP schools, colleges, and students/parents in an effective, positive, and professional manner to convey to a diverse population the features and benefits of a higher education degree. Five regional universities will receive Oklahoma GEAR UP support in 2018-2024. The following table lists the institutions that are receiving project funding.. The outcomes are consistent with GEAR UP’s overall goal, to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total maximum funding for the strategy is \$350,000.00 per year in federal dollars, all derived from the State Regents current GEAR UP grant award. No state funds are included in the grants.

	Higher Education Site	Community
1	East Central State University	Ada
2	Northeastern State University	Tahlequah
3	Rogers State University	Claremore
4	Southeastern Oklahoma State University	Durant
5	Southwestern Oklahoma State University	Weatherford

Maximum Funding for the Project: \$350,000 / Year

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #13-a:

Contracts and Purchases.

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

RECOMMENDATION:

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

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) Presidio Networked Solutions in the amount of \$173,556.36 for maintenance on OneNet's Juniper Network equipment. The cost of this project is recovered through OneNet customer user fees. (Funded from 718-OneNet).

Change Order's to Previously Approved Purchase Orders

OneNet

- 2) At their meeting on May 26, 2017, the State Regents previously approved a purchase from Dobson Technologies Transport Telecom Services in the amount of \$379,230.00 for circuits to provide services to OneNet customers. An additional amount of \$153,000.00 was needed in December 2017 and \$95,000.00 in January 2018 for the fiber construction costs at Navajo Public Schools for a new total of this purchase is \$629,859.00. An additional amount of \$455,782.50 is now needed to cover fiber construction costs at Gypsy Public Schools. The new total of this purchase order will be \$1,085,641.00. This project is funded from OneNet customer user fees. (Funded from 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #13-b:

Contracts and Purchases.

SUBJECT: Approval of FY-2019 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2019 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:

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

Purchases Over \$100,000

Core

- 1) EBSCO in the amount of \$123,480.00 for FY19 annual subscription services to Academic Search Premier Database. The subscription will provide access to the Academic Journal Article databases to all public colleges and universities in Oklahoma. (Funded from 210-Core).
- 2) United States Postmaster in the amount of \$101,100.00 to cover the OSRHE annual postage charges for FY19. (Funded from 210-Core).
- 3) Ellucian in the amount of \$127,155.00 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software for FY19. Banner is the agency accounting and HR system. (Funded from 210-Core).
- 4) Xerox Corporation in the amount of \$102,595.60 for the FY19 lease on the production copiers in Central Services. (Funded from 210-Core).

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

OCAP

- 6) Education at Work Incorporated in the amount of \$200,000.00 to provide student grace period and cohort management services on both Federal Direct and Federal Family Education Loan Program (FFELP) loans to certain state system schools and state technology schools with the most recently published 3-year cohort default rates in excess of 10%, with the goal of reducing the cohort default rates for these schools. (Funded from 701-OCAP).
- 7) XAP in the amount of \$255,000.00 for the continued operation and maintenance of the Student Portal also referred to as OKcollegestart.org. (Funded from 701-OCAP).

OneNet

- 8) University of Indiana in the amount of \$331,960.16 for a fully redundant 24x7x365 System Support Team that will monitor the Oklahoma State Regents for Higher Education's Network Operations Center which provides support for the Research and Education network for FY19. (Funded from 718-OneNet).
- 9) Dobson Technologies Transport and Telecom in the amount of \$500,000.00 for FY19 fiber relocation projects due to road and highway construction projects. The costs of this project will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 10) Galt in the amount of \$170,000.00 for temporary staffing for OneNet Front Desk, Business Department and Provisioning. The consultant staff augments the existing OneNet provisioning staff through assistance with the circuit provisioning process. The process includes solicitation of price quotes, circuit order placement, follow up and implementation of all service to end user premises. The costs of this project will be recovered through OneNet user fees. (Funded from 718-OneNet)
- 11) Presidio Networked Solutions in the amount of \$117,915.15 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network. The costs of this project will be recovered from OneNet user fees. (Funded from 718-OneNet).

OCAN

- 12) Dobson Technologies Transport and Telecom in the amount of \$170,000.00 for FY19 maintenance of the Oklahoma Community Anchor Network system. (Funded from 720-OCAN).

GEAR UP

- 13) ACT in the amount of \$217,849.00 to provide the nationally recognized ACT test for all eleventh grade students in the thirty-four identified K-12 GEAR UP partnership schools. ACT Inc. has provided a statement of work, which describes elements of the testing session, reports provided for school district and GEAR UP, ordering information, and on-line training provided for staff and test coordinators at each site. This test opportunity will be provided at "no cost" to the

student, teacher, counselor or school administrator, nor to the Oklahoma State Regents for Higher Education. Each participating school site will provide a testing coordinator, a safe and secure place to store materials, and a room for testing that meets the testing protocol as mandated by ACT Inc. This is consistent with the Phase III and Phase IV GEAR UP grant award. (Funded from 730-GEAR UP).

- 14) Insidetrack Incorporated in the amount of \$212,012.50 to provide foundational coach training that will include program development, instruction and consultation for six GEAR UP Phase IV staff. Five staff from the higher education institutions who provide the College Coach programs funded by the Oklahoma GEAR UP Phase IV Grant will be trained as well as one state level Oklahoma GEAR UP position housed at the Oklahoma State Regents for Higher Education. (Funded from 730-GEAR UP).

Multiple Funds

- 15) University of Oklahoma Health Science Center in the amount of \$209,678.04 for FY19 lease of office space (12,334 sq. feet) located at 840 Research Parkway, Suite 450 Oklahoma City, Oklahoma. (Funded from 701-OCAP, 210-Core and 718-OneNet).
- 16) University of Oklahoma Health Science Center in the amount of \$874,428.96 for FY19 lease of office space (51,437 sq. feet) located at 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma. (Funded from 701-OCAP, 210-Core and 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #13-c:

Contracts and Purchases.

SUBJECT: Approval of ACT Agreement for 2018-2019.

RECOMMENDATION:

It is recommended that the State Regents approve the 2018-2019 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the OK EPAS (Oklahoma Educational Planning and Assessment System) as a student preparation initiative since 1993. Beginning with four school districts in the 1993 pilot, by 2015 EPAS had grown to include over 98 percent of Oklahoma's public schools, 70 private schools and one Bureau of Indian Affairs school; 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attended a school that participated in EPAS.

Approximately, 94 percent of Oklahoma's public school districts are participating in the PreACT testing. In 2018, 67 percent of all sophomores in Oklahoma public schools were assessed with a PreACT.

Each district voluntarily participated in EPAS, over and above the state's required testing for K-12 education. With ACT's retirement of the EXPLORE and PLAN assessments, EPAS will now consist of the PreACT and the ACT. The new PreACT assessment will provide early monitoring of students' college readiness and continued longitudinal data.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents' policy action to raise admissions standards in the 1990's. State Regents' EPAS involvement was deepened by the State Regents' action to reallocate social justice resources to support an office of student preparation in 2000 as the primary State Regents' social justice focus for providing access to college through academic preparation.

In 2015, ACT discontinued the eighth grade EXPLORE assessment and replaced the tenth grade PLAN assessment with the PreACT. The PreACT assessment continues to provide early monitoring of college readiness and contributes to the State Regents' longitudinal data from 1993 to present which is important to understanding the effectiveness of teaching, professional development, and educational interventions. Support of the PreACT is consistent with State Regents social justice policy and college completion goals to increase the percent of Oklahomans who earn college degrees.

ANALYSIS:

A copy of the agreement is attached.

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

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

RECITALS

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

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

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

TERMS AND CONDITIONS

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

1. Definitions

- i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.
- ii. "Assessments" means any PreACT booklets, answer folders, and score reports.
- iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.
- iv. "Customer" means the Oklahoma State Regents for Higher Education.
- v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as detailed on the Website.
- vi. "Order Information" means the information provided or selected by Customer when ordering.
- vii. "Participating Locations" means the schools identified by Customer as being eligible to test students.

- viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.
 - ix. "Services" means ACT's scoring and reporting services for the Assessments.
2. **Grant and Scope of License.** Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.
 3. **Term.** The term of this Agreement will be from July 1, 2018 and shall remain in effect until June 30, 2019, subject to earlier termination as set forth in this agreement.

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

4. **Compensation and Payment**

During the term of the agreement, ACT will provide the goods and services identified in **Exhibit 2**, at the unit prices in each period stated in **Exhibit 3 – 2018-2019 Fee Schedule**.

On or about January 31, 2019, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days from the receipt of such invoices. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the term of this Agreement will not exceed \$495,000.00.

5. **Ownership of Materials.** ACT owns the ACT Materials and all intellectual property rights in the ACT Materials. Customer does not acquire any right, title, or interest in or to the ACT Materials. Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.
6. **Confidentiality.** Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this Section 6, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.
7. **Testing Procedures.** Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of

another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.

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

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

9. **Limitation on Damages.** ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.
10. **Warranty and Limitations.** THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.
11. **Termination.** This Agreement may be terminated with or without cause at any time by either party giving thirty (30) days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.
12. **Relationship of the Parties.** The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.
13. **Force Majeure.** Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.
14. **Assignment; Subcontracts.** Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.

15. **Entire Agreement.** The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all of the Exhibits attached hereto. The Agreement constitutes the entire agreement between the parties with respect to the Assessments and Services ordered by the Customer and supersedes all other prior agreements and understandings, both written and oral, regarding the Assessments and Services. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties. Notwithstanding the above, to the extent Customer has a contract with ACT for Assessments and Services, and in the event any of these Terms and Conditions conflict with the contract, the terms of the contract shall apply.
16. **General.** Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect. Headings used in the Agreement are for reference purposes only and shall not be deemed part of the Agreement.
17. **Notices.** Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

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

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

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

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

19. **Description of Services**

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2 – 2018-2019 Description of Services**, which is incorporated into this Agreement.

ACT will make one Pre-ACT test form available.

20. **General Provisions**

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

21. **Representatives**

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

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

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

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

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

22. **Governing Law**

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

23. **Headings**

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

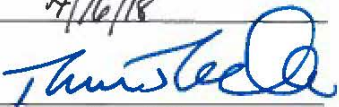
Executed this _____ day of _____, 2018.

ACT, INC.



Paul J. Weeks, Senior Vice President

Date 4/16/18



Thomas J. Goedken, CFO

Date 4-26-18

Oklahoma State Regents for Higher Education

Glen D. Johnson, Chancellor

Date _____

Approved
As To Form
Initials DJH

Exhibit 1
General Provisions

Compliance with Laws

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

Anti-Discrimination

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

Liability

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

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

Waiver

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

Waiver of Obligations

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

Arbitration

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

Severability

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

Amendment

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

Authorization

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

Confidentiality

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

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

Conflicting Terms

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

Exhibit 2
Description of Services
Oklahoma State Regents for Higher Education
PreACT™
2018-2019 School Year

Scope Summary

This Description of Services (DOS) describes the testing services ACT will provide for the 2018-2019 PreACT State Testing Program.

Assessment Description

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

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

Test Window

PreACT can be made available to be administered on any day between September 1, 2018 and April 1, 2019. The actual dates to be published to sites will be determined in agreement with OSRHE and ACT personnel in the project schedule. ACT recommends that each Participating Location administer PreACT to all of its examinees on the same day and that all examinees take the entire battery of tests within the same day.

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

Project Milestone Schedule

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

Milestone/Activity	Due Date
School Participation	
ACT sends Organizational file layout to State.	Two to three weeks before the completed Organizational file is due back to ACT
State sends completed Organizational file to ACT for PreACT.	At least five weeks before ordering begins.
Communication	
ACT sends initial communication to school test coordinators and district test coordinators. This includes schedule of events and deadlines.	To be scheduled with the State and ACT personnel. At least one month prior to first activity (of ordering)
Order confirmation email is sent when the order is placed.	
ACT sends second communication to school test coordinators and district test coordinators.	To be scheduled with the State and ACT personnel.
Training	
Online training materials available, topics to include: <ul style="list-style-type: none"> • Preparing for testing (including ordering instructions). • Reporting and how to interpret reports. 	Available at least one month prior to activity or deliverable occurring in school sites
ACT hosted webinars available.	Scheduled regularly starting in September 2018.
Test Preparation	
Districts submit online test material orders.	Two weeks before testing Customer's test material delivery date.
Materials arrive in schools.	Week Of: Determined by school/district through ordering process. (Should order two weeks before intend to receive materials to avoid expedited shipping)
Test Window	
Testing Window for PreACT.	To be determined
Answer Folder Return	
School's answer folder receipt deadline. Answer folders received after this date may not be scored and/or included in district- or state-level reporting.	Two to three weeks after close of test window.
Reporting	
State-level Reporting provided.	65 business days after answer folder receipt deadline Suggested dates with Answer Document Return deadline of December 14, 2018 would be reporting provided no later than March 21, 2019
Billing	
Last invoice provided to State.	No later than May 1, 2019

Customer Service

State Contract Oversight:

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

School Customer Service:

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

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

Communications

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

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

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

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

Training Available

Training for PreACT

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

ACT offers the following types of training and informational tools online:

- PreACT planning guide for administrators (includes test administration and understanding scores information).
- PreACT planning guide for educators
- PreACT planning guide for students
- *Successfully Achieving College and Career Readiness for All Students* video series for educators that can be accessed anytime
- Recorded trainings for implementation training and reports training

Product Support Materials

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

Site Participation and Preparation

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

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

Test Materials

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

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

Test Accommodations and Accessibility Supports for PreACT

PreACT accommodations are governed by the local educational authority and are determined, documented and implemented by local educational personnel responsible for accommodations coordination at the school level. The PreACT follows a Universal Design model that offers two levels of accessibility supports:

1. Accessibility supports that are embedded for all and do not need to be requested; and
2. More intensive and personalized supports that are called accommodation-level supports that require a local decision about user qualification. Only those supports that honor the constructs measured are permitted for use during the PreACT.

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

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

Ordering Paper Materials

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

Shipments and Return of Paper Materials

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

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

Test Administration

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

Non-Cognitive Information

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

ACT Reporting

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

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

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

DISTRICT LEVEL REPORTS			
Deliverable	Description	Distribution	Delivery Date
PreACT Educator Reports	Report summarizing the performance of examinees in the district. One report for each school in the district, and one cumulative report for the entire tested population in the district.	One PDF File for district, and one for each school in the district on an encrypted CD mailed to the district test coordinator	Ten to fifteen business days following the answer folder receipt deadline.
PreACT Item-Response Summary Report	A cumulative report of item response results categorized by subject and reporting category.	One PDF File for district, and one for each school in the district on an encrypted CD mailed to the district test	Ten to fifteen business days following the answer folder

DISTRICT LEVEL REPORTS			
Deliverable	Description	Distribution	Delivery Date
	One report for each school in the district, and one cumulative report for the entire district tested population in the district.	coordinator	receipt deadline.
PreACT Student Data File	Provides complete PreACT data on every examinee tested in the district.	One File (both fixed width and comma separated text formats provided) on an encrypted CD mailed to the district test coordinator	Ten to fifteen business days following the answer folder receipt deadline.

STATE LEVEL REPORTS			
Deliverable	Description	Distribution	Delivery Date
PreACT Educator Reports	Report summarizing the performance of examinees tested battery of assessments. One report for each school in the state, and one report for each district in the state and one cumulative for the entire state tested population.	One PDF File for State, one PDF file for each district, and one for each school encrypted and sent on secure file transfer site or mailed to State site.	As stated in the Project Milestone Schedule.
Item-Response Summary Reports	A cumulative report of item response results categorized by subject and reporting category One report for each school in the state, and one report for each district in the state and one cumulative for the entire state tested population.	One PDF File for State, one PDF file for each district, and one for each school on encrypted and sent on secure file transfer site.	As stated in the Project Milestone Schedule.
Data File - State (CD)/electronic transfer	Provides complete PreACT data on every examinee tested. Include all testers including Extended Time testers in aggregate reporting at the states discretion.	PDF File (in both fixed-length and comma-separated text formats) delivered electronically to the state over a secure file transfer site or on CD or equivalent media (State prefer on CD)	As stated in the Project Milestone Schedule.

Billing Information

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

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

Exhibit 3
Fees
Oklahoma State Regents for Higher Education
PreACT™
2018-2019 School Year

Description	Grade	Per Unit Price (per scored/processed assessment)	Estimated Number of Students	Total
Student Test Services				
PreACT™	10 th Grade	\$11.00	45,000	\$495,000.00
TOTAL Cost of Student Tests (not-to-exceed)				\$495,000.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #14:

Investments.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #15-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Certificate in Pre-Medical Sciences and the Certificate in Pre-Nursing.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Certificate in Pre-Medical Sciences and the Certificate in Pre-Nursing, 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 Pre-Medical Sciences.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 8 students in Fall 2022; and
Graduates: a minimum of 6 students in 2022-2023.
- **Certificate in Pre-Nursing.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 8 students in Fall 2022; and
Graduates: a minimum of 6 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
112	Degree and/or certificate programs added

Program Review

OSU offers 251 degree and/or certificate programs as follows:

34	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 Certificate in Pre-Medical Sciences and the Certificate in Pre-Nursing at their December 1, 2017 meeting. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Pre-Medical Sciences

Program purpose. The proposed certificate allows students whose bachelor's degree did not include all the required medical school prerequisite courses to earn an academic credential before attending medical school.

Program rationale and background. The curriculum for the proposed certificate is designed to meet the prerequisite requirements for the medical schools at the University of Oklahoma and Oklahoma State University. Currently, the options available for pre-med students whose bachelor's degree did not contain

all of the prerequisites needed for medical school are to either be non-degree seeking, which is not eligible for financial aid, or to declare a major they do not intend to complete. The goal of the proposed certificate is to allow post-baccalaureate students the opportunity to take as many prerequisite courses as needed for admission into medical school while also being eligible for financial aid.

Employment opportunities. The U.S. Bureau of Labor Statistics projects a 14 percent job growth for physicians through 2024. Within Oklahoma, the Oklahoma Employment Security Commission’s data indicates a 9 percent increase in career opportunities for physicians. Although the proposed certificate will not lead directly to employment, nor will it provide students preferential treatment for admission into medical school, students will better understand the pre-med requirements and be more competitive in the application process. Additionally, the ability to receive financial aid will help students, who would otherwise struggle to pay tuition and fees, in their pursuit of a career in medicine.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2022
Minimum Graduates from the program	6	2022-2023

Duplication and impact on existing programs. There are no Certificate in Pre-Medical Sciences programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 12, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on February 27, 2018. 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 Certificate in Pre-Medical Sciences program will consist of 64 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	39
Core Requirements	25-27
Total	64-66

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 Pre-Medical Sciences are shown in the following table.

Year of Program

A. Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530
<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 4, 4, 6, 6, and 8 students in years 1 through 5. OSU anticipates students completing 15 credit hours per academic year.</i>					
TOTAL	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$18,465	\$18,465	\$27,848	\$27,848	\$37,230
<i>Narrative/Explanation: Courses will be taught by current faculty. The faculty FTE devoted to support the program is as follows: .20 FTE in years 1 and 2, .38 FTE in years 3 and 4, and .51 FTE in year 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$200	\$200	\$200	\$200	\$200
<i>Narrative/Explanation: The amounts above are budgeted for printing flyers and brochures.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts above are budgeted for telephone correspondence with medical schools.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530

Certificate in Pre-Nursing

Program purpose. The proposed certificate formalizes the prerequisite courses for Bachelor of Science in Nursing (BSN) programs.

Program rationale and background. In Fall 2016, OSU had 211 students who self-identified as pre-nursing. Currently these students complete two or more years at OSU then apply to a BSN program. If they do not successfully gain admission into a BSN program, they leave OSU with no earned credential. The goal of the proposed certificate is to 1) clearly define the prerequisite curriculum, and 2) create an OSU credential for students to earn prior to beginning a BSN program. Additionally, for students who have earned a bachelor’s degree in another discipline but decide to pursue a career in nursing, the proposed certificate will allow them to become a degree-seeking student and eligible for financial aid.

Employment opportunities. The U.S. Bureau of Labor Statistics projects a 16 percent job growth for Registered Nurses through 2024. Within Oklahoma, the Oklahoma Employment Security Commission’s data indicate a 13.8 percent increase in career opportunities for Registered Nurses. Although the proposed certificate will not lead directly to employment, nor will it provide students preferential treatment for admission into a BSN program, students will better understand the required prerequisites and be more competitive in the application process. Additionally, the ability to receive financial aid will help students, who would otherwise struggle to pay tuition and fees, in their pursuit of a career in medicine.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2022
Minimum Graduates from the program	6	2022-2023

Duplication and impact on existing programs. There are no Certificate in Pre-Nursing programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 12, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on February 27, 2018. 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 Certificate in Pre-Nursing program will consist of 62 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	45
Core Requirements	17-24
Total	62-69

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 Pre-Nursing are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530
<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 4, 4, 6, 6, and 8 students in years 1 through 5. OSU anticipates students completing 15 credit hours per academic year.</i>					
TOTAL	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$18,565	\$18,565	\$27,948	\$27,948	\$37,330
<i>Narrative/Explanation: Courses will be taught by current faculty. The faculty FTE devoted to support the program is as follows: .20 FTE in years 1 and 2, .38 FTE in years 3 and 4, and .51 FTE in year 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$200	\$200	\$200	\$200	\$200
<i>Narrative/Explanation: The amounts above are budgeted for printing flyers and brochures.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0

Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530

Attachments

**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PRE-MEDICAL SCIENCES**

Program Requirements		Credit Hours
General Education		39
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I	3
ENGL 1213 or ENGL 1413	Composition II Critical Analysis and Writing II	3
MATH 1513	College Algebra (or higher level math)	3
BIOL 1114	Introductory Biology	4
CHEM 1314	General Chemistry I	4
CHEM 1515	General Chemistry II	5
PHYS 1114 or PHYS 2014	General Physics I (algebra based) General Physics I (calculus based)	4
PHYS 1214 or PHYS 2114	General Physics II (algebra based) General Physics II (calculus based)	4
PSYC 1113	Introductory Psychology	3
SOC 1113	Introductory Sociology	3
	Additional credit hours for ENGL, PHIL, PSYC, SOC, or Humanities	3
Core Requirements		25-27
BIOL 1604	Animal Biology	4
CHEM 3053	Organic Chemistry I	3
CHEM 3153	Organic Chemistry II	3
CHEM 3112	Organic Chemistry Lab	2
BIOL 3023 or MICR 3033	General Genetics Cell and Molecular Biology	3
BIOC 3653 or MICR 3223 or BIOL 4104	Survey of Biochemistry Advanced Microbiology General Parasitology	3-4
BIOL 3204 or BIOL 3214	Physiology Human Anatomy	4
BIOL 3233 or BIOL 4134 or BIOL 4283	Human Reproduction Embryology Endocrinology	3-4
Total		64-66

**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PRE-NURSING**

Program Requirements		Credit Hours
General Education		45
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I	3
ENGL 1213 or ENGL 1413	Composition II Critical Analysis and Writing II	3
HIST 1103 or HIST 1493	Survey of American History American History Since 1865	3
POLS 1113	American Government	3
MATH 1513	College Algebra (or higher level math)	3
BIOL 1114	Introductory Biology	4
CHEM 1314	General Chemistry	4
NSCI 2114	Principles of Human Nutrition	4
PHIL 1213	Philosophies of Life	3
	Humanities (select from ART 1503, ART 1513, DANC 1003, ENLG 1003, ENGL 2413, MUSI 2573, or TH 2413)	3
ANTH 3353 or NSCI 3543	Cultural Anthropology Food and the Human Environment	3
PSYC 1113	Introductory Psychology	3
PSYC 2583 or HDFS 2113	Developmental Psychology Lifespan Human Development	3
SOC 1113	Introductory Sociology	3
Core Requirements		17-24
A&S 1111	A&S First Year Seminar	1
STAT 2013 or STAT 2023 or PSYC 3214	Elementary Statistics Elementary Statistics for Business and Economics	3-4
BIOL 3204	Physiology	4
BIOL 3214	Human Anatomy	4
MICR 2123	Introduction to Microbiology	3
MICR 2132	Introduction to Microbiology Laboratory	2
	Foreign Language: 2 year or the same language in High School or 2 semester of college credit	0-6
Total		62-69

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #15-b:

New Programs.

SUBJECT: East Central University. Approval to offer the Master of Education in School Psychometry.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's request to offer the Master of Education in School Psychometry, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of School Psychometry.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 25 students in Fall 2022; and
 - Graduates: a minimum of 16 students in 2022-2023.

BACKGROUND:

Academic Plan

East Central University's (ECU) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

1. Streamline enrollment processes
 - A) Streamline the TBA course enrollment process
 - B) Centralize Advance Standing Exams
 - C) Streamline notifications for academic holds
 - D) Investigate workflow software to assist in these processes
2. Develop stronger mentoring relationships between faculty and students
 - A) Identify faculty with effective rapport techniques
 - B) Develop workshops so that these faculty can teach their faculty colleagues
 - C) Create 'first club meeting' coordinated by college with freshman seminar classes to provide student clubs and faculty opportunity to meet and recruit new members
 - D) Continue to investigate ways that faculty and students can meet informally on campus over coffee/lunch
3. Market to continuing students to improve retention rates
 - A) Create department/school social media plan template to include content, update timelines, and continuity plans
4. Create awareness of the validity and importance of degree selection and completion

- A) Host sophomore luncheon to look at majors/careers available in our service area, the state of Oklahoma, and beyond
- 5. Improve advising
 - A) Investigate the feasibility of assigning advisors to specific colleges to support faculty advising
 - B) Continue to provide training to new and continuing faculty advisors
 - C) Investigate implementing a recognition program for highly effective advisors
- 6. Tie the creation of new programs to service area needs
 - A) Meet with the Ada Jobs Foundations to determine what needs the community has for degreed employees
 - B) Meet with the Chickasaw Nation to determine what needs the Tribe has for degreed employees
 - C) Meet with service area communities to determine what needs they have for degreed employees

APRA Implementation

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

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

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

Program Review

ECU offers 56 degree and/or certificate programs as follows:

14	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
31	Baccalaureate Degrees
11	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

ECU's faculty developed the proposal, which was reviewed and approved by institutional officials. ECU's governing board approved delivery of the Master of Education in School Psychometry at their February 16, 2018 meeting. ECU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Master of Education in School Psychometry

Program purpose. The purpose of the proposed program is to prepare graduates to be qualified diagnosticians and advocates for children with special needs and for employment as a School Psychometrist.

Program rationale and background. Educators who wish to advance in their career or to fill a need in their school districts often consider pursuing School Psychometry. To qualify for certification as a School Psychometrist, one must possess a Master’s degree, as well as specific course work related to psychological testing and assessment. The proposed program is currently offered as a post master’s graduate certification program, which serves students who already possess a master’s degree. The proposed Master of Education in School Psychometry will benefit those individuals who wish to seek employment as a School Psychometrist but do not have a master’s degree.

Employment opportunities. Career opportunities for School Psychometrists are increasing in Oklahoma. Oklahoma Employment Security Commission data indicate employment growth of 17 percent. Additionally, a recent internet search for School Psychometrist positions in Oklahoma resulted in 50 job openings across the state. ECU is confident that students completing the proposed program will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2022
Minimum Graduates from the program	16	2022-2023

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

Institution	Existing Program
Southwestern Oklahoma State University	Master of Education in School Psychometry (077)

A system wide letter of intent was communicated by email on October 10, 2017. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	33
Total	33

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.

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

Program resource requirements. Program resource requirements for the Master of Education in School Psychometry are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$46,898	\$46,898	\$46,898	\$46,898	\$46,898
<i>Explanation: These amounts represent the current salary of the primary faculty member.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$36,288	\$45,360	\$60,480	\$66,528	\$75,600
<i>Explanation: The amounts above were calculated based on students completing 12 credit hours per academic year. ECU anticipates an enrollment of 12, 15, 20, 22, and 25 students in years one through five.</i>					
TOTAL	\$83,186	\$92,258	\$107,378	\$113,426	\$122,498

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$46,898	\$46,898	\$46,898	\$46,898	\$46,898
<i>Explanation: These amounts represent the current salary of the primary faculty member.</i>					
Graduate Assistants	\$1,086	\$1,086	\$1,086	\$1,086	\$1,086
<i>Explanation: These amounts represent the current salary of the Graduate Assistant..</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750

Explanation: These amounts represent a percentage of the costs for equipment and software for the College of Education and Psychology.

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	\$450	\$450	\$450	\$450	\$450

Explanation: The amounts above will be used to cover travel costs required for supervision of students enrolled in EDPSY 5693.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$51,184	\$51,184	\$51,184	\$51,184	\$51,184

Attachment

**EAST CENTRAL UNIVERSITY
MASTER OF EDUCATION IN SCHOOL PSYCHOMETRY**

Program Requirements		Credit Hours
Required Courses		33
EDSPY 5353	Standardized Group Tests	3
EDUC 5023	Educational Aspects of Exceptional Children	3
PSYCH 5063	Advanced Physiological Psychology	3
PSYCH 5173	Professional Orientation and Ethics in Clinical Psychology	3
EDPSY 5143	Introduction to School Psychological Services	3
EDPSY 5403	Non-Traditional Assessment	3
PSYCH 5313	Advanced Educational Psychology	3
PSYCH 5403	Intellectual Assessment	3
PSYCH 5433	Diagnostic Assessment	3
PSYCH 5473	Advanced Psychology of Childhood and Adolescence	3
EDPSY 5693	Practicum in School Psychometry	3
Total		33

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #15-c:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Bachelor of Science in Mechanical Engineering, the Bachelor of Science in Electrical Engineering, the Master of Science in Computer Science, and the Graduate Certificate in Disaster Management.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Bachelor of Science in Mechanical Engineering, the Bachelor of Science in Electrical Engineering, the Master of Science in Computer Science, and the Graduate Certificate in Disaster 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.

- **Bachelor of Science in Mechanical Engineering.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 200 students in Fall 2022; and
Graduates: a minimum of 20 students in 2022-2023.
- **Bachelor of Science in Electrical Engineering.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 90 students in Fall 2022; and
Graduates: a minimum of 10 students in 2022-2023.
- **Master of Science in Computer Science.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 10 students in Fall 2021; and
Graduates: a minimum of 5 students in 2021-2022.
- **Graduate Certificate in Disaster Management.** This certificate is embedded within the Master of Public Administration in Public Administration (203) and will be included in the regular 5-year program review due in 2022.

BACKGROUND:

Academic Plan

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

Academic Affairs Plans for AY 2017-2018 presented to the University Planning Council in spring 2017. In addition, UCO is aggressively providing more learning spaces and enhancements to the physical environment. The **Strategic Goal(s)** (SG) tied to these activities is listed parentheses after each item. While there may be considerable overlap, the intent was to assess the primary impacts on each goal. Please see **Appendix A** for the four pillars and 12 strategic goals. **Appendix B** includes the Vision 2020. The current strategic goals have emerged out of a campus wide strategic planning initiative in 2012 and 2013.

- 1) Tenure-track (TT) faculty - goal is to hire 80 TT faculty over the next 10 years. Eight positions will cost approximately \$642,528. (SGs 1, 2)
- 2) Continue to fund temporary full-time faculty from 2016-17. The return on investment for this cohort of lectures in 2016-17 was more than four times the cost. (SGs 1, 2)
- 3) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Invest in faculty salaries. (budget to be determined) (SG 8)
- 4) Continue to invest in UCO Downtown. This includes One Santa Fe (approx. \$500,000) for a remodel to provide space for faculty and staff who work downtown. (SG 11)
- 5) Request for an increase in operating budgets.
- 6) Tuition Waivers - Increase waivers to recruit and retain talented students. (SG 7)
- 7) Capital projects (see facilities) - Several projects are underway including the addition to Mitchell Hall, the new STEM building, and the addition to the Liberal Arts building. (SGs 3, 8, 10)

Facilities- This includes Academic and non-academic facilities.

- **Softball Complex.** Construction began June 2016 and was completed February 2017. The facility includes a new Team locker room, Coaches Office, Team Lounge and also new public toilet facilities to support the new 150 seat bleachers and Press box facility, new visitor and home team dugouts and new visitor and home team bullpen/batting cages in addition to a new artificial turf playing surface. (SG 10)
- **Murdaugh Hall.** This 80,000 square foot building was constructed in 1935-36 as the first Women's Residence Hall for the university. This is a major reconstruction of the building interiors and support systems that allows them to be brought up to current life and safety codes and will enhance the livability of the facility for students for years to come. Construction began May 2016 for completion and occupancy August 2017. (SG 10)
- **Mitchell Hall Backstage Facility.** This 20,000 square foot addition to our Mitchell Hall performance venue will serve multiple purposes for use including costume storage, theater rehearsal and dance studios, greenroom and dressing rooms, plus allow for classes to be taught for the various backstage professions in costume, design, performance makeup, costume fabrication and maintenance. Construction began December 2015 for completion June 2017. (SG 3, 8, 10)
- **STEM Teaching and Research Center.** This 55,000 square foot new building will contain multiple undergraduate research program spaces as well as house the College of Math and Science super computer, classrooms and an 80 seat secure storm shelter/auditorium. This facility will allow UCO students to be able to use current state of the art labs and scientific equipment in fields such as Forensic Science, Nursing, Biomedical Engineering, Computer Science, Biology, & Mathematics. Construction began February 2017 for completion fall 2018. (SGs 3, 5, 8, 10)
- **South Central Plant.** This project includes three elements, one to construct a new 6,500 square foot stand- alone building to house the new plant equipment. The second is to design and install the new chiller plant and controls systems and the third is to install the necessary underground

pipng loop to support the new chiller plant. The goal is to off load certain existing buildings from the north chiller plant and re-connect them to the south plant. This will allow greater redundancy and capacity in both plants and allow newly planned buildings such as the Dining Center and others to be connected to the north plant gaining operational cost efficiencies and energy savings. Construction began July 2016 for completion October 2017. (SG 10)

- **College of Liberal Arts Addition.** This 52,000 square foot addition to the current Liberal Arts Building will contain multiple transformative style classrooms, a large 200+ seat auditorium w/ storm shelter function, faculty offices, and a new community student area. Construction is to begin winter 2017-2018 for completion fall 2019. (SGs 3, 5, 8, 10)
- **Campus Transportation and Parking.** Construction of three new parking lots will begin June 2017 for completion fall 2017 to provide additional parking on the underserved west side of campus. (SG 10)
- **New Dining Center.** This 60,000 square foot building will contain 30,000 square feet of new student dining facilities for campus and that will seat approximately 560. The additional 30,000 square feet will include support spaces for Auxiliary Enterprises and other needed administrative support space and a multi-use open office area for use as temporary departmental swing space during renovations of other facilities. Construction is to begin February 2018 for completion fall 2019. (SGs 10)
- **Athletic Complex:**
 - **Sports Performance Center.** Construction of the 41,000 square foot facility is to begin June 2017 for completion fall 2018 and will contain much needed support spaces for the Athletic programs at UCO to include weight and training areas, football locker room, a tutorial center, hydrotherapy and sports training area, coaches' offices, and administrative spaces for the Athletic department. (SG 10)
 - **North Hamilton Annex.** Construction of the 26,000 square foot facility is to begin in summer 2018 with completion fall 2019. This facility will add new wrestling facilities as well as a much needed practice gymnasium for the Athletic teams, and locker rooms, and will also assist with Title IX compliance. (SGs 10, 12)

Academic Affairs operational priorities:

Note: This list reflects items identified at the Provost Cabinet Retreat in November 2016 as well as the University Planning Council (UPC) during the spring 2017 semester.

- Mandatory Cost Items (added to the mandatory cost request)
- Accreditation cost increase (\$19,900).
- Allocate funds to support the remodeling of the Santa Fe property in downtown Oklahoma City to support the metropolitan initiative and for the relocation of the UCO radio station: \$500,000
- Additional full-time faculty positions to bring UCO closer to its regional and metropolitan peer average.
- Temporary Lecture positions (AY 17-18 only): \$375,000 to fund 10 lectureships
- Fourteen additional temporary lecturer positions were funded by college course fees. We anticipate that many of these temporary lecturers will be funded in AY 2017-2018.
- Six Blended Learning Lectureships were funded by the *Center for eLearning and Connected Environments (CeCe)*. We anticipate that this will continue into AY 2017-2018.
- 5 Edu-Innovator temporary Instructor positions for FY17 were funded by the *Center for eLearning and Connected Environments (CeCe)*. Part of this this program will continue. Negotiations and hiring are currently underway.

- To help bring the College of Business faculty to market levels differential tuition for all Business courses was increased by 6%.
- **TL Scholars.** The *Transformative Learning Scholars Program* is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges.
- In fall 2014, UCO instituted an **Office of High Impact Practices (OHIP)** to promote participation in, and improve financial support and coordination for, high-impact practices such as undergraduate research and global studies. The office oversees the Research, Creative, and Scholarly Activity (RCSA) Grant Program, which awarded 150 grants to student working with faculty mentors in 2016-17. The number of grants rose to 154 awards for 2017-18. The office also administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office made 30 travel awards in 2016-17. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day, attended by 594 UCO faculty and students in 2017, and the National Conference on Undergraduate Research (NCUR), attended by 115 UCO students and faculty in 2017. Although the office's focus is undergraduate research, the intent is to grow and develop programs so that it eventually supports student activities in a range of Transformative Learning areas. Towards this goal the office has been working on collaborative projects with the Centre for Global Competency, Experiential Learning, and the Living- Learning program. (SGs 2, 3, 4, 5)
- **RCSA grants/Student travel.** Several colleges have established funds to assist students in presenting research and creative achievement at professional conferences. In addition, the Office of High-Impact Practices has a Student Presentation Travel Grant program that awards up grants up to \$500 to pay for airfare for students accepted to present their research at a scholarly conference. Students are required to submit a grant application. Each student is sponsored by a faculty mentor. (SGs 1, 2, 5, 7, 8)
- **STLR.** The *Student Transformative Learning Record* (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 to Fall 2016 first-time, full-time student retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with more than 360 faculty (f-t and adjunct) trained in STLR by summer 2016. STLR student projects continue to be funded and popular, with impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90% compared to the national average of around 50%. (Inclusion of Dr. Melissa Peet's Integrative Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Notable during the past year has been continued expansion of STLR at other institutions adopting/adapting it to their needs: Western Carolina University, for example, adapted STLR to its co-curriculum as the focus of its SACS Quality Enhancement Plan. STLR in various forms now exists at multiple institutions in the U.S., Canada, and at one institution in New Zealand. As UCO moves forward on its 5-year Title III grant-supported implementation of STLR, the institution is on track for 100% deployment by September 2019. Aiding in the acceleration is yet another invitation (because of STLR) to a

grant-funded project, the Quality Assurance Commons' Essential Employability Qualities (EEQ) initiative being funded by the Lumina Foundation. This latest invitation means STLR has attracted support from the Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Comprehensive Student Record project, and the Lumina EEQ initiative. (SGs 1, 2, 4, 5)

APRA Implementation

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

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

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

Program Review

UCO offers 118 degree and/or certificate programs as follows:

7	Certificates
0	Associate in Arts or Sciences Degrees
3	Associate in Applied Science Degrees
67	Baccalaureate Degrees
41	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

UCO's faculty developed the proposals, which were reviewed and approved by institutional officials. UCO's governing board approved the Bachelor of Science in Mechanical Engineering, the Bachelor of Science in Electrical Engineering, the Master of Science in Computer Science, and the Graduate Certificate in Disaster Management at their February 16, 2018 meeting. UCO requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Mechanical Engineering

Program purpose. The purpose of the proposed program is to create a stand-alone mechanical engineering degree designed to prepare students for employment opportunities in the discipline.

Program rationale and background. The curriculum for the proposed program has been offered as an option under the Bachelor of Science in Engineering Physics (134). According to UCO, this option has been successful in producing graduates who have entered the workforce for several years. However, the non-standard name of the current program has created some challenges for prospective students, graduates of the program, area employers, and current/prospective faculty. Students interested in pursuing a degree in mechanical engineering are often confused by the current program name and, although it is accredited by the Engineering Accreditation Commission of ABET under mechanical criteria and graduating students find employment as mechanical engineers, those students choose to go elsewhere for their degree. Similarly, graduating students have faced difficulty or have been eliminated from consideration when seeking employment due to the unconventional name of the program. Area employers familiar with UCO’s program often need to intervene with their human resource departments that seek to hire students with mechanical engineering degrees and are unsure if graduates meet the qualifications of the job. Lastly, each time a faculty vacancy has occurred, the department struggles to receive qualified candidates and current faculty are often disadvantaged in pursuing engineering grant opportunities as reviewers perceive the program as a physics degree. UCO has received letters of support from the Department of the Air Force, OG&E, BioInSpire, Nortek Air Solutions, and the advisory board to create a stand-alone degree in Mechanical Engineering. Creating a stand-alone mechanical engineering degree will eliminate these barriers and help to grow the program.

Employment opportunities. Mechanical Engineers are listed on Oklahoma Works’ 2017 Oklahoma’s Top Critical Jobs list. This list represents occupations that are considered to be the most pressing needs within the state. However, over the past year, representatives from several Oklahoma industries expressed concern over their inability to fill engineering positions that are currently open. According to the Oklahoma Employment Security Commission, career opportunities for Mechanical Engineers are expected to increase 15 percent through 2024. A search on OKJobMatch.com in April 2018 resulted in over 460 opportunities for Mechanical Engineers. By reorganizing the current Mechanical Engineering option under the Bachelor of Science in Engineering Physics (134) into a stand-alone degree, UCO is confident they will be able to attract more students, entice qualified faculty, and better help current graduates fill vacancies within the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	200	Fall 2022
Minimum Graduates from the program	20	2022-2023

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Mechanical Engineering in Mechanical Engineering (158)
Oklahoma State University	Bachelor of Science in Mechanical Engineering (144)

A system wide letter of intent was communicated by email on December 12, 2107. The University of Oklahoma (OU) requested a copy of the proposal, which was sent March 14, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions, as well as meeting student and employer demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Mechanical Engineering program will consist of 127-128 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	43-44
Major Requirements	78
Guided Electives	6
Total	127-128

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Mechanical Engineering are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$40,815	51,019	\$61,223	\$71,426	\$81,630
<i>Narrative/Explanation: The amounts above are estimated revenue produced by Mechanical Engineering students through the College of Mathematics and Science's Academic Service Fees. This calculation is based on the current fee structure.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$702,673	\$702,673	\$702,673	\$702,673	\$702,673
<i>Narrative/Explanation: These amounts are computed from the student FTE in Mechanical Engineering multiplied by the most recent institutional funding per student FTE.</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Student Tuition	\$718,477	\$896,144	\$1,073,812	\$1,259,287	\$1,436,954
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$192.00 (resident) and \$517.35 (non-resident) per credit hour. UCO anticipates enrollment of 100, 125, 150, 175, and 200 students in years 1 through 4 and completing 12 credits hour per semester. UCO also anticipates 70 percent resident and 30 percent non-resident enrollment.</i>					
TOTAL	\$1,461,965	\$1,649,836	\$1,837,708	\$2,033,386	\$2,221,257

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$72,942	\$72,942	\$72,942	\$72,942	\$72,942
<i>Narrative/Explanation: The amounts shown are a portion of full-time staff costs currently allocated to the Mechanical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Faculty	\$621,871	\$621,871	\$621,871	\$621,871	\$621,871
<i>Narrative/Explanation: The amounts shown are the portion of faculty (tenure/tenure-track/lecturer) currently allocated to the Mechanical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Graduate Assistants	\$27,570	\$27,570	\$27,570	\$27,570	\$27,570
<i>Narrative/Explanation: The amounts shown are the portion of graduate student costs currently allocated to the Mechanical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Student Employees	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742
<i>Narrative/Explanation: The amounts shown are the portion of student wages currently allocated to the Mechanical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Equipment and Instructional Materials	\$3,281	\$3,281	\$3,281	\$3,281	\$3,281
<i>Narrative/Explanation: The amounts above represent 50 percent of the allocation for office furniture, equipment and specialized supplies.</i>					
Library	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The amounts above represent 50 percent of the allocation for specialized journal subscriptions.</i>					
Contractual Services	\$250	\$250	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts shown will be used for maintenance and repair costs for scientific equipment and represent 50 percent of the allocated budget for contractual services.</i>					
Other Support Services	\$9,134	\$9,134	\$9,134	\$9,134	\$9,134
<i>Narrative/Explanation: The amounts above are budgeted for professional services and miscellaneous administrative expenses and represent 50 percent of the budget allocations for these expenses.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$420	\$420	\$420	\$420	\$420
<i>Narrative/Explanation: The amounts above will be used for maintaining an office and lab printer and printing instructional materials.</i>					
Telecommunications	\$1,380	\$1,380	\$1,380	\$1,380	\$1,380
<i>Narrative/Explanation: The amounts above will be used for telephone expenses.</i>					
Travel	\$7,525	\$7,525	\$7,525	\$7,525	\$7,525
<i>Narrative/Explanation: The amounts above are budgeted for travel to professional development conferences, presentations, and specialized accreditation.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0

TOTAL	\$749,115	\$749,115	\$749,115	\$749,115	\$749,115
--------------	------------------	------------------	------------------	------------------	------------------

Bachelor of Science in Electrical Engineering

Program purpose. The purpose of the proposed program is to create a stand-alone electrical engineering degree designed to prepare students for employment opportunities in the discipline.

Program rationale and background. The curriculum for the proposed program has been offered as an option under the Bachelor of Science in Engineering Physics (134). According to UCO, this option has been successful in producing graduates who have entered the workforce for several years. However, the non-standard name of the current program has created some challenges for prospective students, graduates of the program, area employers, and current/prospective faculty. Students interested in pursuing a degree in electrical engineering are often confused by the current program name and, although it is accredited by the Engineering Accreditation Commission of ABET under electrical criteria and graduating students find employment as electrical engineers, those students choose to go elsewhere for their degree. Similarly, graduating students have faced difficulty or have been eliminated from consideration when seeking employment due to the unconventional name of the program. Area employers familiar with UCO’s program often need to intervene with their human resource departments that seek to hire students with electrical engineering degrees and are unsure if graduates meet the qualifications of the job. Lastly, each time a faculty vacancy has occurred, the department struggles to receive qualified candidates and current faculty are often disadvantaged in pursuing engineering grant opportunities as reviewers perceive the program as a physics degree. UCO has received letters of support from the Department of the Air Force, OG&E, BioInSpire, Nortek Air Solutions, and the advisory board to create a stand-alone degree in Electrical Engineering. Creating a stand-alone electrical engineering degree will eliminate these barriers and help to grow the program.

Employment opportunities. Electrical Engineers are listed on Oklahoma Works’ 2017 Oklahoma’s Top Critical Jobs list. This list represents occupations that are considered to be the most pressing needs within the state. However, over the past year, representatives from several Oklahoma industries expressed concern over their inability to fill engineering positions that are currently vacant. According to the Oklahoma Employment Security Commission, career opportunities for Electrical Engineers are expected to increase 12 percent through 2024. A search on OKJobMatch.com in April 2018 resulted in over 370 opportunities for Electrical Engineers. By reorganizing the current Electrical Engineering option under the Bachelor of Science in Engineering Physics (134) into a stand-alone degree, UCO is confident they will be able to attract more students, entice qualified faculty, and better help current graduates fill vacancies within the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	90	Fall 2022
Minimum Graduates from the program	10	2022-2023

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Electrical Engineering in Electrical Engineering (059)
Oklahoma State University	Bachelor of Science in Electrical Engineering (071)

A system wide letter of intent was communicated by email on December 12, 2107. The University of Oklahoma (OU) requested a copy of the proposal, which was sent March 14, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions, as well as meeting student and employer demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Electrical Engineering program will consist of 125-126 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	43-44
Major Requirements	79
Guided Electives	3
Total	125-126

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

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

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

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

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$14,285	\$20,408	\$26,530	\$32,652	\$36,734
<i>Narrative/Explanation: The amounts above are estimated revenue produced by Electrical Engineering students through the College of Mathematics and Science's Academic Service Fees. This calculation is based on the current fee structure.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$302,516	\$302,516	\$302,516	\$302,516	\$302,516
<i>Narrative/Explanation: These amounts are computed from the student FTE in Electrical Engineering multiplied by the most recent institutional funding per student FTE.</i>					
Student Tuition	\$254,981	\$355,334	\$463,496	\$571,658	\$648,972
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$192.00 (resident) and \$517.35 (non-resident) per credit hour. UCO anticipates enrollment of 35, 50, 65, 80, and 90 students in years 1 through 4 and completing 12 credits hour per semester. UCO also anticipates 70 percent resident and 30 percent non-resident enrollment.</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
TOTAL	\$571,782	\$678,258	\$792,542	\$906,826	\$988,222

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$29,177	\$29,177	\$29,177	\$29,177	\$29,177
<i>Narrative/Explanation: The amounts shown are a portion of full-time staff costs currently allocated to the Electrical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Faculty	\$336,626	\$336,626	\$336,626	\$336,626	\$336,626
<i>Narrative/Explanation: The amounts shown are the portion of faculty (tenure/tenure-track/lecturer) currently allocated to the Electrical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Graduate Assistants	\$11,028	\$11,028	\$11,028	\$11,028	\$11,028
<i>Narrative/Explanation: The amounts shown are the portion of graduate student costs currently allocated to the Mechanical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Student Employees	\$1,097	\$1,097	\$1,097	\$1,097	\$1,097
<i>Narrative/Explanation: The amounts shown are the portion of student wages currently allocated to the Mechanical Engineering option available under the Bachelor of Science in Engineering Physics (134) program.</i>					
Equipment and Instructional Materials	\$1,312	\$1,312	\$1,312	\$1,312	\$1,312
<i>Narrative/Explanation: The amounts above represent 20 percent of the allocation for office furniture, equipment and specialized supplies.</i>					
Library	\$800	\$800	\$800	\$800	\$800
<i>Narrative/Explanation: The amounts above represent 20 percent of the allocation for specialized journal subscriptions.</i>					
Contractual Services	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts shown will be used for maintenance and repair costs for scientific equipment and represent 20 percent of the allocated budget for contractual services.</i>					
Other Support Services	\$3,654	\$3,654	\$3,654	\$3,654	\$3,654
<i>Narrative/Explanation: The amounts above are budgeted for professional services and miscellaneous administrative expenses and represent 20 percent of the budget allocations for these expenses.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$168	\$168	\$168	\$168	\$168
<i>Narrative/Explanation: The amounts above will be used for maintaining an office and lab printer and printing instructional materials.</i>					
Telecommunications	\$1,380	\$1,380	\$1,380	\$1,380	\$1,380
<i>Narrative/Explanation: The amounts above will be used for telephone expenses.</i>					
Travel	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010
<i>Narrative/Explanation: The amounts above are budgeted for travel to professional development conferences, presentations, and specialized accreditation.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$388,352	\$388,352	\$388,352	\$388,352	\$388,352

Master of Science in Computer Science

Program purpose. The proposed program is designed for students who want to pursue or advance in a career in the computer science field, or who wish to continue their graduate education and pursue a doctoral degree.

Program rationale and background. Currently, UCO offers a Master of Science in Applied Math and Computer Science (205) program. This program has a focus on both applied math and computer science. However, while a number of students like and want the interdisciplinary curriculum, some students have expressed interest in pursuing a graduate degree focused solely on computer science. In response to this interest, the Department of Computer Science developed the proposed program.

Employment opportunities. The demand for graduates with computer science degrees in Oklahoma is high and will continue to grow in the next decade. Occupations such as Computer and Information Systems Manager, Software Developer, Computer Systems Analyst appear on Oklahoma Works' 2017 Oklahoma's Top Critical Jobs list and Oklahoma Employment Security Commission data indicates that career opportunities in these areas are expected to increase 13 to 20 percent through 2024. According to a statement by Tinker Air Force Base (TAFB) Sustainment Center's commander Lt. General Lee K. Levy, TAFB is home to 1,500 software engineers, yet many more are needed to meet the needs of the Air Force. In addition, the Department of Computer Sciences' advisory board notes that the job market in the Oklahoma City metro area has been very good for graduates in computer-related majors and has received letters of support for advanced-level computer science graduates from the Federal Aviation Administration and a la mode, inc. UCO is confident that graduates of the proposed program will be successful in finding employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2021
Minimum Graduates from the program	5	2021-2022

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

Institution	Existing Program
University of Oklahoma	Master of Science in Computer Science (132)
Oklahoma State University	Master of Science in Computer Science (053)

A system wide letter of intent was communicated by email on December 12, 2107. The University of Oklahoma (OU) requested a copy of the proposal, which was sent March 14, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and meeting student and employer demand, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	18-21
Application Option	9
Guided Electives	3-6
Total	33

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
<i>Narrative/Explanation: A private donation of \$2,000,000 in 2007 allowed for \$250,000 to be used to establish the John T. Beresford scholarship for graduate students in the existing Master of Science in Applied Mathematics and Computer Science (205) program. As of February 2017, this resource generated annual scholarship funds in the amount of \$12,000. Since the goal of this scholarship is to support students studying computer science, the Department of Computer Science is negotiating to reallocate half of the funds to the proposed program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$75,133	\$75,133	\$75,133	\$75,133	\$75,133
<i>Narrative/Explanation: As of August 26, 2017, there were a total of 4,111 students majoring in undergraduate or graduate programs offered by the Department of Computer Science. The total budget of the department is approximately \$1,073,333. About two thirds of the faculty and staff workload is allocated for teaching. Based on an expected maximum of 30 students enrolled in the proposed program, it is estimated that about 7 percent of the teaching budget will be reallocated to the proposed program.</i>					
Student Tuition	\$21,600	\$43,200	\$54,000	\$54,000	\$64,800
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$300 per credit hour and assumes students will complete 18 credit hours per academic year. UCO anticipates enrollment of 4, 8, 10, 10, and 12 students in years 1 through 5.</i>					
TOTAL	\$102,733	\$124,333	\$135,133	\$135,133	\$145,933

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$1,696	\$1,696	\$1,696	\$1,696	\$1,696
<i>Narrative/Explanation: The total amount of salary and benefits of the existing administrative staff is \$36,340. The amounts above represent a percentage of the salary to support the proposed program.</i>					
Faculty	\$43,510	\$43,510	\$43,510	\$43,510	\$43,510
<i>Narrative/Explanation: The total amount of salary and benefits of the current faculty is \$932,349. Approximately two thirds of the workload of the faculty is for teaching, which is \$621,566. The faculty cost for the proposed program is 7 percent of the teaching portion of the salary.</i>					
Graduate Assistants	\$10,080	\$10,080	\$10,080	\$10,080	\$10,080
<i>Narrative/Explanation: The Department of Computer Science anticipates reallocating one teaching assistant position from current students pursuing the Master of Science in Applied Mathematics and Computer Science (205) program.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,556	\$2,556	\$2,556	\$2,556	\$2,556
<i>Narrative/Explanation: Based on the estimated enrollment for the proposed program, current equipment and instructional materials are adequate. The amounts above represent 7 percent of the current expense that will be allocated for the proposed program.</i>					
Library	\$857	\$857	\$857	\$857	\$857
<i>Narrative/Explanation: Based on the estimated enrollment for the proposed program, current library materials are adequate. The amounts above represent 7 percent of the current expense that will be allocated for the proposed program.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above are for expenses related to advertising the proposed program.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$325	\$326	\$325	\$325	\$325
<i>Narrative/Explanation: The amounts above represent 7 percent of the current budget that will be allocated for the proposed program.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Narrative/Explanation: The amounts above represent 7 percent of the current budget that will be allocated for the proposed program.</i>					
Travel	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397
<i>Narrative/Explanation: The amounts above represent 7 percent of the current budget that will be allocated for the proposed program.</i>					
Awards and Grants	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
<i>Narrative/Explanation: These amounts will be used to award the John T. Beresford scholarship to students.</i>					
TOTAL	\$67,521	\$67,521	\$67,521	\$67,521	\$67,521

Graduate Certificate in Disaster Management

Program purpose. The proposed program is designed to provide the knowledge and skills needed to seek employment as an Emergency Management Director or related occupation.

Program rationale and employment opportunities. The importance of preparing for and minimizing the risk from emergencies creates a high need for individuals with knowledge and skills in disaster management. Individuals trained in disaster and emergency management help lead the response both during and after natural disasters and other emergencies and typically find employment in local, state and federal agencies. Nationally, the occupational outlook through 2026 for Emergency Management Directors indicates an 8 percent growth. In Oklahoma; however, the need is much greater. According to Oklahoma Employment Security Commission data, career opportunities for Emergency Management Directors are expected to increase 12 percent through 2024. Although Emergency Management Director positions require a bachelor’s degree, the proposed graduate certificate will serve to complement the strengths of more discipline-specific degree programs and provide the knowledge and skills needed to be successful.

Student demand. The proposed program is expected to fulfill student demand within the Master of Public Administration in Public Administration (203) program.

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

Institution	Existing Program
Oklahoma State University	Graduate Certificate in International Disaster and Emergency Management (503)

A system wide letter of intent was communicated by email on December 12, 2017. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 12 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachments (Attachment D).

Content Area	Credit Hours
Required Courses	12
Total	12

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

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Master of Public Administration in Public Administration (203) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

ATTACHMENT A

**UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING**

Program Requirements	Credit Hours
General Education	43-44
ENGL 1113 or ENGL 1143 or ENG 1153 or ENG 1173	English Composition Composition and Community Service English Composition - International English Composition Honors 3
ENG 1213 or ENG 1223 or ENG 1233 or ENG 1243	English Composition and Research Composition and Research - International Composition and Research Honors Composition, Community, and Research 3
MCOM 1113	Fundamentals of Speech 3
MATH 2313	Calculus I 3
BIO 1114 or BIO 1204 or BIO 1214 and BIO 1214L	General Biology Biology I for Majors General Biology General Biology Lab 4
PHY 2014	Physics for Scientists and Engineers I 4
HUM 2113 or HUM 2223	General Humanities Ancient-Medieval General Humanities Renaissance-Modern 3
PHIL 1123	Contemporary Moral Problems 3
POL 1113	American National Government 3
HIST 1483 or HIST 1493	History of the US to 1877 History of the US from 1877 3
FMKT 2323 or CHIN 1114 or CHIN 1214 or FRCH 1114 or FRCH 1224 or GERM 1114 or GERM 1224 or JAPN 1114 or JAPN 1224 or LATN 1114 or LATN 1224 or SKSK 1114 or SNSK 1224 or SPAN 1114 or SPAN 1224	Global Diversity and Protocol Elementary Chinese I Elementary Chinese II Elementary French I Elementary French II Elementary German I Elementary German II Elementary Japanese I Elementary Japanese II Elementary Latin I Elementary Latin II Elementary Sanskrit I Elementary Sanskrit II Elementary Spanish I Elementary Spanish II 3-4
ECON 1103	Introduction to Economics 3
HLTH 1112	Healthy Life Skills 2
ENGR 1213	Engineering Computing and Laboratory 3

Major Requirements		78
PHY 2114	Physics for Scientists and Engineering II and Lab	4
PHY 3883	Mathematical Physics I	3
ENGR 1112	Introduction to Engineering and Laboratory	2
ENGR 2033	Statics	3
ENGR 2013	Dynamics	3
ENGR 2143	Strength of Materials	3
ENGR 2151	Strength of Materials Lab	1
ENGR 2303	Electrical Science	3
ENGR 2311	Electrical Science Laboratory	1
ENGR 3203	Thermodynamics	3
ENGR 3201	Thermal Engineering Laboratory	1
ENGR 3303	Engineering Probability and Statistics	3
ENGR 3323	Signals and Systems	3
ENGR 3321	Signals and Systems Laboratory	1
ENGR 3363	Mechanical Engineering Design	3
ENGR 3413	Materials Science	3
ENGR 3443	Fluid Mechanics	3
ENGR 3451	Fluid Mechanics Lab	1
ENGR 3703	Computational Methods in Engineering	3
ENGR 4123	Heat Transfer	3
ENGR 4141	Heat Transfer Lab	1
ENGR 4533	Thermal Systems Design	3
ENGR 4803	Mechatronics and Laboratory	3
ENGR 4882	Senior Engineering Design I	2
ENGR 4892	Senior Engineering Design II	2
MATH 2323	Calculus 2	3
MATH 2333	Calculus 3	3
MATH 2343	Calculus 4	3
MATH 3103	Differential Equations	3
CHEM 1315	Chemistry for Engineering and Lab	5
Guided Electives		6
Select 6 credit hours from the following		
ENGR 3153	Machine Dynamics	3
ENGR 3223	Digital Logic Design and Laboratory	3

ENGR 3803	Electrical Power Systems	3
ENGR 4103	Finite Element Analysis	3
ENGR 4153	Vibration	3
ENGR 4203	Refrigeration and Air Conditioning	3
ENGR 4303	Control Systems	3
ENGR 4313	Fluid Dynamics	3
ENGR 4343	Biomechanics	3
PHY 4153	Analytical Mechanics	3
Total		127-128

**UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING**

Program Requirements	Credit Hours
General Education	43-44
ENGL 1113 or ENGL 1143 or ENG 1153 or ENG 1173	English Composition Composition and Community Service English Composition - International English Composition Honors 3
ENG 1213 or ENG 1223 or ENG 1233 or ENG 1243	English Composition and Research Composition and Research - International Composition and Research Honors Composition, Community, and Research 3
MCOM 1113	Fundamentals of Speech 3
MATH 2313	Calculus I 3
BIO 1114 or BIO 1204 or BIO 1214 and BIO 1214L	General Biology Biology I for Majors General Biology General Biology Lab 4
PHY 2014	Physics for Scientists and Engineers I 4
HUM 2113 or HUM 2223	General Humanities Ancient-Medieval General Humanities Renaissance-Modern 3
PHIL 1123	Contemporary Moral Problems 3
POL 1113	American National Government 3
HIST 1483 or HIST 1493	History of the US to 1877 History of the US from 1877 3
FMKT 2323 or CHIN 1114 or CHIN 1214 or FRCH 1114 or FRCH 1224 or GERM 1114 or GERM 1224 or JAPN 1114 or JAPN 1224 or LATN 1114 or LATN 1224 or SKSK 1114 or SNSK 1224 or SPAN 1114 or SPAN 1224	Global Diversity and Protocol Elementary Chinese I Elementary Chinese II Elementary French I Elementary French II Elementary German I Elementary German II Elementary Japanese I Elementary Japanese II Elementary Latin I Elementary Latin II Elementary Sanskrit I Elementary Sanskrit II Elementary Spanish I Elementary Spanish II 3-4
ECON 1103	Introduction to Economics 3
HLTH 1112	Healthy Life Skills 2
ENGR 1213	Engineering Computing and Laboratory 3
Major Requirements	79
PHY 2114	Physics for Scientists and Engineering II and Lab 4

PHY 3103	Modern Physics	3
PHY 3883	Mathematical Physics I	3
ENGR 1112	Introduction to Engineering and Laboratory	2
ENGR 2033	Statics	3
ENGR 2303	Electrical Science	3
ENGR 2311	Electrical Science Laboratory	1
ENGR 3183	Electromagnetic Field I	3
ENGR 3223	Digital Logic Design and Laboratory	3
ENGR 3303	Engineering Probability and Statistics	3
ENGR 3323	Signals and Systems	3
ENGR 3331	Signals and Systems Laboratory	1
ENGR 3403	Analog Electronics	3
ENGR 3421	Analog Electronics Laboratory	1
ENGR 3413	Materials Science	3
ENGR 3613	Microprocessors and Laboratory	3
ENGR 3703	Computational Methods in Engineering	3
ENGR 3803	Electrical Power Systems	3
ENGR 4323	Digital Analog Communication	3
ENGR 4333	Digital Signal Processing	3
ENGR 4351	Digital Signal Processing Laboratory	1
ENGR 4803	Mechatronics and Laboratory	3
ENGR 4882	Senior Engineering Design I	2
ENGR 4892	Senior Engineering Design II	2
MATH 2323	Calculus 2	3
MATH 2333	Calculus 3	3
MATH 2343	Calculus 4	3
MATH 3103	Differential Equations	3
CHEM 1315	Chemistry for Engineering and Lab	5
Guided Electives		3
Select 3 credit hours from the following		
ENGR 4183	Electromagnetic Fields II	3
ENGR 4263	Engineering Optics	3
ENGR 4303	Control Systems	3
ENGR 4613	Photonics	3
ENGR 4633	Solid State Devices	3
Total		125-126

**UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN DISASTER MANAGEMENT**

Certificate Requirements	Credit Hours
Required Courses	12
POL 5053 Public Administration Dynamics	3
POL 5193 Public Finance and Budgeting	3
*POL 5xx3 Fundamentals of Emergency Management	3
POL 5793 Managing Public Sector Crisis	3
Total	12

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #15-d:

New Programs.

SUBJECT: Western Oklahoma State College. Approval to offer the Associate in Applied Science in Military Studies.

RECOMMENDATION:

It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Associate in Applied Science in Military Studies, 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.

- **Associate in Applied Science in Military Studies.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 20 students in Fall 2022; and
 - Graduates: a minimum of 10 students in 2022-2023.

BACKGROUND:

Academic Plan

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

1. Western's 2017 extensive strategic planning efforts identified one academic program, Nursing (LPN to RN Online Transition), to receive additional focus and resources for AY 2017-2018. Curriculum will be developed with the goal of admitting up to an additional 24 LPNs into Western's RN nursing program allowing Western to graduate much needed additional RN's for southwest Oklahoma.
2. Western still plans to close its AAS degree in Applied Technology but pull out the option of Military Studies as its own degree plan. This was an identified priority for AY 2016-2107; however, budget cuts resulted in Western moving from two academic deans to just one causing a delay in implementation. Western recently updated a Memorandum of Understanding (MOU) with Fort Sill to provide this degree to Air Defense Warrant Officers. These Warrant Officers train at Fort Sill but then return to their home posts. Therefore, Western will be requesting that the Military Studies program be approved in as both a traditional and electronically delivered program. If this MOU works well, Fort Sill would like to expand with other MOUs for other programs.

3. Three faculty and one-full time staff have completed the Quality Matters training for both applying the QM rubric and for becoming an official QM peer reviewer. Eight more faculty and Western's academic dean have also been trained in applying the QM rubric.
4. Currently 95 online courses have been approved using the Quality Matters standards. Western's Curriculum Committee, according to Western policy continues the process of re-reviewing any online course after it has been taught for 3 years or has changed textbook editions.
5. Eight of Western's online courses have been reviewed by external Quality Matters' reviewers. Western plans to have an average of three courses a year reviewed by external reviewers; however, this depends on amounts of future budget cuts. These external reviews add an extra layer of credibility for our online courses.
6. The KC46 Formal Training Unit/squadron was activated on August 30, 2016, at Altus Air Force Base (AAFB). This Formal Training Unit should be fully operational during AY 2017-2018 once the KC 46 aircraft are delivered to AAFB. Western continues to partner with Southwest Technology Center to provide college credit to their students using prior learning assessments so that the students can transition to Western's Aviation Mechanic program. This "grow your own mechanic" program will be a critical success factor for this new mission.
7. Western thoroughly analyzed program data during the 2015-2016 Academic Year to determine how to best use the limited resources available for academic programming due to the amount of budget cuts the college received. Western determined to close the Office Systems Technology AAS degree program including the two options of General Office and Medical Office. In addition, the college suspended the Computer Information Systems option under the college's Business Administration AS degree program and the Radiologic Technology AAS degree program. Teach out plans for these degrees will be completed in the spring 2018 semester. At that point, the college will request to delete the Radiologic Technology AAS degree program. A task force has been formed to determine if the college will try to re-vamp the Computer Information Systems option or delete the option after the spring 2018 semester.
8. Western continues to prioritize user authentication through the use of ProctorU for students enrolled in Western's online courses.
9. Western continues to partner with Southwest Technology Center's Project Lead the Way Bio-Med Program by providing the science and mathematics courses to junior and senior students as concurrent enrollment. These courses are held on Western's campus.
10. Western is funding a pilot College Career Math Ready course at Altus High School during AY 2017-2018. Senior students making a B or higher will be considered college ready by Western.
11. Western's IT department has developed a very cost effective method of replacing aging or non-existing ITV equipment to provide synchronous instruction to more high school and adult students in our service area. Using off-the-shelf equipment and cloud services will allow Western to deliver classes to more off-site locations including workplaces and homes.
12. Western is continuing the focus on retention. Pharos software was purchased and a grant from AT&T has been used to fund a retention specialist. Western's Enrollment Management Committee developed and implemented several long-reaching initiatives to improve retention. These initiatives will be continued during Academic Year 2017-2018. Western's retention rates

for 2015 full time and part time cohorts were 59% and 33% respectively an increase of 9% and 8% from for each from the 2014 cohort.

13. Western has completed two years of being a member of NC-SARA and will renew the college's membership for 2017-2018. Western continues to maintain individual authorizations from states that are not part of NC-SARA yet.

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

47	Degree and/or certificate programs deleted
11	Degree and/or certificate programs added

Program Review

WOSC offers 22 degree and/or certificate programs as follows:

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

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

WOSC's faculty developed the proposal, which was reviewed and approved by institutional officials. WOSC's governing board approved delivery of the Associate in Applied Science in Military Studies at their February 13, 2018 meeting. WOSC is currently approved to offer the following degree programs via online delivery:

- Associate in Applied Science in Child Development (010);
- Associate in Science in Early Childhood (066);
- Associate in Applied Science in Criminal Justice (025);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Arts in Liberal Arts (062);
- Associate in Science in Health, Physical Education, and Recreation (067);

- Associate in Science in Infants and Toddlers (072);
- Certificate in Infants and Toddlers (073);
- Associate in Arts in Behavioral Science (061);
- Associate in Arts in Social Science (064); and
- Associate in Applied Science in Nursing (040)

WOSC 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:

Associate in Applied Science in Military Studies

Program purpose. The proposed program will be available to current military personnel and veterans of the armed forces and is a terminal technical degree designed to empower students to become productive members of local, regional, and global communities.

Program rationale and background. WOSC serves military students at both Altus Air Force Base and Fort Sill Army Post and currently offers a Military Studies Training option under the Associate in Applied Science (AAS) in Applied Technology (015). According to WOSC, the total number of unduplicated headcount by majors over the past five years is 33. However, the AAS was primarily used to bring in credits from career technology centers and new guidelines from the Higher Learning Commission led WOSC to decide to begin a teach-out plan for the degree. Because of the changes to the AAS, WOSC also decided to create a stand-alone degree to continue serving students interested in Military Studies.

Employment opportunities. WOSC currently has a Memorandum of Understanding (MOU) with Fort Sill Army Post for the Warrant Officer Program. However, this MOU is for the Military Studies Training option under the AAS in Applied Technology. Once the proposed program is approved, WOSC intends to establish a new MOU to continue the partnership between WOSC and Fort Sill Army Post. Additionally, as an online program, the proposed AAS in Military Studies could potentially benefit military personnel at each of the five military installations in Oklahoma by helping graduates advance in their military career as well as prepare them for employment outside of the military. By redesigning the curriculum and rebranding the program, WOSC believes the proposed program will not only renew interest in the program but also provide more employment opportunities for graduates of the program.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2022
Minimum Graduates from the program	10	2022-2023

Duplication and impact on existing programs. There are no Associate in Applied Science in Military Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on

September 4, 2017. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Military Studies program will consist of 60 total credit hours as shown in the following table. Fifteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	21
Technical Occupational Core	30
Technical Occupational Support Courses	9
Total	60

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

Delivery method and support services. WOSC will utilize Moodle Learning Management Software to deliver online courses. All online courses will follow Quality Matters standards, which focus on course design aimed at enhancing student success. 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 Associate in Applied Science in Military Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$4,000	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The amount above reflects funds allocated through WOSC's internal budgeting and strategic planning process to allow for start-up costs for the proposed program.</i>					
Student Tuition	\$16,104	\$32,208	\$48,312	\$64,416	\$64,416
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$134.20 per credit hour. WOSC projects enrollment of 5, 10, 15, 20, and 20 students in years 1 through 5 and anticipates students completing 12 credit hours each academic semester.</i>					
TOTAL	\$20,104	\$32,208	\$48,312	\$64,416	\$64,416

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$4,000	\$4,000	\$4,000	\$56,000	\$56,000
<i>Narrative/Explanation: WOSC plans to have a contracted faculty advisor for 3 years. Beginning in year 4, a full-time faculty will be hired.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$1,500	\$500	\$500
<i>Narrative/Explanation: In years 1 and 2, existing college equipment will be utilized to support the program. The budgeted amount will be utilized to purchase a laptop and desktop computer in year 3. In years 4 and 5, additional materials such as software and online tools will be purchased.</i>					
Library	\$0	\$0	\$300	\$300	\$300
<i>Narrative/Explanation: The budgeted amount will be utilized to purchase e-book resources to be utilized in the online Military Capstone course. In years 1 and 2, existing library resources will support the program.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$100	\$100	\$250	\$250	\$250
<i>Narrative/Explanation: The amounts budgeted will be used to purchase basic office supplies.</i>					
Printing	\$1,000	\$1,000	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts above are budgeted for printing brochures to be mailed to potential students.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$400	\$400	\$400
<i>Narrative/Explanation: The budgeted amount will be utilized to travel to military installations and recruitment fairs to promote the program. In years 1 and 2, advertisement will be done electronically through social media and mailers.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$5,100	\$5,100	\$6,950	\$57,950	\$57,950

Attachment

**WESTERN OKLAHOMA STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN MILITARY STUDIES**

Program Requirements	Credit Hours
General Education	21
ENGL 1113 Composition I	3
SPCH 1113 Public Speaking	3
PSYC 1113 Introduction to Psychology	3
	Any college-level Math
	3
HIST 1483 or HIST 1493 American History 1492-1865 American history 1865-Present	3
POLS 1113 Federal Government	3
COSC 1153 Microcomputer Applications	3
Technical Occupational Core	30
Select from the courses below:	
*MILS 1003 Military Studies	3
*MILS 1103 Introduction to Leadership	3
*MILS 2103 Advanced Military Leadership	3
*MILS 1201-5 Beginning Military Technical Skills	1-5
*MILS 1211-5 Intermediate Military Technical Skills	1-5
*MILS 2201-5 Advanced Military Technical Skills	1-5
*MILS 1303 Communications	3
*MILS 1403 Management	3
*MILS 1503 Emergency Management	3
*MILS 2303 Strategic Operations Management	3
*MILS 1703 Occupational Safety	3
*MILS 2403 Logistics	3
*MILS 2503 Military Operations	3
*MILS 1803 Physical Conditioning	3
*MILS 2603 Military Studies Capstone (required)	3
Technical Occupational Support Courses	9
Students must select 9 credit hours of Liberal Arts and Science courses or guided electives approved by an advisor.	
Total	60

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #16:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

It is recommended that the State Regents approve the following request for a program deletion as described below.

BACKGROUND:

Rogers State University (RSU) requests authorization to delete the program listed below:

- Bachelor of Science in Game Development (117)

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy.

ANALYSIS:

RSU requests authorization to delete the Bachelor of Science in Game Development (117) effective beginning the 2018-2019 academic year. This program was approved at the March 23, 2006 State Regents' meeting. RSU reports:

- Although enrollment in the program is high, historically, the majority of students change their major and do not complete the degree.
- There are currently 91 students enrolled in the program.
- RSU indicates that all students will have both a memorandum of understanding and a personalized degree plan with a degree completion date no later than Spring 2023 or be advised into a new major.
- No courses will be deleted as they will be used during the teach-out plan and in the new Game Development option (see Modification agenda item).
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #17:

Academic Policy.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #18:

Intensive English Program.

SUBJECT: Approval to offer Intensive English Programs - English as a Second Language at Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve the English Language as a Second Language program at Tulsa Community College for five years.

BACKGROUND:

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

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

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

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

POLICY ISSUES:

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

Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an IEP approved by the State Regents prior to admission.

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

ANALYSIS:

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

The English as a Second Language (ESL) program at Tulsa Community College (TCC) was reviewed by the following evaluators:

- **Craig Machado**, Division Director, English as a Second Language, Norwalk Community College, Norwalk, Connecticut
Credentials: Master of Education in Teachers of English to Speakers of Other Languages from Temple University and a Bachelor of Arts in Linguistics from the University of Iowa.

- **Scott Swanson**, Independent Consultant, Retired Program Manager, ESL and Foreign Languages, Scott Community College, Bettendorf, Iowa
Credentials: Master of Arts in Teachers of English to Speakers of Other Languages from San Francisco State University and a Bachelor of Arts in Spanish from the University of California at Davis.

English Language Institute	
Date of Visit:	March 5-6, 2018
Evaluators’ Recommendation:	Approval with reexamination in five years.
Summary of Evaluators’ Report:	<ul style="list-style-type: none"> • The reviewers encountered a thriving program with a strong spirit of cooperation and collegiality; • The program has heeded key recommendations of the 2013 review by hiring a new full time faculty member, creating new Student Learning Outcomes for all ESL classes, and promoting the ESL coordinator to director; • The review team was impressed by solid institutional research that pointed to former Intensive English Program (IEP) students succeeding well in other college courses; • TCC administrators showed genuine interest in the continued health of the IEP and are interested in helping the ESL program develop more best practices in ESL instruction and student learning; • The entire ESL program, including the IEP, has grown to about 600 students, compared to about 300 students 5 years ago;

English Language Institute	
	<ul style="list-style-type: none"> • The reviewers observed several instructors and witnessed lively and engaging classes; students also reported that they liked their classes and teachers; • Both full and part time faculty expressed a high level of satisfaction teaching in the ESL Program/IEP; • Of particular note was the ESL Student Guide; it seemed most complete and accessible, providing valuable information to students each academic session.
Center's Staff Comments	ESL accepted the report and provided factual corrections.
State Regents' Staff Comments	State Regents' staff concurs with these recommendations.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #19:

Commendations.

SUBJECT: Recognition of State Regents' staff for service and recognitions on state and national projects.

RECOMMENDATION:

It is recommended that the State Regents accept this report and commend staff for state and national recognitions.

RECOGNITIONS:

State Regents' staff received the following state and national recognitions:

Ava Doyle, Oklahoma Money Matters' outreach specialist, graduated from the University of Oklahoma with a master's degree in Education with an emphasis on Adult and Higher Education Administration.

Chancellor Glen D. Johnson served as panelist at Oklahoma City Community College's (OCCC) Workforce Development Forum and Luncheon in Oklahoma City; provided remarks at the Oklahoma Association of College and University Business Officers spring conference at the Skirvin Hilton Hotel in Oklahoma City; made presentation to Regional University System of Oklahoma (RUSO) Board of Regents at the University of Central Oklahoma's (UCO) Downtown Campus in Oklahoma City; provided remarks and served as emcee for 2018 Oklahoma's Promise Day at the State Capitol; provided remarks at ET Dunlap Lectureship on Higher Education and Public Policy at Southeastern Oklahoma State University (SEOSU) in Durant; provided remarks at 2018 Reach Higher Spring Reception at the Oklahoma History Center in Oklahoma City; provided remarks to Senate Pages at the State Capitol in Oklahoma City; and provided remarks during Rose State College Demolition Day event in Midwest City to commemorate the start of renovations to the Rose State College Student Center.

Sarah Kimball, Safety, Health and Environmental manager, presented on disaster planning and recovery best practices to the Oklahoma City chapter of ARMA International, a not-for-profit professional association for records and information managers.

Melissa Michie, coordinator, Oklahoma Teacher Connection, participated in mock future teachers interviews at Northwest Classen Academy of Teacher Preparation, sponsored through the Teach Oklahoma program for Oklahoma State Regents for Higher Education.

Kenneth Roe, GEAR UP Education specialist, defended his dissertation and was awarded a Doctorate of Education in Educational Leadership from Oral Roberts University. The title of his dissertation was: *The Effects of the Oklahoma GEAR UP Professional Development Science Program on Student Achievement in Science.*

Dr. Goldie Thompson, director, Teacher Education and Oklahoma Teacher Connection, assisted the Office of Educational Quality and Accountability (OEQA) with their Certification Examinations for Oklahoma Educators (CEOE) Item Review Conference. Dr. Thompson served on the Oklahoma General Education Test (OGET) Content Advisory Committee working on test development for this exam.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #20:

Executive Session.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-a:

Programs.

SUBJECT: Approval of institutional requests for program modifications.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
9 degree program requirement changes
1 degree program option addition

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

Rogers State University (RSU)
1 degree program option addition
1 degree program requirement change

University of Central Oklahoma (UCO)
2 degree program option additions
3 degree program option deletions
2 degree program name changes
1 degree program name change
31 degree program requirement changes

Oklahoma City Community College (OCCC)
1 degree program name change
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:

OU - Doctor of Philosophy in Cellular and Behavioral Neurobiology (363)

Degree program option addition

- Add option Exercise Physiology.
- The proposed option will provide training opportunities in neuroscience that are not currently available to 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.

OU - Graduate Certificate in Literacy Specialist (432)

Degree program requirement changes

- Change credit hours required for EDRG 5813 from 3 to 4 (5814) and for EDRG 5933 from 3 to 4 (5934).
- Remove EDRG 5733/EDRG 5803.
- Add EDRG 5641.
- The proposed changes align the certificate with the Reading Specialist option available under the Master of Education in Instructional Leadership and Academic Curriculum (063).
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Music Education in Music Education (306)

Degree program requirement change

- Remove MUED 1740.
- The proposed change eliminates an unnecessary field experience course as its content is embedded within MUED 1742.
- 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.

OU - Bachelor of Science in Criminal Justice in Criminal Justice (365)

Degree program requirement changes

- Remove LSCJ 3173, LSCJ 3063, LSCJ 4123, and LSCJ 4143.
- Add LSCJ 3223, LSCJ 4243, LSCJ 4263, and LSCJ 4443.
- Change requirements for Major Electives to have students select 3 credit hours of Approved Electives and one of the following Concentration Areas:
 - Administrative Leadership: LSAL 3113 and LSCJ 3203.
 - Homeland Security: LSCJ 4313 and LSCJ 4423.
 - Restorative Justice: LSCJ 3233 and LSCJ 4273.
 - Criminal Investigation and Intelligence Analysis: LSCJ 4403 and LSCJ 4413.
- The proposed changes update the curriculum to incorporate new content to better serve the needs and interests of students.
- Nine new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Arts in Information Studies in Information Studies (343)

Degree program requirement changes

- Remove LIS 4223/5223 and LIS 4633/5633.
- Add LIS 4643/5643 and LIS 4683/5683.
- The proposed changes update the curriculum to meet the changing needs of employers.
- 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.

OU - Master of Social Work in Social Work (211)

Degree program requirement changes

- Remove SWK 5103, SWK 5233, SWK 5093, SWK 5113, and SWK 5243.
- Add SWK 5373, SWK 5383, SWK 5403, SWK 5393, and SWK 5433.
- The proposed changes better align the curriculum with the Council on Social Work Education's Educational Policy and Accreditation Standards.
- 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.

OU - Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064)

Degree program requirement change

- Remove ILAC 5233 and add ILAC 6233.
- The proposed change adds a course better suited to the needs of doctoral students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Biochemistry (336)

Degree program requirement change

- Add CHEM 3053, CHEM 3153, and CHEM 3152 as an alternative option for CHEM 3064 and CHEM 3164.
- The proposed change will formalize a commonly used alternative for required 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.

OU - Bachelor of Arts in Chinese (358)

Degree program requirement changes

- Remove CHIN 3223, CHIN 3323, CHIN 4113, CHIN 4533, and CHIN 4543 as required courses.
- Require students to complete at least four of the following courses: CHIN 3223, CHIN 3323, CHIN 3623, CHIN 4113, CHIN 4333, CHIN 4533, and CHIN 4543.
- Remove CHIN 3623 from Chinese Literature and Culture Electives and add MLLL 3763.
- Remove MLLL 3763 from required courses.
- The proposed changes will better serve students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Graduate Certificate in Helping Skills in Human Relations (388)

Degree program requirement change

- Add HR 5633 as an alternative course to HR 5463.
- The proposed change will benefit students seeking certification as a Licensed Professional Counselor.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Education (007)

Degree program requirement changes

- For all options:
 - Change overall minimum grade point average (GPA) required from 2.00 to 2.50.
- For the Agricultural Business and Economics option:
 - Remove 4 credit hours of Electives.
- For the Animal Agriculture option:
 - Remove 1 credit hour of Elective.
- For the Natural Resources option:
 - Change credit hours required for Electives from 6 to 1.
 - Add STAT (A) as an alternative discipline to fulfill the General Education Analytical and Quantitative Thought requirement.
- For the Horticultural Sciences option:
 - Change credit hours required for Electives from 6 to 1.
 - Add STAT (A) as an alternative discipline to fulfill the General Education Analytical and Quantitative Thought requirement.
- For the Agricultural Communications option:
 - Remove 1 credit hour of Elective.
 - Add STAT (A) as an alternative discipline to fulfill the General Education Analytical and Quantitative Thought requirement.
- Total credit hours for the degree will change from 125-133 to 120-132.
- The proposed changes facilitate OSU's Finish in Four initiative and ensures students are better prepared for employment.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Geology (111)

Degree program requirement changes and degree program option additions

- Add options Pre-Law, Environmental Geology, and Petroleum Geology.
 - The proposed options will allow the department to better recruit students who are interested in specific career goals.
- For the Secondary Teacher Certification option:
 - Remove BIOL 3933 and add SMED 4611.
 - The proposed changes remove a course that is no longer offered.
- 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.

OSU - Master of Science in Mathematics (142)

Degree program requirement changes

- Remove the Creative Component as an alternative to completing a thesis or report.
- For the main program:
 - Change credit hours required for Electives from 9 to 12.
- For the Applied Mathematics option:
 - Change credit hours required for Electives from 6 to 9.
- The proposed changes update the curriculum to better serve students.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 32 to 33.
- No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Physics (163)

Degree program requirement change

- Remove 18 credit hours of Research courses.
- The proposed change is the result of the change in the continuous enrollment policy for students who have been admitted to doctoral candidacy and will be more cost effective for students.
- Total credit hours required for the degree will change from 90 to 72.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

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

Degree program name change

- Change program name to Construction Engineering Technology.
- The proposed change aligns with ABET requirements and allows graduates to sit for the Professional Engineering licensure.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Master of Science in Hospitality Administration (404)

Degree program name change and degree program requirement changes

- Change program name to Hospitality and Tourism Management.
- For students completing a thesis:
 - Remove HRAD 5262 and HRAD 5992.
 - Change credit hours required for HRAD 5111 from 1 to 2 (5112).
 - Add HTM 5413.
- For non-thesis students:
 - Remove HRAD 5262.
 - Change credit hours required for HRAD 5111 from 1 to 2 (5112).
 - Change credit hours required for Electives from 18 to 15.
 - Add HTM 5323.
 - Remove HRAD 5030.
- The proposed changes align with the School of Hospitality and Tourism Management name and update the curriculum to reflect the new focus of the program.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Human Sciences in Hotel and Restaurant Administration (130)

Degree program name change

- Change program name to Hospitality and Tourism Management.
- The proposed change aligns with the School of Hospitality and Tourism Management name.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Nutritional Sciences (509)

Degree program requirement changes

- For students entering the program with a master's degree:
 - Add NSCI 6451/NSCI 5103/GRAD 5890/AGED 5203/or equivalent.
 - Add REMS 6003 as an alternative course to STAT 5023/STAT 5083.
- For students entering the program directly from completion of a bachelor's degree:
 - Change credit hours required to complete the degree from 60 credit hours beyond the master's to 50 credit hours beyond the master's.
 - Require NSCI 6960, NSCI 6451, STAT 5023/STAT 5083/REMS 6003/or equivalent, HS 6993, and 3 courses to develop an area of specialization.
- The proposed changes align the curriculum with similar programs in the U.S and will reduce the time to degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60-90 to 60-80.
- No funds are requested from the State Regents.

RSU - Bachelor of Science in Information Technology (108)

Degree program option addition

- Add option Game Development.
- The proposed option replaces the deleted Bachelor of Science in Game Development (117) program (see Deletion agenda item).
- 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.

RSU - Bachelor of Science in Community Counseling (120)

Degree program requirement changes

- Remove CC 2223, CC 4013, HLSC 1123, PSY 3013, PSY 3023, SBS 3053, SOC 3223, and SOC 4023 from Program Core Requirements.
- Add Program Focus Areas and require students to select one of the following:
 - Addictions: CC 2223, PSY 3013, PSY 3063, SOC 3223, and SOC 4023.
 - Aging/Gerontology: PSY 3023, PSY 3063, PSY 3213, SOC 3443, and SOC 4023.
 - Child/Adolescence: PSYC 2413, PSY 3013, PSY 3043, PSY 3223, and SOC 3033.
 - Marriage and Family Studies: PSY 3013, PSY 3033, PSY 3213, SOC 3033, and SOC 3443.
 - General Focus: Select courses in community counseling, psychology, or sociology with advisor approval.
- Change Guided Electives to allow students to choose any PSY, SOC, or CC course.
- Change credit hours required for Free Electives from 8-14 to 2-8.
- The proposed changes update the curriculum to allow students to select courses related to a particular career path.

- Two new courses will be added and four courses will be deleted.
- No funds are requested from the State Regents.

UCO – Master of Arts in Substance Abuse Studies (196)

Degree program name change and option name change

- Change program name to Addictions Counseling.
- For the Substance Abuse Studies option:
 - Change option name to Addictions Counseling.
- The proposed name changes better reflect the purpose of the degree and will better serve students as they seek employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Engineering Physics (134)

Degree program option deletions

- Delete options Electrical Engineering and Mechanical Engineering.
- The proposed deletions are the result of the creation of the stand-alone Bachelor of Science in Electrical Engineering and Bachelor of Science in Mechanical Engineering (see current agenda item).
- There are currently 94 students enrolled in the Electrical Engineering option and 247 students enrolled in the Mechanical Engineering option.
- Students will be able to complete their degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Arts in History (111)

Degree program option deletion

- Delete option Museum Studies.
- The proposed deletion is the result of the creation of the stand-alone Master of Arts in Museum Studies (230).
- There are currently 21 students enrolled in the option.
- Students will be able to complete their degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Business Administration in Business Administration (007)

Degree program option additions and degree program requirement changes

- Add options General Business and International Studies.
 - The proposed options will provide students another avenue of study in the area business.
- Remove requirements of admission into the College of Business earning a grade of C in all core business courses.
- Require students to earn a 2.25 GPA in all business core courses and the capstone course.
- The proposed changes remove an unintended hurdle to pursuing the degree and ensure students are successful in upper-division 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.

UCO – Master of Arts in Teaching English as a Second Language (217)

Degree program requirement changes

- Change requirements for General Electives from 9 credit hours of ENG to a minimum of 3 credit hours of ENG and up to 6 credit hours from related disciplines.
- Change required credit hours of Graduate English from 20 to 15.
- The proposed changes incorporate more interdisciplinary content into the curriculum to better reflect the nature of the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Accounting (001)

Degree program requirement changes

- Remove requirements of admission into the College of Business earning a grade of C in all core business courses.
- Require students to earn a 2.25 GPA in all business core courses and the capstone course.
- The proposed changes remove an unintended hurdle to pursuing the degree and ensure students are successful in upper-division 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.

UCO – Certificate in Accounting (213)

Degree program requirement changes

- Remove MATH 1453 and add MATH 1533.
- Require students using High School Algebra II in lieu of taking a college-level math to have earned a grade of C or better.
- Require alternative courses for LS 4223 to be a 3000-4000 level non-accounting course.
- Remove the minimum grade requirement for MATH courses and LS 3113.
- The proposed changes align the curriculum with the Oklahoma State Accountancy Board requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Arts in Education in Art Education (004)

Degree program requirement changes

- Remove ART 3343 as an alternative course to ART 4113 and add ART 3113.
- Remove IME 3312 and add ART 3xx3.
- Change overall GPA requirement from 2.75 to 2.50.
- Require a 2.0 GPA in all coursework at UCO.
- The proposed curricular changes replace courses with ones that are more relevant to Art Education majors.
- The proposed GPA requirement changes eliminate an unforeseen barrier some students experience and reflect Oklahoma's GPA requirement for state teacher certification.
- 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.

UCO – Bachelor of Arts in Arts Entrepreneurship (212)

Degree program name change and degree program requirement changes

- Change program name to Arts Administration.
- Remove ACM 2663 as an alternative to ACCT 2113 and add ACM 4643.
- Remove ACM 4533 and ACM 4543.
- Add ACM 4353 and ACM 4553.
- The proposed name change is a requirement by the National Association of Schools of Art and Design to align the program name with the curricular content.
- The proposed curricular 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.

UCO – Bachelor of Science in Actuarial Science (172)

Degree program requirement changes

- Remove STAT 4103/STAT 4313.
- Add STAT 4xx3.
- The proposed changes align the curriculum with the Society of Actuaries' requirements.
- 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.

UCO – Bachelor of Business Administration in Economics (013)

Bachelor of Business Administration in Finance (016)

Bachelor of Business Administration in Information and Operations Management (176)

Bachelor of Business Administration in Marketing (021)

Degree program requirement changes

- Remove requirements of admission into the College of Business earning a grade of C in all core business courses.
- Require students to earn a 2.25 GPA in all business core courses and the capstone course.
- The proposed changes remove an unintended hurdle to pursuing the degree and ensure students are successful in upper-division 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.

UCO – Bachelor of Business Administration in Management (020)

Degree program requirement changes

- Remove requirements of admission into the College of Business earning a grade of C in all core business courses.
- Require students to earn a 2.25 GPA in all business core courses and the capstone course.
- The proposed changes remove an unintended hurdle to pursuing the degree and ensure students are successful in upper-division courses.
- For the PGA Golf Management option:
 - Remove NTRN 1613, BCOM 4113, NTRN 4664, HRT 1013, and HRT 2113.

- Change credit hours required for MGMT 1232 from 2 to 1 (1231), for MGMT 1322 from 2 to 3 (1323), for MGMT 1422 from 2 to 3 (1423), for MGMT 1432 from 2 to 3 (1433), and for MGMT 1522 from 2 to 3 (1523).
- The proposed changes align the curriculum with the PGA of America requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 133 to 128.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Chemistry (025)

Degree program requirement changes

- Add CHEM 2621 and CHEM 3621.
- Remove CHEM 4454.
- Require CHEM 4502 to be completed twice.
- The proposed changes will better prepare students for other course work and career success, as well as providing a more comprehensive research experience.
- 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.

UCO – Bachelor of Science in Community/Public Health (108)

Degree program requirement change

- Add KINS 3632.
- The proposed change will provide students with grant writing skills often needed in their career.
- 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.

UCO – Bachelor of Science in Computer Science (027)

Degree program requirement changes

- For the Computer Science-Applied and Computer Science-Information Science options:
 - Add CMSC 4401.
- For the Computer Science-Computer Science option:
 - Add CMSC 4323.
 - Change credit hours required for Elective Science courses from 8-10 to 4-5.
 - Change credit hours required for Elective CMSC or SE courses from 16 to 17.
- The proposed changes align the curriculum with ABET 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.

UCO – Bachelor of Arts in Criminal Justice (028)

Degree program requirement changes

- Remove PHIL 3223 and add CJ 3xx3.
- The proposed changes replace an ethics course with a more discipline-specific ethics course.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Fine Arts in Dance (173)

Degree program requirement changes

- Remove THRT 1331, THRT 1341, and 2 credit hours of Electives.
- Add 1 credit hour of DANC 4900, DANC 2592, DANC 2111/4111, and 1 credit hour of DANC 4960.
- The proposed changes strengthen the performance expectations of the 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.

UCO – Bachelor of Science in Family Life Education (180)

Degree program requirement change

- Change credit hours required for FMCD 3012 from 2 to 3 (3013).
- The proposed change allows the content to include more theoretical and methodological content in the discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Education in Mathematics Education (121)

Degree program requirement changes

- Add MATH 2123.
- Remove MATH 3183 as a required course and add it as an alternative course to MATH 3163.
- Change overall GPA requirement from 2.75 to 2.50.
- Require a 2.0 GPA in all coursework at UCO.
- The proposed GPA requirement changes eliminate an unforeseen barrier some students experience and reflect Oklahoma's GPA requirement for state teacher certification.
- The proposed curricular changes better prepare students for the Advanced Math Oklahoma Subject Area Teaching exam and address the standards of the National Council of Teachers of Mathematics.
- 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.

UCO – Bachelor of Music in Music (126)

Degree program requirement changes

- For the Vocal Performance option:
 - Add MUS 2xx2, MUS 4xx2, and MUS 3xx1.
 - Remove MUS 2441 and MUS 4523.
 - Change number of times students complete MUS 2841 from 2 times to 1 time.
- The proposed changes will better meet student learning outcomes.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Photographic Arts (208)

Degree program requirement changes

- Remove MCOM 2543.
- Change credit hours required for Electives from 6 to 9.

- The proposed changes eliminate course content that is no longer required in the field.
- 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.

UCO – Bachelor of Arts in Psychology (141)

Degree program requirement change

- Require BIO 1114 and BIO 1221 to fulfill General Education Life Science requirement.
- The proposed change will better prepare students for upper-division courses that are biology intensive.
- 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.

UCO – Bachelor of Arts in Sociology (145)

Degree program requirement changes

- Remove SOC 2303 and add SOC 4403.
- The proposed changes add a course with content more relevant in the discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Arts in Education in Dance Education (191)

Bachelor of Science in Education in Early Childhood Education (094)

Bachelor of Science in Education in Elementary Education (093)

Bachelor of Arts in Education in English Education (098)

Bachelor of Arts in Education in History Education (110)

Bachelor of Arts in Education in Modern Language Education (125)

Bachelor of Music Education in Music Education (127)

Bachelor of Science in Education in Physical Education/Health (112)

Bachelor of Science in Education in Science Education (026)

Bachelor of Science in Education in Special Education (174)

Bachelor of Fine Arts Education in Theatre/Communication Education (131)

Degree program requirement changes

- Change overall GPA requirement from 2.75 to 2.50.
- Require a 2.0 GPA in all coursework at UCO.
- The proposed GPA requirement changes eliminate an unforeseen barrier some students experience and reflect Oklahoma’s GPA requirement for state teacher certification.
- 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.

UCO – Bachelor of Arts in Technical Writing (220)

Degree program requirement changes

- Remove ENG 3013/ENG 3033, ENG 4243/ENG 4633, and ENG 4343.
- Add ENG 4473.
- Change credit hours required for ENG upper-division electives from 15 to 21.
- The proposed changes will allow students to focus more on technical writing skills and will better prepare them for employment.

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

UCO – Bachelor of Fine Arts in Theatre Arts (178)

Degree program requirement changes

- Remove THRT 1311, THRT 1321, THRT 1331, and THRT 1341.
- Add THRT 4950 (3 credit hours).
- For the Design and Technology option:
 - Remove THRT 3733 as a required course.
 - Add THRT 1553, THRT 1xx1, THRT 2xx1, THRT 2xx3, and THRT 3xx2, THRT 4873.
 - Remove 14-16 credit hours of Theatre Arts Electives.
 - Add 9 credit hours of Theatre Arts Required Electives to include: THRT 2123, THRT 3113, and THRT 3163.
 - Add 3 credit hours of Theatre Arts Recommended Electives to be selected from: THRT 2243, THRT 2373, THRT 3733, and THRT 3xx3.
- For the Performance option:
 - Change credit hours required for Theatre Arts Electives from 6-8 to 5.
 - Add 9 credit hours of Theatre Arts Required Electives to include: THRT 2133, THRT 2153, and THRT 2173.
- The proposed changes align the curriculum with the National Association of Schools of Theatre standards, with the intent of applying for accreditation within the next five years.
- Five 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.

UCO – Master of Education in Adult and Higher Education (156)

Degree program requirement changes

- Remove ADED 5313 and add ADED 5163.
- For the Student Personnel option:
 - Change credit hours required for Required Courses from 18 to 15 and require ADED 5073, ADED 5153, ADED 5353, ADED 5423, and ADED 5483.
 - Add 3 credit hours of Controlled Electives to be selected from: ADED 5253, ADED 5323, and ADED 5883.
- For the Training option:
 - Remove ADED 5531.
 - Change credit hours required for Controlled Electives from 7 to 6.
 - Change credit hours required for ADED 5522 from 2 to 3 (5523).
- The proposed changes reflect best practices in the field.
- 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.

UCO – Professional Science Masters in Computational Science (219)

Degree program requirement changes

- Remove PSM 5001, MBA 5032, MBA 5131, MBS 5231, and MBA 5331.
- Add PSM 5203 and MBA 5033.
- Add MBA 5552 as an alternative course to ISOM 5333.
- Change credit hours required for Elective Business Courses from 2 to 2-4.

- The proposed changes are the result of discussions with the MBA faculty and the program's industrial advisory board.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 34 to 33-36.
- No funds are requested from the State Regents.

UCO – Mater of Arts in Crime and Intelligence Analysis (197)

Degree program requirement changes

- Add CJ 5xx3.
- Change credit hours required for Guided Electives from 12 to 9.
- The proposed changes provide more in depth content in intelligence analysis techniques to better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Science in Engineering Physics (147)

Degree program requirement changes

- Require non-thesis students to enroll in 2 credit hours of ENGR 5930.
- The proposed change improves program quality and facilitates program assessment for non-thesis 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.

OCCC - Certificate in Computer-Aided Technology Manufacturing/Architecture Emphasis (084)

Degree program name change

- Change program name to Computer-Aided Technology Computer-Aided Design.
- The proposed change updates the program name to more current nomenclature.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OCCC - Associate in Applied Science in Respiratory Care (113)

Degree program requirement changes

- Change credit hours required for RC 1133 from 3 to 2 (1132) and for RC 1342 from 2 to 3 (1343).
- The proposed changes update courses to credit hours more appropriate to the course 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-b (1):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the Master of Business Administration in Business Administration through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the existing Master of Business Administration in Business Administration via online delivery.

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Science in Nursing (014);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education-Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education in Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media Information Technology (129);
- Graduate Certificate in Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003) and.

NSU's governing board approved offering online the existing Master of Business Administration in Business Administration (056) at their November 28, 2017 meeting. NSU requests authorization to offer these existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Master of Business Administration in Business Administration (056)

Demand. Offering the existing Master of Business Administration in Business Administration (056) through online delivery will provide individuals working full-time the ability to continue their education with the goal of advancing in their career field. NSU serves 17 counties in the northeastern part of Oklahoma, including the Tulsa metropolitan area, Muskogee, and large rural areas bordering the Kansas, Missouri, and Arkansas state lines. Within this service area, NSU's program offerings are critical to the economic development of the area's public agencies, private businesses, and tribal nations. An online Master of Business Administration degree will contribute to improving graduate degrees for the region and provide highly trained personnel for several Oklahoma workforce ecosystems.

Delivery method. NSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the existing degree program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Additionally, faculty will utilize the software Zoom to delivery course content. Courses will be designed to meet Quality Matters standards.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on 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.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-b (2):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the Bachelor of Business Administration in Marketing, the Bachelor of Business Administration in Business Administration, and the Bachelor of Business Administration in Management through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the following existing programs via online delivery: Bachelor of Business Administration in Marketing, Bachelor of Business Administration in Business Administration, and Bachelor of Business Administration in Management.

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Arts in Criminal Justice (028)
- Master of Arts in Criminal Justice Management Administration (149)
- Bachelor of Science (105) General Studies Option
- Bachelor of Science in Organizational Leadership (775); and
- Bachelor of Science in Career, Technical and Workforce Development (116)

UCO's governing board approved offering online the existing Bachelor of Business Administration in Marketing (021), Bachelor of Business Administration in Business Administration (007), and Bachelor of Business Administration in Management (020) at their February 16, 2018 meeting. UCO 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:

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

Bachelor of Business Administration in Marketing (021)

Demand. Students graduating with a degree in Marketing can find employment in a variety of career fields such as Market Research Analysts/Marketing Specialists and Marketing Managers. According to Oklahoma Employment Security Commission data, career opportunities in these fields are expected to increase 12 to 18 percent through 2024. UCO reports that enrollment in the program is strong; however, some students may face barriers in enrollment due to working full-time and distance from campus. Offering the existing Bachelor of Business Administration in Marketing (021) online would be beneficial to those students seeking a degree accredited by the Association to Advance Collegiate Schools of Business.

Delivery method. UCO will utilize the learning and course management system, Desire2Learn (D2L), for the instructional delivery of the course. Students will make use of discussion boards, email, online tutorials and quizzes, and other resources as designated by the instructor. All instructors have been certified to teach online and courses have been approved by the UCO Center for eLearning and Continuing Education.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 12, 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 Business Administration in Business Administration (007)

Demand. Students graduating with a degree in Business Administration can find employment in a variety of career fields requiring a general business degree. According to Oklahoma Employment Security Commission data, career opportunities in business related occupations are expected to increase as much as 18 percent through 2024. A recent search on OKJobMatch.com resulted in over 400 job openings with an annual salary of at least \$40,000. UCO reports that enrollment in the program is strong; however, some students may face barriers in enrollment due to working full-time and distance from campus. Offering the existing Bachelor of Business Administration in Business Administration (007) online would be beneficial to those students seeking a degree accredited by the Association to Advance Collegiate Schools of Business.

Delivery method. UCO will utilize the learning and course management system, Desire2Learn (D2L), for the instructional delivery of the course. Students will make use of discussion boards, email, online tutorials and quizzes, and other resources as designated by the instructor. All instructors have been certified to teach online and courses have been approved by the UCO Center for eLearning and Continuing Education.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 12, 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 Business Administration in Management (020)

Demand. Students graduating with a degree in Management can find employment in a variety of career fields such as Management Analysts, General and Operations Managers, and Administrative Services Managers. According to Oklahoma Employment Security Commission data, career opportunities in these fields are expected to increase 10 to 13 percent through 2024. UCO reports that enrollment in the program is strong; however, some students may face barriers in enrollment due to working full-time and distance from campus. Offering the existing Bachelor of Business Administration in Management (020) online would be beneficial to those students seeking a degree accredited by the Association to Advance Collegiate Schools of Business.

Delivery method. UCO will utilize the learning and course management system, Desire2Learn (D2L), for the instructional delivery of the course. Students will make use of discussion boards, email, online tutorials and quizzes, and other resources as designated by the instructor. All instructors have been certified to teach online and courses have been approved by the UCO Center for eLearning and Continuing Education.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 12, 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.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-c:

GEAR UP.

SUBJECT: Ratification of GEAR UP Partnership Support for Oklahoma School Districts.

RECOMMENDATION:

It is recommended that the State Regents ratify incentive monies to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Partnerships are required to implement and sustain professional learning and direct student services as part of the federal GEAR UP project.

BACKGROUND:

The college entrance assessment accepted throughout Oklahoma is the ACT exam. Nationally, Oklahoma scores below average on all ACT college readiness benchmark scores. Because ACT is paid for by students, the ACT benchmark scores reflect a subpopulation of the students in Oklahoma. Students do not have the resources and support necessary to explore their opportunities of a post-secondary education due to a higher than recommended student to counselor ratio; therefore, implementing interactive college readiness information and access plans to middle and high school students through direct student services and additional college advisement are crucial to addressing the lack of preparedness of Oklahoma students.

Research shows that middle and high school teachers with demonstrated knowledge of their subject area produce stronger results with students than teachers without a major in their subject area or a teaching certificate. Nationally, the most recent U.S. Department of Education survey indicates that in high poverty schools, 27 percent of core academic classes are taught by teachers without a major in the subject they teach. Supporting teacher collaboration and pedagogical practice through high quality professional learning communities is critical for creating a culture of high expectation for both faculty and students.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2017-2024) provides support to 10 Oklahoma school districts to implement and sustain professional learning and educational programs designed to address the teacher weakness described above and to also incorporate "college access" activities for students and parents by way of direct student services, which will build local capacity. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

The support of professional learning for teachers, as well as early intervention services for students are important components of the U.S. Department of Education's GEAR UP programs. The partnership support provided through the Oklahoma GEAR UP program offers opportunities for the GEAR UP

school districts to take advantage of available supportive services such as professional learning and educational programs. School districts also have opportunities to customize counseling and outreach efforts to meet specific needs identified by the local school district. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

As a participation requirement school districts must implement Direct Student Service (DSS) activities. These activities include:

- College Visits
- Senior Transition Services
- 11th Grade ACT Testing
- 9th Grade Transition Program
- Financial Aid Night
- College Preparation Seminars
- Assistance in Intervention With Students At Risk of Dropping Out of School

Apart from DSS, school districts will be offered professional development for classroom teachers and administrators in developing a college going culture in the school and community.

- Professional Learning Communities – training to provide teachers and administrators the skills for collaboration and team building with the end result being increased student support. This training is provided in a variety of formats determined by each district based on specific needs/ resources. The Professional Learning Communities within the schools are a required portion of the grant.
- Student Advocacy – training for programs and projects at school sites which involve faculty and staff creating support systems for students within the school structure. There are a variety of programs which promote student advocacy. Each site selects the program/project that best serves the needs of their students/community.
- OK GEAR UP On Point – training for Emergency Certified, Alternatively Certified, First-Year Standard Certified and other teachers needing support will be offered to the school district.
- Parent Leadership Academies-GEAR UP Education Coordinators will conduct trainings and support parents in the local district with focused leadership academies.

Ten school districts will receive Oklahoma GEAR UP partnership support in 2018-19. The following table lists the school districts that are receiving project funding. Partnership funding will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is \$1,100,000 federal dollars - all derived from the State Regents current GEAR UP grant award. No state funds are included in the grants.

	School District	City	County
1	Ada Public Schools	Ada	Pontotoc
2	Claremore Public Schools	Claremore	Rogers
3	Clinton Public Schools	Clinton	Custer/Washita
4	Duncan Public Schools	Duncan	Stephens
5	Durant Public Schools	Durant	Bryan
6	Jay Public Schools	Jay	Delaware
7	Locust Grove Public Schools	Locust Grove	Mayes
8	Skiatook Public Schools	Skiatook	Osage/Tulsa
9	Tahlequah Public Schools	Tahlequah	Cherokee
10	Woodward Public Schools	Woodward	Woodward
Total: \$1,100,000.00 / Year			

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-d (1):

Agency Operations.

SUBJECT: Ratification of purchases in excess of \$25,000 for FY2018.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between April 1, 2018 and April 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 April 1, 2018 and April 30, 2018, there are 6 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Office and Management and Enterprise Services in the amount of \$42,183.00 for cyber network risk insurance coverage for the Oklahoma State Regents for Higher Education networks. (Funded from 718-OneNet).
- 2) Dobson Technologies in the amount of \$32,399.30 for fiber construction from Oklahoma Community Anchor Network optic cable access point #6-01 at the intersection of Highway 183 and Choctaw Avenue in Clinton, Oklahoma to Clinton Public Schools, located at 1001 Orient Avenue in Clinton, Oklahoma to fulfill E-rate service order. This project will be funded by OneNet customer user fees. (Funded from 718-OneNet).
- 3) Dobson Technologies in the amount of \$47,715.15 for fiber construction from the Oklahoma Community Anchor Network optic cable access point #25-05 at the intersection of Highway 69 and Wells Street in Stringtown, Oklahoma to Stringtown Public Schools, located at 304 Highland and 103 Tiger Drive in Stringtown, Oklahoma to fulfill E-rate service order. This project will be funded by OneNet customer user fees. (Funded from 718-OneNet).
- 4) Addison Professional Financial Search in the amount of \$81,600.00 for Professional IT services to assist with software engineering and development needs. The costs of this project will be recovered from OneNet user fees (Funded from 718-OneNet).

- 5) Norlem Technology Consulting Incorporated in the amount of \$57,966.90 for license renewal for the Palo Alto firewall that provides additional security measures to protect OneNet as well as the Oklahoma State Regents for Higher Education staff. Norlem provides network traffic monitoring for security against suspicious and malicious activity on the network. The costs of this project will be recovered from OneNet user fees.(Funded from 718-OneNet).

GEAR UP

- 6) Insidetrack Incorporated in the amount of \$38,000.00 to provide foundational coach training that will include program development, instruction and consultation for six GEAR UP Phase IV staff. Five staff from the higher education institutions who provide the College Coach programs funded by the Oklahoma GEAR UP Phase IV Grant will be trained as well as one state level Oklahoma GEAR UP position housed at the Oklahoma State Regents for Higher Education. (Funded from 730-GEAR UP).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-d (2):

Agency Operations.

SUBJECT: Attorney General. Authorization to enter into a renewal contract for legal services with the Office of the Attorney General for Fiscal Year 2019.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract for legal services with the Office of the Attorney General for Fiscal Year 2019.

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. For Fiscal Years 2015, 2016, 2017 and 2018 the Assigned Attorney was Matt Stangl. For Fiscal Year 2019, the Assigned Attorney will again be AAG Matt Stangl. Mr. Stangl was a staff attorney in the Office of the General Counsel for the University of Oklahoma from 2007 to 2013.

POLICY ISSUES:

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. 2001, § 18I as amended. This is a renewal of an existing contract.

ANALYSIS:

The contract provides considerable value to the State Regents and to the State System.

- The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.
- The contract has enabled the State Regents to provide legal services support to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.

- Mr. Stangl's prior experience in the Office of the General Counsel for the University of Oklahoma is especially relevant to the State Regents' needs with respect to both the agency and the State System.

The annual cost of the contract is \$65,525.04 annually, and will be billed at \$5,460.42 per month. This includes the assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2018 was also \$65,525.04, so there has been no increase in the annual cost for the past three fiscal years. A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the time expended and the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The Chancellor will direct that the assigned AAG not include within the scope of the activities any matters pertaining to the University Center of Southern Oklahoma (f/k/a Ardmore Higher Education Program) or the Office of Educational Quality and Accountability. The contract also provides that it may be terminated by either party upon 60 days written notice. Approval of the contract is recommended.

**CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2019**

1. PARTIES:

This Agreement is between the Office of Attorney General and the Oklahoma State Regents for Higher Education ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2. AUTHORITY:

This Agreement is authorized by virtue of 74 O.S. 2011, § 18L.

3. CONTRACT DURATION:

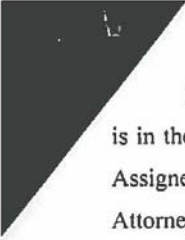
This Agreement commences July 1, 2018, and covers fiscal year 2019 ending June 30, 2019.

4. CONSIDERATION:

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of \$65,525.04 annually, with monthly payments in the amount of \$5,460.42. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.



(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney equivalent to .50 FTE for the OSRHE regardless of whether the Assigned Attorney are in fact utilized. It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5. OFFICE LOCATION:

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6. SUPERVISION:

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorney's activities on their behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. TERMINATION:

This agreement may be terminated by either party upon 60 days written notice.

8. AGENCY DESIGNEES:

The authorized agent and designee for the Office of Attorney General is Kim Heaton Wilson. The authorized agent and designee for the OSRHE is Glen D. Johnson.

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

OFFICE OF THE ATTORNEY GENERAL

By: _____
Glen D. Johnson, Ph.D.
Chancellor

By: *Kim Heaton Wilson*
Kim Heaton Wilson
Unit Chief, Legal Counsel Unit

DATE: _____

DATE: 2-28-18

Approved
As To Form
Initials Rma
Date 04/26/18

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-d (3):

Agency Operations.

SUBJECT: Ratification of appointment of Interim Director of Human Resources.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

Interim Director of Human Resources. It is recommended that the State Regents ratify the appointment of Ms. Rachell Bowers to serve as Interim Director of Human Resources effective May 16, 2018 while a search is conducted for the position. This position is responsible for all areas of HR operation, agency interaction, and compliance activities including but not limited to personnel, budget, employment, recruitment, classification and salary administration, and staff development. This position also interacts with all employees, managers and other internal and external constituencies with extreme tact and discretion. Ms. Bowers has been employed by the State Regents since 1995 and currently serves as Payroll/Benefits Manager, a position in which she is responsible for administering and processing payroll and benefits for State Regents employees and ensuring compliance with federal and state regulations related to employment benefits and retirement. Ms. Bowers holds a Bachelor of Science in Accounting from the University of Central Oklahoma and is a Certified Payroll Professional (CPP). The Interim Director of Human Resources dually reports to the Chancellor and the Vice Chancellor for Administration. A copy of the job description and Ms. Bower's resume are attached.



JOB DESCRIPTION

Director of Human Resources

FLSA: Exempt

Position #100096

Grade 13

Cost Center: 11500 ADMINR

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Direct agency human resources department and initiatives.

RESPONSIBILITIES AND DUTIES

Responsible for all areas of HR operation, agency interaction, and compliance activities including but not limited to personnel, budget, employment, recruitment, classification and salary administration, and staff development. This individual will interact with all employees, managers and other internal and external constituencies with extreme tact and discretion.

- Supervise HR Generalist and HR/Payroll Assistant position.
- Monitor staffing patterns and needs of the agency divisions in order to maintain consistency and to formulate recommendations for adequate staffing levels and market salaries.
- Project staffing needs and prepare and monitor personnel service portion of the office budget. Prepare annual operations budget. Enter and maintain all personnel transactions and provide up-to-date personnel data for ad hoc requests in a timely manner.
- Administer agency job classification and compensation plan and performance evaluation system.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status and carrying out such actions with thorough review and proper approval.
- Review personnel actions submitted to or by the Chancellor including agency hiring, promotions, demotions, separations, and other personnel actions as may be necessary.
- Direct recruitment, interviewing, selection, hiring, placement, and orientation activities of all new employees for the agency. Oversee use of applicant tracking system.
- Perform employee relations tasks. Proactively address personnel-related inquiries, which may include salary inequities, personal problems, personality conflicts, and record discrepancies.
- Receive, investigate, and review all employee and agency grievances, prepare appropriate documentation, and render advice to supervisors and executive staff before, during, and in continuation of grievance.
- Work closely with OSRHE Legal on personnel matters.
- Serve as liaison to Human Capital Management on matters relating to personnel.
- Advise and counsel division heads, executive staff, and employees regarding interpretation and application of personnel policies, procedures, and employment laws, including OSRHE benefits and other HR programs.

- Oversee coordination of employee new hire orientation to acquaint new employees with State Regents' policies and procedures.
- Oversee coordination of exit interviews to determine reasons behind separation.
- Oversee agency insurance coordinator and ensure all IC duties and actions follow EGID and agency 125 rules. Oversee coordination of annual Option Period meetings; serve as reviewer on all Option Period changes.
- Update and develop policies relating to personnel as needed in coordination with Legal.
- Maintain an employee handbook.
- Maintain supervisory responsibility for workers' compensation reports and claims and maintenance of official personnel files.
- Coordinate HR Quarterly Training for interested Oklahoma public and private higher education institution HR.

MINIMUM QUALIFICATIONS

Bachelor's degree required. Relevant experience required, including knowledge of management, supervision, and personnel administration principles and techniques, insurance contracts, rules, statutes, and grievance procedures. Must have the ability to manage, delegate, and motivate people, to communicate effectively with various constituencies, and interpret laws, contracts and regulations.

PREFERRED QUALIFICATIONS

Master's degree preferred. PHR/SPHR or similar certification preferred. Three (3) to five (5) years of relevant experience preferred. Two (2) years of supervisory experience preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

The employee performs work under the supervision of the Chancellor and the Vice Chancellor for Administration.

Rachell Bowers

Summary of Qualifications

- 22 years experience with the retirement plans for the Oklahoma State Regents for Higher Education (OSRHE).
- 22 years experience administering benefits to employees and working with the vendors for the OSRHE.
- 22 years experience with state and federal statutes, rules and regulations as they pertain to OSRHE employment, benefits and retirement.
- 20 years of experience managing and supervising department employees.

Professional Experience

Payroll/Benefits Manager

1997–Present Oklahoma State Regents for Higher Education
Oklahoma City, Oklahoma

- Manage Payroll and Benefits Office of 2 employees.
- Administer and oversee processing of OSRHE payrolls and benefits of over 20 million dollars annually.
- Assist employees on a daily basis with issues and concerns regarding benefits of all types, including leave, retirement and agency policies.
- Assist employees with retirement plans including 403(b), 457, 401(a), and defined benefit plan.
- Maintain direct contact and working relationships with vendors including TIAA-CREF, American Fidelity, One America, and UNUM. Have assisted in negotiating contracts with those vendors.
- Assisted Counsel with preparing plan documents for OSRHE 403(b) plan.
- Maintain direct contact and working relationships with state agencies and vendors relating to OSRHE retirement plans including Oklahoma Teachers' Retirement System, Sooner Save, TIAA-CREF, MetLife, American Fidelity, and McAfee and Taft.
- Managed software conversion to Ellucian's Banner Human Resource Information System for OSRHE.
- Assist the OSRHE Comptroller with personnel budget, audit and financial statements annually.
- Oversee compliance with federal and state regulations related to employment, benefits and retirement.
- Conduct new hire orientation to educate employees on benefits and policies.
- Assist and advise division heads and employees regarding personnel policies, procedures and employment law.
- Prepare the annual audit of workers compensation for the OSRHE.

Payroll/Claims Staff Assistant

1995–1997 Oklahoma State Regents for Higher Education

Oklahoma City, Oklahoma

- Assisted employees with employment and benefits related issues on a daily basis.
- Assisted with processing of monthly, hourly and supplemental payrolls.
- Assisted with administration of benefits.
- Audited travel claims before reimbursements to employees.
- Entered leave taken into the leave system.

Staff Assistant

1994–1995 Asset Staffing
Oklahoma City, Oklahoma

- Prepared payroll, payroll reports, accounts payable, accounts receivable and reconciled bank statements.
- Assisted in compiling ownership rights from county records.
- Processed computer work for Oil and Gas related office.

Legal Secretary

1991–1994 H. David Hanes, P.C.
Yukon, Oklahoma

- Prepared accounts payable, accounts receivable, payroll, payroll withholdings, payroll reports, and reconciled bank statements.
- Processed legal documents for law office.
- Worked with clients gathering information for legal documents.
- Placed client information into bankruptcy software.

Education and Certifications

University of Central Oklahoma Edmond, Oklahoma

- Bachelor of Science Degree in Accounting 1993

State of Oklahoma-Office of Personnel Management Oklahoma City, Oklahoma

- Certified Personnel Professional (CPP) 2011

Society for Human Resource Management Oklahoma City, Oklahoma

- Essentials of Human Resource Management 2012

American Payroll Association

- Certified Payroll Professional (CPP) 2016

International Foundation of Employee Benefit Plans and
The Wharton School of the University of Pennsylvania

- Group Health Plan Design (GBA1) 2017
- Group Benefits Management (GBA2) 2017

Affiliations

- State of Oklahoma Employees Benefits Coordinators Association
- Southwest Benefits Association
- American Payroll Association

Board and Service Organizations

United Methodist Church of the Good Shepherd Mustang, Oklahoma

- CIA, Board of Directors
- CDO, Board of Directors
- Children's Ministries, Board of Directors

Computer Skills

- Human Resource Information System applications (Ellucian's Banner, PeopleSoft Enterprise Human Resource)
- MS Office (Word, Excel, Access, Outlook)
- Internet Explorer

References

Available upon request

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-e:

Non-Academic Degree.

SUBJECT: Non-Academic Degrees. Ratification of a request from Langston University to award an honorary degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Langston University's request to award an Honorary Degree.

STAFF ANALYSIS:

A request has been made from Langston University to award an Honorary Doctor of Law degree to Mr. Thomas Henderson.

The request is consistent with State Regents' policy which requires:

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

The LU request meets the requirements of the State Regents' policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education
Acting Through*

LANGSTON UNIVERSITY

have admitted

Thomas Henderson

to the degree of

HONORARY DOCTOR OF LAWS

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 Langston, Oklahoma on

the eleventh day of May, two thousand and eighteen



Thomas H. White
CHAIRMAN
Joseph D. Parker, Jr.
SECRETARY
Robert Johnson
CHANCELLOR

Angela E. Burns
CHAIRMAN, BOARD OF REGENTS
Kent
PRESIDENT OF THE UNIVERSITY
Dale
REGISTRAR

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #21-f:

Resolutions.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #22-a:

Programs.

SUBJECT: Current status report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 May 25, 2018

AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Acceptance of the Chiropractic Education Scholarship Program 2017-2018 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated \$28,491 from appropriations made by the 2017 Oklahoma Legislature for the 2017-18 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Scholarship Program for the 2017-18 academic year. The award distribution to each participating institution for the 2017-18 academic year is indicated below.

Institution	2017-18	
	Awardees	Amount
Cleveland College Kansas City, KS	15	\$16,102.00
Parker College Dallas, TX	7	\$6,002.00
Logan College of Chiropractic Chesterfield, MO	1	\$2,350.00
Palmer College Port Orange, FL	1	\$372.00
New York Chiropractic Seneca Falls, NY	1	\$372.00
TOTAL	25	\$25,198.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Acceptance of the Future Teachers Scholarship Program 2017-2018 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated \$71,228 from appropriations made by the 2017 Oklahoma Legislature for the 2017-18 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to \$1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2017-18 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Special Education, English/Language Arts, Elementary Education, Early Childhood Education, Health Education, Physical Education, Career and Technical Education, Library Sciences, Arts and Music, Business, Humanities, and Computer Science. Sixty-seven students at nineteen institutions were approved for program participation for the 2017-18 academic year. Expenditures totaled \$58,290.

The attached report reflects the award distribution to each participating institution for the 2017-18 academic year.

Oklahoma State Regents for Higher Education
 Future Teachers Scholarship
 2017-18 Year End Report

Institution	Awards	Students
Cameron University	\$3,963	3
East Central University	\$3,858	3
Northeastern Oklahoma A&M College	\$357	1
Northeastern State University	\$12,507	11
Northwestern Oklahoma State University	\$2,624	4
Oklahoma Baptist University	\$918	1
Oklahoma Christian University	\$1,100	2
Oklahoma City University	\$840	1
Oklahoma Panhandle State University	\$840	1
Oklahoma State University	\$6,160	5
Oral Roberts University	\$3,000	2
Rogers State University	\$357	1
Rose State College	\$357	1
Seminole State College	\$179	1
Southeastern Oklahoma State University	\$2,886	3
Southern Nazarene University	\$1,365	1
University of Central Oklahoma	\$10,313	19
University of Oklahoma	\$5,274	5
University of Science and Arts of Oklahoma	\$1,392	2
Totals	\$58,290	67

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #22-b (3):

Annual Reports.

SUBJECT: Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2017-2018
Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The family income of the recipients may not exceed \$70,000. The scholarships are one-time awards of \$1,000.

ANALYSIS:

Two students received awards during the 2017-18 academic year at an award level of \$1,000. The recipients attended two different Oklahoma institutions—one at the Oklahoma State University and one at Northeastern Oklahoma A&M College.

**TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2017-18**

Nominating High School	Institution	Award
McLain High School	Northeastern Oklahoma A&M College	\$1,000
McLain High School	Oklahoma State University	\$1,000
	Total	\$2,000

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #22-b (4):

Annual Reports.

SUBJECT: Acceptance of the William P. Willis Scholarship 2017-2018 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

In 1986, the Oklahoma Legislature created the William P. Willis Scholarship to honor the former Speaker of the House from Tahlequah who served in the Legislature from 1959-1986. The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached report shows the award distributions to twenty-six students totaling \$54,800 for the 2017-18 academic year.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with \$1 million provided over the first four fiscal years. For many years the trust fund provided adequate earnings for the program scholarship costs. However, due to statutory restrictive investment requirements, the program trust fund balance and earnings have declined in recent years. The fund balance as of March 31, 2018 was about \$786,000. Interest accrued to the fund for FY2018 through March 31 was only \$10,500 compared to expenditures of \$54,800. Current trends will eventually require either additional funds, changes in the statutory investment requirements, modification of program awards, or a combination of program changes to preserve the viability of the program.

Oklahoma State Regents for Higher Education
 William P. Willis Scholarship
 2017-18 Year End Report

Institution	Award
Cameron University	\$ 2,400.00
Carl Albert State College	\$ 2,000.00
Connors State College	\$ 2,000.00
East Central University	\$ 2,400.00
Eastern Oklahoma State College	\$ 2,000.00
Langston University	\$ 2,400.00
Murray State College	\$ 1,000.00
Northeastern Oklahoma A&M College	\$ 2,000.00
Northeastern State University*	\$ 4,800.00
Northern Oklahoma College	\$ 2,000.00
Northwestern Oklahoma State University	\$ 2,400.00
Oklahoma Panhandle State University	\$ 2,400.00
Oklahoma State University	\$ 3,000.00
Redlands Community College	\$ 2,000.00
Rogers State University	\$ 2,400.00
Rose State College	\$ 2,000.00
Seminole State College	\$ 2,000.00
Southeastern Oklahoma State University	\$ 2,400.00
Southwestern Oklahoma State University	\$ 2,400.00
Tulsa Community College	\$ 1,000.00
University of Central Oklahoma	\$ 2,400.00
University of Oklahoma	\$ 3,000.00
University of Science and Arts of Oklahoma	\$ 2,400.00
Western Oklahoma State College	\$ 2,000.00
Total	\$ 54,800.00

*By statute, NSU is allotted two nominees-one must be history major

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 25, 2018

AGENDA ITEM #22-b (5):

Annual Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2017-18 Year End Report and Institutional Reimbursement.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2018-19 academic year, the State Regents allocated \$1,448,153 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2017-18 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2017-18 academic year, National Guard members received waivers totaling \$3,479,318, a decrease of 10.8 percent or \$421,513 from 2016-17. The total number of hours waived decreased by 4,979 or 17.9 percent. Of the total dollar amount waived, \$2,339,029 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY19 allocation to be approved along with the FY19 E&G budget item.

The current allotment is not sufficient to cover the total dollars waived in FY18, by a minimum of approximately \$890,876. The funds available will cover only 61.9 percent of the total amount eligible for reimbursement.

Institution	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY16 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY16 Allocation	Percent of Total Dollars above Minimum	Difference from Previous Year	Percent of Total	Pro-Rata Share of Available for FY18 Reimbursement
Univ. Center of Southern OK (Ardmore)	\$ 2,080	52	\$ 40.00	300		\$ -		\$ -	52	\$ -	300	-248	\$ -	0.0%	-	0.0%	\$ -
Cameron University	184,482	1,306	\$ 141.26	300	1,006	\$ 142,105	5.2%	\$ 166,872	1,123	\$ 148.59	300	823	\$ 122,294	5.2%	(19,811)	5.2%	\$ 75,715
Carl Albert State College	8,125	101	\$ 80.45	300		\$ -		\$ 5,734	66	\$ 86.88	300	-234	\$ -	0.0%	-	0.0%	\$ -
Connors State College	23,985	260	\$ 92.25	300		\$ -		\$ 16,844	176	\$ 95.70	300	-124	\$ -	0.0%	-	0.0%	\$ -
East Central University	79,853	485	\$ 164.65	300	185	\$ 30,459	1.1%	\$ 80,567	456	\$ 176.70	300	156	\$ 27,556	1.2%	(2,903)	1.2%	\$ 17,061
Eastern Oklahoma State College	10,081	98	\$ 102.87	300		\$ -		\$ 3,188	29	\$ 109.93	300	-271	\$ -	0.0%	-	0.0%	\$ -
Langston University			#DIV/0!	300		\$ -		\$ 13,015	110	\$ 118.32	300	-190	\$ -	0.0%	-	0.0%	\$ -
Murray State College	36,556	287	\$ 127.37	300		\$ -		\$ 5,288	39	\$ 135.59	300	-261	\$ -	0.0%	-	0.0%	\$ -
Northeastern Oklahoma A&M College	2,480	29	\$ 85.52	300		\$ -		\$ 3,168	35	\$ 90.51	300	-265	\$ -	0.0%	-	0.0%	\$ -
Northeastern State University	171,171	1,015	\$ 168.64	450	565	\$ 95,282	3.5%	\$ 118,293	682	\$ 173.45	450	232	\$ 40,240	1.7%	(55,042)	1.7%	\$ 24,914
Northern Oklahoma College	31,777	384	\$ 82.75	300	84	\$ 6,951	0.3%	\$ 27,001	307	\$ 87.95	300	7	\$ 616	0.0%	(6,336)	0.0%	\$ 381
Northwestern Oklahoma State	33,718	177	\$ 190.50	300		\$ -		\$ 45,331	227	\$ 199.70	300	-73	\$ -	0.0%	-	0.0%	\$ -
Oklahoma City Community College	224,265	2,482	\$ 90.36	450	2,032	\$ 183,605	6.7%	\$ 135,242	1,429	\$ 94.64	450	979	\$ 92,654	4.0%	(90,951)	4.0%	\$ 57,364
Oklahoma Panhandle State University	7,392	48	\$ 154.00	300		\$ -		\$ 14,014	91	\$ 154.00	300	-209	\$ -	0.0%	-	0.0%	\$ -
Oklahoma State University	755,525	4,816	\$ 156.88	750	4,066	\$ 637,866	23.2%	\$ 663,244	3,967	\$ 167.20	750	3,217	\$ 537,840	23.0%	(100,026)	23.0%	\$ 332,991
Oklahoma State University - OKC	102,278	1,071	\$ 95.50	450	621	\$ 59,304	2.2%	\$ 79,337	763	\$ 103.98	450	313	\$ 32,546	1.4%	(26,758)	1.4%	\$ 20,150
Oklahoma State University - Okm	52,454	410	\$ 127.94	300	110	\$ 14,073	0.5%	\$ 22,005	163	\$ 135.00	300	-137	\$ -	0.0%	(14,073)	0.0%	\$ -
Redlands Community College	15,761	115	\$ 137.05	300		\$ -		\$ 11,422	78	\$ 146.43	300	-222	\$ -	0.0%	-	0.0%	\$ -
Rogers State University	135,689	1,032	\$ 131.48	300	732	\$ 96,245	3.5%	\$ 109,301	802	\$ 136.29	300	502	\$ 68,415	2.9%	(27,829)	2.9%	\$ 42,358
Rose State College	60,353	608	\$ 99.26	450	158	\$ 15,684	0.6%	\$ 59,218	540	\$ 109.66	450	90	\$ 9,870	0.4%	(5,814)	0.4%	\$ 6,111
Seminole State College	22,444	248	\$ 90.50	300		\$ -		\$ 3,552	37	\$ 96.00	300	-263	\$ -	0.0%	-	0.0%	\$ -
Southeastern Oklahoma State	143,427	729	\$ 196.80	300	429	\$ 84,387	3.1%	\$ 100,053	506	\$ 197.73	300	206	\$ 40,733	1.7%	(43,654)	1.7%	\$ 25,219
Southwestern Oklahoma State University	273,436	1,692	\$ 161.65	300	1,392	\$ 224,940	8.2%	\$ 220,373	1,185	\$ 185.97	300	885	\$ 164,582	7.0%	(60,358)	7.0%	\$ 101,897
Tulsa Community College	193,209	2,007	\$ 96.27	750	1,257	\$ 121,008	4.4%	\$ 131,442	1,304	\$ 100.80	750	554	\$ 55,842	2.4%	(65,166)	2.4%	\$ 34,574
University of Central Oklahoma	775,177	3,958	\$ 195.85	750	3,208	\$ 628,289	22.8%	\$ 814,952	3,876	\$ 210.26	750	3,126	\$ 657,260	28.1%	28,971	28.1%	\$ 406,927
University of Oklahoma	506,187	4,035	\$ 125.45	750	3,285	\$ 412,100	15.0%	\$ 586,426	4,495	\$ 130.46	750	3,745	\$ 488,580	20.9%	76,479	20.9%	\$ 302,492
University of Oklahoma Health Sciences	20,074	132	\$ 152.08	300		\$ -		\$ 20,386	128	\$ 159.27	300	-172	\$ -	0.0%	-	0.0%	\$ -
University of Science and Arts	14,175	71	\$ 199.65	300		\$ -		\$ 8,643	43	\$ 201.00	300	-257	\$ -	0.0%	-	0.0%	\$ -
Western Oklahoma State	14,677	193	\$ 76.05	300		\$ -		\$ 14,408	152	\$ 94.79	300	-148	\$ -	0.0%	-	0.0%	\$ -
TOTAL	\$ 3,900,831	27,840	\$ 140.11	11,100	19,129	\$ 2,752,299	117.7%	\$ 3,479,318	22,861	\$ 152.20	11,100	11,761	\$ 2,339,029	100.0%	\$ (413,270)	100.0%	\$ 1,448,153

*Note: OSU-Tulsa reported with the OSU Main Campus

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

\$ 1,448,153.00
61.91%

Note: Langston; NWOSU; OCCC; OSU; Rogers; Rose; SEOSU; TCC; and OU include non-resident hours only.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Eighty-Ninth Meeting



April 26, 2018

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

Minutes of the Seven Hundred Eighty-Ninth Meeting
April 26, 2018

CONTENTS

	Page
Announcement of filing of meeting and posting of the agenda.....	19685
Call to order	19685
Minutes of the Previous Meeting.....	19685
Report of the Chairman.....	19685
Report of the Chancellor.....	19685
Awards	19686
Students.....	19687
New Programs.....	19687
Program Deletions	19688
Academic Policy	19688
Teacher Education	19688
E&G Budgets	19689
Tuition and Fees.....	19689
Master Lease Program	19689
Contracts and Purchases	19689
Investments	19690
Commendations	19690
Executive Session	19690
Consent Docket.....	19690
Reports	19691
Report of the Committees	19692
Announcement of Next Regular Meeting.....	19692
Adjournment	19692

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Eighty-Ninth Meeting
of the
Oklahoma State Regents for Higher Education
April 26, 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 10:30 a.m. on Thursday, April 26, 2018, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 12, 2017. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Ron White called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman, Mike Turpen and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Turpen made a motion, seconded by Regent Massey, to approve the minutes of the State Regents' regular meeting on March 29, 2018. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman White had no comments.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also distributed an article from *The Oklahoman* focusing on Representative Kevin Wallace's remarks at the

Committee-of-the-Whole meeting on April 25, 2018, regarding funding for concurrent enrollment. Chancellor Johnson also stated that Oklahoma's Promise Day at the Capitol was held on April 16, 2018 and had great attendance.

6. AWARDS.

- a. Regent White made a motion, seconded by Regent Hickman, to ratify the awards to the following 2018-2019 Chancellor Hans Brisch Scholarship recipients: Katherine Cockreham, Woodward High School and Nathan Lindsey, Healdton High School. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin and White. Voting against the motion were none.
- b. Regent White made a motion, seconded by Regent Parker, to recognize the 2018 Newman Civic Fellows for their achievements. The 2018 Oklahoma Newman Civic Fellows were: 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; and Sabine Brown, University of Oklahoma – Tulsa. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

c. Regent Turpen made a motion, seconded by Regent Lester, to recognize the 2018 Oklahoma Online Excellence Awards. The award winners were:

- (1) Online Excellence Award for Teaching – Dr. Stacy Southerland, Professor of Spanish and CeCE Faculty Liaison, University of Central Oklahoma.
- (2) Oklahoma Online Excellence Award for Innovation – Mr. Randy Dominguez, Director of Online Learning at Tulsa Community College.
- (3) Oklahoma Online Excellence Award for Individual Leadership – Dr. Gary Dotterer, Director of the Center for Teaching and Learning at Rogers State University.
- (4) Oklahoma Online Excellence Award for Team Leadership – The University of Oklahoma Information Technology division.

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

7. STUDENTS.

- a. Ms. Lesley Alvarado, a student at Southwestern Oklahoma State University (SWOSU), spoke about her higher education experience. Ms. Alvarado began by stating that she is a first generation college student from Hooker, Oklahoma and is from a family of immigrants. She wanted an institution that was close to home and chose SWOSU. She is majoring in Management and is involved in the Hispanic America Leadership Organization, the new student orientation program and wants to pursue a doctorate. Additionally, she mentors her younger siblings and helps them enroll for concurrent courses.
- b. Ms. Autumn Fourkiller, a student at Rogers State University (RSU), spoke about her higher education experience. Ms. Fourkiller stated that she is only the second person in her family to attend college. Her grandparents never graduated high school, she is from

one of the poorest counties in the state, but she was committed to getting a higher education. She thanked the Regents for their leadership and the opportunities higher education as given her.

8. NEW PROGRAMS.

- a. Regent Lester made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Graduate Certificate in Museum and Curatorial Studies and the Certificate in Equine Enterprise Management. Voting for the motion were Regents Lester, Hickman, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Helm, to approve the request from Oklahoma State University Institute of Technology to offer the Certificate in Culinary I and the Certificate in Culinary II. Voting for the motion were Regents Hickman, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.
- c. Deleted Item.
- d. Regent Lester made a motion, seconded by Regent Stricklin, to approve the request from Southwestern Oklahoma State University to offer the Bachelor of Science in Public Health. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. 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. Tulsa Community College requested to delete the Associate in Applied Science in Law Enforcement, the Certificate in Patient Care Technician and the Associate in Applied Science in Technology.

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

10. ACADEMIC POLICY.

- a. Regent Lester made a motion, seconded by Regent Hickman, to approve the revisions to the *Teacher Education* policy. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Massey. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Holloway, to approve the revisions to the *Undergraduate Transfer and Articulation* policy. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Stricklin and Massey. Voting against the motion were none.

11. TEACHER EDUCATION. Regent Lester made a motion, seconded by Regent Parker, to approve the revision to the Teacher Shortage Employment Incentive Program benefit. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Stricklin, Massey and White. Voting against the motion were none.

12. E&G BUDGETS. Regent Parker made a motion, seconded by Regent helm to approve the allocation of \$1,349,852.59 each to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Stricklin, Massey, White and Helm. Voting against the motion were none.

13. TUITION AND FEES. Regent Parker made a motion, seconded by Regent Massey, to approve the mid-year repurpose of FY2018 Mandatory Fee Request by Oklahoma City Community College. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Stricklin, Massey, White, Helm and Parker. Voting against the motion were none.

14. MASTER LEASE PROGRAM. Regent Parker made a motion, seconded by Regent Massey to approve the listing of projects for submission to the Council of Bond Oversight of the 2018 Master Lease Real Property Projects. Voting for the motion were Regents Lester, Hickman,

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

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

- (1) Copper River in the amount of \$115,000 for Adva Optical equipment to upgrade 10 Gigabit Ethernet backup wave service from Internet 2 to 100 Gigabit Ethernet backup wave service.
- (2) Dobson Technologies in the amount of \$150,000 for fiber construction from the Federal Aviation Administration offices to I-44.

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

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

- a. K4 Private Investors– \$7 million.

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

- 17. COMMENDATIONS.** Regent Holloway made a motion, seconded by Regent Parker, to recognize State Regents' staff for their service and recognitions on state and national projects.

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

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

- 19. CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Lester, to approve the following consent docket items:

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

- c. Cooperative Agreements.
 - (1) Murray State College. Ratification of requests to delete cooperative agreement programs.
 - (2) Connors State College. Ratification of requests for modifications to cooperative agreement programs.
- 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.
- e. High School Courses for College Admission. Ratification of a request to approve a high school course for college admission.
- f. State Authorization Reciprocity Agreement. Ratification of an institutional request for annual renewal of participation in the State Authorization Reciprocity Agreement.
- g. Agency Operations. Ratification of purchases in excess of \$25,000 for FY2018.
- h. Non-Academic Degrees.

- (1) Ratification of a request from Oklahoma State University to award two honorary degrees.
- (2) Ratification of a request from Oklahoma State University to award a posthumous degree.

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

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

- a. Programs. Current status report on program requests.
- b. Annual Reports.
 - (1) Annual Policy Reporting Requirements Survey.
 - (2) Oklahoma High School Indicators Project.
 - a) High School to College-Going Rates by High School Site.
 - b) Headcount, Semester Hours, and GPA by High School Site.
 - c) Mean ACT Scores by High School Site.

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

21. 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.

22. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent White announced that the next regular meetings are scheduled to be held on Wednesday, May 24, 2018 at 10:30 a.m. and Thursday, May 25, 2018 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

Ron White, Chairman

Jody Parker, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, April 25, 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, April 25, 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 April 19, 2018. A copy of the agenda had been posted as required by the Open Meeting Act.
- 2. CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman and John Massey. Regent Mike Turpen joined the meeting at 1:12 p.m. Regent White called the meeting to order and presided.
- 3. UPDATE ON OKLAHOMA HOUSE OF REPRESENTATIVES.** Representative Kevin Wallace was present to give a brief update on the 2018 legislative session. Representative Wallace began by stating that the general appropriations bill, SB1600, passed out of the House of Representatives and was scheduled to be heard on the Senate floor Wednesday, April 25. He went on to say that there are more needs than dollars; however, the concurrent enrollment initiative is extremely important to him. He stated that the FY19 budget for the Oklahoma State Regents for Higher Education (OSRHE) has \$7.5 million included for concurrent enrollment.

Chancellor Johnson asked Representative Wallace for advice on how to frame OSRHE budget requests. Representative Wallace encouraged the State Regents to stay engaged, invest their monies wisely, build relationships with new legislative members and take notice of the turnover. He finished by stating that the budget looks good for next year and is encouraged.

- 4. COUNCIL FOR ONLINE LEARNING EXCELLENCE.** Dr. Debbie Blanke, Vice Chancellor for Academic Affairs, stated that the Council for Online Learning Excellence (COLE) held their annual Learning Innovations Summit in April and announced the winners of the Oklahoma Online Excellence Awards. The following award recipients were present to accept their award:
 - a. Innovation Category: The Online Learning Department at Tulsa Community College led by Mr. Randy Dominguez.
 - b. Teaching Category: Dr. Stacy Southerland, University of Central Oklahoma.
 - c. Leadership Individual Category: Dr. Gary Dotterer, Rogers State University.
 - d. Leadership Team Category: The Office of Information Technology at the University of Oklahoma including: Courtney Kneifl, Eddie Huebsch, Zena Chatman Madi, and Kevin Buck.
- 5. GRADUATE MEDICAL EDUCATION.** President Kayse M. Shrum, Oklahoma State University Center for Health Sciences (OSU-CHS), gave a brief update on the Cherokee Nation W.W. Hastings Hospital additional site. President Shrum began by stating that the mission of

OSU-CHS is to educate osteopathic primary care physicians with an emphasis on serving rural and underserved Oklahoma. OSU-CHS has partnered with the Cherokee Nation to provide medical care to rural Oklahoma and the Cherokee Nation Chief Bill John Baker is passionate about this mission as well. President Shrum stated that OSU-CHS has three sites: (1) the Center for Sovereign Nations at OSU-Stillwater; (2) the Office of American Indians in Medicine and Science; and (3) the additional site at the Cherokee Nation W.W. Hastings Hospital in Tahlequah. President Shrum stated that OSU and the Cherokee Nation have partnered to create the new site at W.W. Hastings Hospital that will add 50 new medical student slots at that site who will receive an OSU education in a state of the art environment.

Chief Baker added that the Cherokee Nation had 1.2 million patient visits in their medical system last year, stating that healthcare is at a crisis. This new site will create 850 new jobs as well as adding new primary care physicians which are critically needed.

Chancellor Johnson asked how this partnership got started. President Shrum stated that she saw the need and started looking at OSU's partnerships and reached out the Cherokee Nation.

Dr. Jason Sanders, Senior Vice President and Provost at the OU Health Sciences Center (OUHSC), gave a brief overview of the HSC campus. He began by stating that the OUHSC is dedicated to training nursing, medical and research students and pushes to develop new ideas and new research. The OUHSC has the largest National Institutes of Health funding in the state and is in the 95th percentile in the nation for patient satisfaction. Additionally, the OUHSC research programs are working on commercializing new drugs and technologies with companies such as Selexys, Pure Protein and Molculera. The Stephenson Cancer Center, located on the OUHSC campus was the number one leading center in clinical trials in 2017. It is also a Designated Cancer Center by the National Cancer Institute.

President Shrum and Dr. Sanders also gave a brief update on funding for the OSU-CHS and OUHSC. President Shrum stated that both campuses receive waiver funding through the Centers for Medicare and Medicaid Services (CMS) to provide care to Medicaid patients. Between both campuses, they provide care to almost a third of Oklahoma's Medicaid population. In March 2017, OUHCS and OSU-CHS began working with CMS to create new language for federal rules to allow states more freedom to design waiver programs. After making much progress, they were notified that the program would end in December 2017. President Shrum stated that they began working with the Oklahoma legislature to maintain the program and the legislature provided funding for the next two years. Both campuses are still working with CMS to hopefully keep the program moving forward.

- 6. UNIVERSITY OF OKLAHOMA.** Mr. Daniel Pullin, Dean of the College of Business, gave a brief update on the Gene Rainbolt Graduate School of Business. Dean Pullin began by stating that in the late 1990's, the University of Oklahoma Price College of Business started facing external and internal criticisms. The College of Business was declining in rankings, sustaining tremendous budget cuts and low fundraising. In 2013-2014, Price College began holding external and internal conversations with stakeholders to get a sense of where they were. Price College was not connecting with its stakeholders at the right level and its legacy mission statement was generic and did not reflect the purpose for which the college existed.

In 2013, Price College adjusted their mission statement, adopted a purpose statement and began reinventing Price College for the 21st century. Price College administration decided it had to grow and diversify by connecting the community and capitalizing the college. In doing that, Price College expanded to Oklahoma City and Tulsa in addition to the Norman campus and

worked on recognizing a changing external environment. Dean Pullin stated that Price College has reinvented itself and can now recruit world class talent and continue to strengthen its academic curriculum and drive student growth and success.

Chancellor Johnson asked about the profile of the Endowed Chairs program at Price College of Business. Vice President Pullin stated that from 1928-2013, donations for the Endowed Chairs program was \$10 million. From 2013 to present, they have received over \$14 million in gifts.

7. **EXECUTIVE SESSION.** Regent Parker made a motion, seconded by Regent Stricklin, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

8. **NORTHEASTERN STATE UNIVERSITY.** Dr. Doug Penisten, Dean, Oklahoma College of Optometry (OCO) at Northeastern State University (NSU) gave a brief overview of the NSU Optometry Program. Dr. Penisten began by stating that the NSU Optometry Program is one of only 23 programs in the United States and accepts 28 students to the program per year. The first class to graduate was in 1979 and the program is housed in a former hospital. It is the only optometry doctoral program in the country located in a rural setting and providing health care to a federally designated underserved population. The OCO has 34 faculty, 30-40 percent of whom graduated from NSU, as well as 22 residents. The OCO has 11 sites in northeastern Oklahoma and provides daily optometric services with outpatient services at the W.W. Hastings Hospital. Dr. Pensiten stated that the OCO curriculum is regularly reviewed, assessed, and modified to assure the highest level clinical training. The OCO also provides postgraduate continuing education for practicing optometrists and also trains other institution faculty.

Chancellor Johnson asked how many OCO students stay in Oklahoma after graduation and Dr. Penisten stated that 60-70 percent stay in the state.

Regent White asked Dr. Penisten if he were given the opportunity to expand, how he would expand the program. Dr. Penisten stated that he would like to accept 40-45 students each year instead of 28.

9. **FREE SPEECH FORUM.** Chancellor Johnson stated that State Regents Free Speech Forum was held on April 4, 2018 and was a great review of the current free speech issues. Regent Lester stated that Oklahoma higher education institutions are facing a free speech threat and have to remain steadfast. He thanked Chancellor Johnson and the Regents for sponsoring the Forum.

10. DELETED ITEM.

11. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, gave a brief budget report. She stated that the March collections are great, \$22 million above the estimate. Additionally, gross production met the authorization allocation for the first time in three years. She also stated that the FY19 general allocations bill used the mid-year allocation to base the budget off of, instead of the FY17 original budget amount.

12. **LEGISLATIVE UPDATE.** Ms. LeeAnna McNally, Vice Chancellor for Governmental Relations, gave a brief legislative report. She began by reviewing the following legislation:

- General Appropriations Bill – Senate approved and the House is scheduled to vote on Friday.
- HB2632 – Adds "places of worship" to the list of places people can carry weapons.
- SB1212 – Amends statute to include wildlife refuges and management areas as places handgun permit holders can carry their gun without restrictions.
- 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.

Additionally, Vice Chancellor McNally stated that 448 people filed for 43 open legislative seats, which is 29 percent turnover. Additionally, 17 incumbents are term limited and 20 incumbents have no challengers.

13. TASK FORCE REPORTS.

- a. **Online Education Task Force.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the Online Education Task Force will not meet in April and will reconvene in May.
- b. **State Regents Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the Campus Safety and Security Summit will be held on November 1, 2018 at the Reed Center in Midwest City. The Summit will cover topics such as: cybersecurity, active shooter, and earthquake preparedness.

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

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

- 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.
- Wednesday, June 27, 2018 – State Regents Meeting – 10:30 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, June 27, 2018 – State Regents Dinner – 6:00 p.m. – TBD.
- Thursday, June 28, 2018 – State Regents Meeting – 9:00 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, September 5, 2018 – State Regents Meeting – 10:30 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, September 5, 2018 – State Regents Dinner – 6:00 p.m. – TBD.

- Thursday, September 6, 2018 – State Regents Meeting – 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

Ron White, Chairman

Jody Parker, Secretary

STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**PUBLIC HEARING
on Tuition and Fees**

Thursday, April 26, 2018
State Regents' Conference Room

Regent Ron White: I call the meeting to order. Chancellor, has this meeting been filed and posted as required?

Chancellor Glen D. Johnson: Yes it has Mr. Chairman.

Regent Ron White: Before we start the public hearing let's review the tuition and fee items that will be the focus of the testimony today. The information has been posted on the State Regents website and is also available on the registration table outside the door. Chancellor, would you like to comment on these issues?

Chancellor Glen D. Johnson: Yes I would, Mr. Chairman. I have a short presentation that I think will be a good backdrop as we begin our discussion today with stakeholders from around the state on tuition and fees in Oklahoma higher education. Beginning, I think it would be important to look over the last decade at what our record has been with the State Regents in terms of tuition and fees. And I think it is a record that: 1) we should be very proud of and 2) distinguishes Oklahoma higher education, really, from most of the nation. If you look at the table we have here, over the last ten years you can see that our tuition and mandatory fees in Oklahoma higher education has averaged five percent. Contrast those to many other states as we read our national publications, certainly California, Arizona, Illinois, even Georgia, which at certain times have had double digit increases. Oklahoma higher education with our process which involves input from students and faculty at the institutional level and requires the institutional president to make a recommendation to their respective governing boards and that then comes to the State Regents. We have this hearing today and we have another full day in June with the presidents of each institution and we go through any tuition and fee requests. That process has resulted in this average of a five percent increase in tuition and mandatory fees in our state system. I might note, Regent White, 2009-2010 was during your last term as Chairman of the Regents so we have that backdrop. The next, in terms of what this five percent means nationally, our most recent data from the US Chamber of Commerce Foundation ranks Oklahoma higher education as fifth in the nation in terms of overall college affordability. This criteria doesn't just include tuition and fees, it includes housing and books and all the other related costs of attending college. So objective analysis, fifth in the nation from the US Chamber of Commerce in terms of overall affordability in Oklahoma higher education. Another recent bit of data is from the US News and World Report that was published in March of this year so a little over a month old, ranking Oklahoma seventh in the nation in terms of lowest tuition and fees and tenth in the nation in terms of lowest student debt at graduation. Another review from the US Department of Education, I might mention that they only conducted this study for four-year institutions but it ranks among the 50 states Oklahoma is fourth lowest in the nation in terms of tuition and fees for public higher education in the United States. So three different objective

studies all ranking us very favorably opposed to the other 50 states in terms of keeping college affordable for our students.

I might also mention as we start today on the very important area of student debt, Regent Turpen and others, the story in Oklahoma is different and frankly better than the national story on student debt. The Project on Student Debt came out with their report last November, basically telling us three things: 1) half of our students leave our colleges and universities with zero student loan debt, those that have loan debt we are significantly lower than the national average in terms of what that debt is and by this ranking we are ranked tenth in the nation in terms of our students leaving our colleges and universities with the least amount of student debt.

So again, we are on the topic today of tuition and we believe, I know the Regents believe this is a very important part of the process to hear input from our students, faculty, interested citizens on this topic and we look forward to that discussion. I would ask our Vice Chancellor for Budget and Finance Amanda Paliotta for any comments that she would like to share as we begin the discussion today. Amanda?

Amanda Paliotta: Good morning, so basically just as a reminder we are looking at the FY19 legislative peer limits as they are outlined in state statutes. So there is a little bit of difference between the different tiers. The research universities are actually the only tier that has their peers listed in the state statutes and as a reminder those follow the Big 12 NCAA conference. So we take those participating public institutions that are in the Big 12 and those are the averages that we use to set those peer limits. The rest of them, the regional universities, University of Central Oklahoma as a four-year urban, and then of course our liberal arts university USAO, all have separate peer limits. They are not listed in the statute but they are like-kind peers, so we try to make sure that list doesn't have mission creep, we aren't mixing in research or small research institutions in with these small four year institutions. We try to keep that pretty consistent. Same with the two-year colleges and you'll see that both the regionals and the community colleges, they're not just our area, we really do try to get a good breadth of student demographics, populations, degrees offered those types of things. So that's where the peer limits come from. If you are looking at just the per credit hour rate for FY19 of course you've got a high there for in-state tuition for tuition and mandatory fees at the research is an average of \$379.57 and then you can just follow the schedule down from there with the regionals at \$256, UCO is \$270, USAO liberal arts is at \$333 and the community colleges at \$200 as far as a per credit hour rate. This hearing will also cover requested increases in academic service fees; those are different than the mandatory fees that are included in the peer limit schedule. Academic service fees follow a specific academic course, degree or college that benefit only the purpose of that fee is provided.

Regent Parker: Why is a peer group determined by an athletic conference and not by a geographic measure?

Amanda Paliotta: That was the selection in 2004 and so as schools have come and gone we've kind of changed it up a little.

Regent Parker: Ok, I guess that's an answer, thank you.

Chancellor Johnson: Thank you Amanda.

Regent White: We have several speakers today who have asked to provide public testimony on these topics. We appreciate your interest and your willingness to engage in this public policy discussion. Chancellor, will you explain the ground rules for this discussion?

Chancellor Johnson: Thank you Mr. Chairman, I will go over the ground rules for each of our speakers today. Speakers will have three minutes to make comments. I will ask Kylie to let you know when those three minutes have concluded. Kylie is the person to our left here and she will be the gatekeeper. Each speaker will be allowed those three minutes and we will ask that you not exceed that time. Speakers will speak from our podium here and will state their name and what organization they represent, if any. This is a public hearing on the topic of tuition and fees and we ask the speakers to confine their comments to that topic of tuition and fees. If speakers have written comments or materials they can be submitted at the end of their comments or at the end of the meeting to Kylie, again, over on our left. We are here for the purpose of listening to you, speakers. Regents may have a question or two if we need clarification on your comments but this is not a debate, this is a hearing where our speakers are here to give reviews on the issue. Certainly, we are here to listen today and looking forward to comments and I'm going to read the names of the individuals who have asked for an opportunity to speak on the topic of tuition and fees. If there is anyone else in the audience who wants to be added to the list, let us know at the end of me reading this list. The first speaker will be:

- Tracey Gregg-Boothby – Rose State College Faculty Council Member
- Dan Williams – Oklahoma Student Government Association President
- Rachel Woods – Oklahoma City Community College
- Jarae Williams – Langston University
- Moni Otubaga – Langston University
- Alexis Harris – Rose State College
- Kaitlyn Burden – Rose State College
- Traeton Dansby – Northeastern State University
- Daniele Obando – Oklahoma City Community College
- Remington Dean – University of Central Oklahoma Student Body President
- Madelynn Dancer – University of Central Oklahoma
- Terence Fields – University of Central Oklahoma
- Chrishell Seals – University of Central Oklahoma

Chairman White do you have any comments before we start the hearing?

Regent White: No.

Chancellor Johnson: Alright, we'll begin with our first speaker, I would ask that you come to the podium and follow the instructions that we referenced earlier, Tracey Gregg-Boothby, from Rose State College, a member of the Faculty Council.

Tracey Gregg-Boothby: Thank you for the opportunity to provide input at this tuition hearing. I am Tracey Gregg-Boothby, Professor of Music at Rose State College, and a member of the Faculty Advisory Council for the Oklahoma State Regents for Higher Education.

I'm actually filling in for Mindi Clark, Assistant Professor of Agriculture at Northwestern Oklahoma State University who is our current chair for the Faculty Advisory Council.

On behalf of the FAC, I want to thank Chancellor Johnson, the Regents, and support staff for their leadership, hard work, and commitment to higher education in Oklahoma, especially in the economic and budget climate we continue to face.

The council firmly believes higher education is the instrument that drives much of the economic development in Oklahoma. As educators and citizens, we are deeply committed to doing our part

in the development of the state of Oklahoma and its people. As such, state support to higher education is very limited and institutions are required to do more with less. Faculty members across the state, myself included, respond in a way that few would, and they say yes to whatever is asked of them with less in the budget. As a result, they continue to provide the best education for their students, producing outstanding graduates. However, some institutions have seen the departure of talented faculty and have been unable to fill open faculty and staff positions or maintain existing roles because of their inability to offer competitive salaries. Continued budgetary stress could lead to reduction in student access to courses and support services as well as fewer opportunities for students to benefit from the mentoring and professional advising by experienced faculty.

The Faculty Advisory Council supports a measured increase in tuition, one that accounts for changes in appropriations for higher education and allows each institution to fulfill their missions and sustain the value and quality of the degrees they offer. While we do not want to financially strap our students, it is imperative that we bolster our funding to a level sufficient to maintain current personnel and facilities while preventing the collapse of important programs and services. Even with a modest tuition increase, public higher education in Oklahoma will continue to be very affordable in comparison to peer institutions.

We know that a decision to raise tuition is difficult and appreciate your consideration for the input we have provided today. Thank you again for giving the Faculty Advisory Council the opportunity to speak today.

Dan Williams: Good morning, it is an honor to be standing in front of the Oklahoma State Board of Regents and to be speaking on behalf of the Oklahoma Student Government Association and the entire collegiate body of students in the state of Oklahoma. I'm here today, not to give you some sob story about how high tuition will price somebody out of college, you will hear that story today, I'm not here to give you statistics on why it will negatively impact students when we raise tuition. You'll hear that today too. I'm here to implore you to keep the student perspective in mind continuously when you are making these decisions. I've lived in Oklahoma all my life. I used to live in Enid, then I lived in Edmond, and now I go to Norman while attending the University of Oklahoma. I've seen a lot of different parts of the state while being a boy scout and while going on the campaign trail for Student Government Association president. And frankly, I think Oklahoman's work at their best when we work together. So I'm asking you to consider this tuition raise with the consent, with the advisement of the Oklahoma Student Government Association, with the advisement of the SAB and I want us to all work together, not only to push for more secure funding for higher ed but make sure we do it in an effective manner so we spend our resources in the best manner so that it is spent for our students and so that we are accruing those resources through methods that aren't burdening our taxpayers as much or burdening our students as much. As much as I understand that we need to keep our institutions in the black, let's make sure we don't do that at the cost of pricing our people out of our institutions. Thank you for allowing me to speak today and I'll take any questions you have.

Chancellor Johnson: Any questions from our Regents?

Regent Parker: What would be an acceptable level of tuition increase?

Dan Williams: Now I've talked to people from across the state and the average increase we've discussed is around five percent. And I think having it around 3 to 4 percent would be an acceptable increase. I think anything more than that would begin to drastically impact the students enrolled in our collegiate institutions.

Regent Parker: Thank you.

Regent Turpen: Do you have any student debt personally?

Dan Williams: Yes I do.

Regent Turpen: Is it too personal to talk about or do you mind talking about it?

Dan Williams: I can talk about it.

Regent Turpen: Please do.

Dan Williams: Well I've taken a private loan, I've got about \$7,000 in student debt, I'm going to be working three jobs this summer to help pay that off and to help pay for school and I'm probably going to be working around 20 to 30 hours a week and going to class. So it is a lot to manage but I'm doing my best to make sure school stays affordable. I attend the University of Oklahoma so I understand that it is a bit of a pricier institution but it is an institution that I found to my liking and has a great program for what I do. I major in Political Science and I've seen my personal abilities enriched there to my liking and that's why I attend there.

Regent Turpen: What part time jobs do you have?

Dan Williams: I will be phone banking for two campaigns and will be taking another job this summer working for a hail damage repair service.

Chancellor Johnson: Any other questions for Dan Williams? Regent Hickman.

Regent Hickman: I was just wondering if you would tell some more about the student government association and your involvement particularly as you mentioned working to get more state funding to keep tuition lower. I know there has been a lot of attention the last year or two on common education and in reality the attention should have been on higher education and career tech because a fourth of our budget has been taken and transferred to keep common education from being cut. Contrary to popular belief there haven't been cuts there but there have been cuts to higher education; that money has been moved from higher ed to common ed to pay teachers more. I think everyone agrees that, but are there things that the association does or can do to all of us, or things we can do to help the association be advocates? Because I don't know that there's a better advocate for higher education funding than students to the legislature. Are there things we can do or the association can do to tell the real story or the actual story and what the real numbers are which is higher ed has lost a fourth of their budget in the last decade while common ed's budget has been flat.

Dan Williams: Well thank you for bringing that up. One of the things I ran on and talked about when I was running for president is providing a united front for higher education. With the regents here, you all do a wonderful job, we have the OSGA board, we have members of the SAB here, and there is other higher education advocacy groups across the state but I feel like part of the problem when it comes to advocacy is we kind of attack this problem from right over here right over right over here when probably the most effective way to do that is to link arms and go in as a united front. If you want to get something done, you want as many people involved that know about the issue. You all are experts, I consider members of my board experts, and like you said we have been cut by nearly 23.2 percent I believe and I don't want to start a war between whether we should fund common ed or fund higher ed. All of these services are important. I

believe working with the people who organized the walkout for higher ed. We need to be talking to them what worked for you, what can work for us and how can we provide a united front for education in the state of Oklahoma. Because ultimately, Oklahomans are some of the best people in America. When we had the Moore 2013 tornado, we ran into the flames, we ran into destruction, we did not turn away and run. We ran towards it. And I think Oklahomans want to help each other but we don't know how yet and I think we all need to come to a table and figure out how we can help each other, how we can construct a budget that doesn't over tax people but taxes them at the right rate so we can provide a constructive budget that the government needs to provide. So we can build a system that works for everybody. Not just a few people. So I think working together we really need to emphasize that when we go to the legislature and ask for increased funding they can't say oh well this group says something different. If we all come to the table as one that will provide that one voice and it would be pretty hard for them to ignore us.

Regent White: The points that you've made about your concern for tuition are the same issues that this board sits and discusses each time we had a budget meeting, so we are your advocate for trying to keep the tuition low. I just want you to know that.

Dan Williams: And I appreciate that. I understand this board has gone through tremendous efforts to keep the tuition as low as possible. I mean we have seen a five percent increase in the base of a 23 percent cut. I don't know how you all manage that but that's incredible and I appreciate your hard work and thank you for that.

Regent White: We just want you to know that we are here for you.

Dan Williams: Absolutely.

Chancellor Johnson: Alright Dan. Thank you very much. Let's thank Dan for his comments today. Moving on to our next speaker from Oklahoma City Community College please welcome Rachel Woods.

Rachel Woods: Good morning, my name is Rachel Woods and I work at OCCC as well attend classes at OCCC. Many students also have jobs while getting an education. A study released by Georgetown University Center on Education in the Workforce found that over the past 25 years that more than 75 percent of students are working while attending school. They also expect for that number to keep growing as college tuition increases. So now, I want to throw some numbers out to you guys as you are considering an increase in tuition. Data from a US Census Bureau report found that one in five students work at least 35 hours per week year round. So let's say a student made \$8 an hour. So in a month, that student could make before taxes \$1,120 from one job at \$8 an hour. Now I looked up some cost of living averages for Oklahoma on bestplaces.net. Here are some bare minimum things a student might choose to pay for. Rent \$500 for a studio, food \$94, utilities \$93, car insurance \$107 for a total of \$858. After all is said and done, this student would have about \$262 left over to pay for gas, school bills and that's if they didn't have family they had to support, medical bills, because they didn't have health insurance or couldn't pay for health insurance. These students choose to go to places like OCCC because it's affordable for a quality education. The current cost of tuition per credit hour with some fees at OCCC is about \$130 per credit hour for residence and \$314 for non-residents. Let's compare this to a big name school like OU whose per credit hour with fees is about \$293 to \$600 for residents and \$806 to \$981 for non-residents. Keep in mind these costs are before textbooks, before having to pay for anything that is degree specific and it's easy to see why many students choose to start their education at places like OCCC. While in college I've had the chance to meet many people from all walks of life. Most of my friends and I have a job while going to school. Some of the

friends I've made however have had to drop out of college simply because they had to go to the doctor because they didn't have health insurance or because their car was going to need repairs and they had to get a second job to keep up with these things thus taking time away from being able to go to school. Last time tuition was raised at my school it was obviously the only thing students could talk about. It wasn't complaining you would hear but actual fear. Fear for how they would afford food, fear for how they would be able to pay for things their family needed, fear for how they were going to keep a roof over their head while trying to get an education. So please don't raise tuition.

Chancellor Johnson: Thank you very much. Our next speaker will be from Langston University, please welcome Jarae Williams.

Jarae Williams: Good morning, Oklahoma State Regents for Higher Education. I am Jarae Williams, a graduating senior Psychology major, Sociology minor from Oklahoma City, Oklahoma. It is my honor to be before you guys this morning and just tell you guys what I feel about the tuition increase. I am a resident from Oklahoma City, Oklahoma and I've been here for 23 years of my life. I graduated from Douglas High School, right up the street, and my senior year of high school my grandmother pressed upon me to really apply for scholarships and things like that that were listed around for the universities around. And I know a big thing where I come from is money, I don't come from much so my main goal was to look for different universities that had a low income rate as far as the tuition. Langston University was the most affordable so I went on a college tour and I literally had the intention to pay for college myself. I graduated high school with a 3.6 and Langston University offered me a Regents Scholarship, which paid for my housing and my meals. That was just a blessing. I would never have looked into that university had the tuition rate not been what it was. And speaking for the students that come from the place I do, none of us would have been able to do that. So that's just where I come from. And with that, it's opened up so many different opportunities for me. I also had the privilege of going to the University of Oklahoma to obtain my master's degree in Social Work. I never would've looked towards that opportunity had I not seen that tuition rate at Langston University. That's kind of where I'm coming from.

Regent Parker: You're now going to OU?

Jarae Williams: I'll be attending in the fall.

Regent Parker: On a scholarship?

Jarae Williams: Yes, they have a fellowship program, a two year program on Child Welfare and basically what you do is if you promise to work for the state for two years after graduation.

Mike Turpen: Tell me about Langston University, what was your experience there? Give me the highlights.

Jarae Williams: The highlights. Langston University is the only historically black college in the state of Oklahoma. It's an amazing university; it offers so many different opportunities for me. Just for example, they like to say that Langston University is the passport to the world. I've had the honor to travel out of the country. I went to Barbados on a study abroad and Langston University helped me come up with the funds just to be able to travel. It's amazing. They offer so much. Just the experience at Langston University as far as connecting with the student body, because we are a small university, but with a small university, you have the one on one with your professor. They offer so much I just can't even express it. It's helped me become the man I am

today. I don't think I would be who I am today if it wasn't for Langston University. Public speaking is not my thing but Langston University has helped me come out of my shell. And just to be able to do great things like this.

Regent Turpen: Thank you.

Regent Helm: I have one comment. The State Regents have supported Langston as well as we have. Langston right now receives more dollars from the State Regents per student than any of the other 25 institutions. We are trying to support what they do, we are excited, I think Dr. Smith is dynamic and we're excited to see fine young men like you matriculate.

Jarae Williams: Thank you guys, I really appreciate it.

Chancellor Johnson: Thank you Jarae. We appreciate you being here. Our next speaker, also from Langston University, is Moni Otubaga. Please welcome Moni.

Moni Otubaga: Hello, thank you guys so much for the pleasure and the opportunity to have this platform to speak before you guys. My name is Moni Otubaga. I guess I'm just going to come from a different perspective and that's a perspective of gratitude. I'm glad that you mentioned what you mentioned as far as what you are doing for Langston University. I am also a graduating senior at the institution and I'm just so grateful for everything you all have done for Langston University. I'm probably just going to give my testimony. I'm from Houston, Texas and I'm originally from West Africa Nigeria so I came to Langston University on an athletic scholarship. During my matriculation through Langston University I've been able to just be given so many opportunities and though I don't participate in athletics anymore I have been able to be given so much money and so much opportunity at Langston University that I'm graduating in May with zero debt and I'm just so grateful for that. I'm also entering a doctoral program of physical therapy at Baylor University so just each and every opportunity Langston University has given me because of their ability to do more with less has provided me with opportunities that I have today and I'm just so grateful for it. During my matriculation at Langston University I've been able to create an organization for international students as I've mentioned before I'm originally from Nigeria so with that opportunity to just be able to provide a safe space for international students I've been able to see their struggles and have been able to provide them with resources that would otherwise have not been provided for them. So for me, I'm just coming from a perspective of gratitude and just wanting to give my story so you guys know that there are other populations and other types of students who are out there that are benefitting from the work you guys are putting in for institutions such as Langston University and I'm just extremely grateful for it. So yeah, that's my piece. Thank you so much.

Chancellor Johnson: Thank you Moni. Our next speaker will be from Rose State College, please welcome Alexis Harris.

Alexis Harris: Good morning. My name is Alexis Harris and I am an outgoing student at Rose State College. When I heard about the idea of raising tuition it made me think about the students that already find it difficult to pay for college without financial assistance like myself. My brother and I both go to institutions that require a large amount of money for us to be able to continue our education. Being from a middle class family, we did not qualify for grants. According to our FAFSA, we made too much. Our parents really didn't want us to be saddled with high student loan debt upon graduating. Therefore, until I received scholarships, my parents were paying out of pocket for both of our tuition. I know it was extremely difficult for them but they always managed to have the funds we needed. There could be hundreds of families that are

in the same boat as mine. The raising of tuition could be the reason that someone who wants to attend college decides not to. Thank you for giving me the opportunity to speak.

Chancellor Johnson: Any questions? Thank you very much. For our student speakers that have spoken and those that will follow, we would like to get a group photo at the end, we will probably do it right over here and for those of you that have your smart phones and would like an individual picture, if you'll provide your smart phones we'll have those that will help with the pictures as well. The next speaker is Kaitlyn Burden from Rose State College.

Kaitlyn Burden: Good morning. I just want to first say thank you guys for allowing students like me to come and speak on behalf of our feelings and experiences in college. My name is Kaitlyn Burden and I'm outgoing student from Rose State College. I'm also on the OSGA Executive Board, I am the treasurer. I am actually am from a small town near Tulsa called Mannford, Oklahoma. I came to Rose State College because my parents make too much money for me to qualify for Oklahoma's Promise and they actually wanted all of their daughters, they have three daughters, to pay for college on their own. They have blessed me with other things but college is up to me. So Rose State College intrigued me because it was very affordable and they had just built student housing, which is perfect. I went there, had a tour and they told me about this really great leadership program. I was very involved in high school and I was blessed enough to be awarded the opportunity to be a part of the President's Leadership Class at Rose State. This opportunity has allowed me to graduate with my associates this spring with zero college debt. I couldn't be more grateful for what Rose State has done. They have all kinds of things to provide money to students. They keep growing their leadership program but it gets harder every year to withstand whenever tuition keeps growing and rising. But I do understand the other side of it. I actually work for the Vice President for Student Affairs at Rose State and I can just see every day walking into the office what these support staff are doing for the students. They are really needed and honestly I can see why tuition needs to be raised so we can support the support staff. I know from personal experience, my advisor has talked me off the ledge from dropping out so many times. I mean, college can be really stressful but I'm so thankful for people like her that I can go to be advised and just to be told that I'm going to be ok and that I can do it and I can achieve. So I just want to thank you guys for keeping that in mind and if you do raise it, keep it an affordable rate for students like me that have to pay for college on their own. Thank you so much for letting me speak today.

Regent Hickman: Did you say you're from Medford or Mannford?

Kaitlyn Burden: Mannford.

Regent Hickman: And you may have said it and I missed it, but, what is your associate's degree from Rose State and what's next, how will you continue to move forward since you are doing this on your own.

Kaitlyn Burden: My degree is in Enterprise Development at Rose State. It's kind of just a really general degree, I switched around my major a lot to figure out my life because you never really know going into college what you want to do but I am transferring to UCO this fall and I will be pursuing a Strategic Communications degree. Thank you.

Chancellor Johnson: Thank you Kaitlyn. Next we'll move to our speaker and presenter from Northeastern State University, welcome again, Traeton Dansby.

Traeton Dansby: First of all I would like to thank you for letting me come and speak on this matter and your commitment to student voices and hearing them throughout this matter because it does directly impact us. I'm Traeton Dansby, a sophomore from Valliant, Oklahoma, majoring in Elementary Education at Northeastern State University. I'm currently a two-time member of the Student Advisory Board for the State Regents and I'm the OSGA state vice president and Northeastern State University's student body vice president. I've had the incredible opportunity to advocate for hundreds and thousands of students and when I'm not doing that I'm working one of my three jobs as a resident assistant, lead mentor for Native American children in an after-school setting, and a substitute teacher. So my story is not unlike most of my peers. So many of us work multiple jobs or take out tremendous loans on the money we accrued to better ourselves for society. For myself, I'm going to be using my \$56,000 bachelor's degree to earn a starting salary of \$36,000. Had I not been fortunate enough to receive scholarships or be able to work, there's a very good chance that my four year experience would leave me in a lifetime of debt. Regents as you know, higher education is extremely important. Whenever we are able to produce more college students, crimes go down, the economy goes up and as a society we benefit as a whole. With this in mind, I hope you will remain dedicated to keeping tuition cost at their lowest. Now, I would also like to praise NSU for just a minute. We have taken cuts and faced adversaries just like any other institution. And under the leadership of our president, we've been able to stay true to our mission of advocating for all students and providing them a quality education. Now we've been forced to make cuts, and it hurts, we've seen it over and over. However, we've still been able to stay the third most affordable university, while upholding that green standard of academic excellence. Now to any state legislators that might be listening in, we've made the cuts, we've taken hit after hit and yet we've remained steadfast in our mission, enough is enough. On behalf of the 100,000 students I represent, I challenge you to immediately halt any discussion of a cut to higher education, as a cut to education is not only a cut to our future, but to the great state of Oklahoma. Thank you for providing this opportunity for me to speak.

Regent White: Any questions or comments?

Regent Turpen: Did you say where you went to high school?

Traeton Dansby: Valliant High School.

Chancellor Johnson: Valliant, tell me about that, where is that?

Traeton Dansby: McCurtain County, we have a very large population of 753 people.

Regent Turpen: How many did you graduate with?

Traeton Dansby: I graduated with 86 kids. So we were larger for our area.

Regent Turpen: Why did you go to Northeastern?

Traeton Dansby: I went to Northeastern because they were able to offer me the PLC scholarship which was a huge incentive to want to go there, like I said, that's going to alleviate a lot of weight on my shoulders having to graduate with a debt that is almost impossible to pay. So that was a big reason to go there.

Regent Turpen: How many did you graduate with?

Regent White: We appreciate your comments.

Chancellor Johnson: Ok, thanks again Traeton. Our next speaker from Oklahoma City Community College please welcome Daniela Obando.

(Daniela Obando was not present)

Chancellor Johnson: Ok, we'll move to the next speaker, the student body president at UCO, welcome Remington Dean.

Remington Dean: Hello everyone. Thank you for allowing me to speak today. My name is Remington Dean and I am the student body president at the University of Central Oklahoma. US founding father Benjamin Franklin once asserted that investment in knowledge pays the best interest. This seems to be common knowledge but in case many of us didn't know a recent study from Georgetown University from May 2017, found that individuals with a bachelor's degree earn on average 84 percent more than those with only a high school education. Yet the evidence goes further and even found that an individual with a Ph.D. degree will earn 61 percent more than those with a bachelor's degree. It is undisputable and very recognizable the correlation between education and economic yield. But what does that mean for UCO? The University of Central Oklahoma used to pride itself on being an affordable education and institution but with cuts to higher education and tuition increases this seems not to be the plausible idea anymore. Tuition increases mean more hours for students working and this will lead to them having to work more to pay off student loans which could lead to them studying less and lower grades. Additionally, UCO is an institution that prides itself on having its students fully immersed and fully involved. I myself am the president of one organization, the vice president of another, and a member of several others. And sadly to say, with the tuition increases I may have to pick up more hours working and have to be less involved in the organizations I am currently in. While this may not seem like a lot to you all it is everything to me. I pride myself on being immersed and being a student leader at the University of Central Oklahoma and pride myself on being able to serve those around me with no expectation of getting anything back. However, at the University of Central Oklahoma, I have been afforded the opportunity to set on the UPC Council which is the University Planning Committee and I have heard their concerns and voices for students and I know the University of Central Oklahoma administration has the students at the top of their mind in anything that they do. I am very understanding that there is a lack of funding for education, specifically, higher education at the University of Central Oklahoma and I know that these tuition increases are something that the University of Central Oklahoma has in mind for its students and the tuition increases are something that is necessary at the University of Central Oklahoma to keep up with the mandatory fees we have and all the things it takes to make a university run and to keep the qualified staff and faculty so that way we can have the most high quality education that we can have in Oklahoma and I would just like to thank you all for coming here today and hearing not only me but the students from across Oklahoma.

Regent White: Regent Lester?

Regent Lester: Thanks for your comments. I will tell you that it does mean a lot to us and I know I speak for all my colleagues here what happens with the tuition increase and what it means to students like you. We want students to get the best education but we want it to be affordable, we want you to enjoy all the wonderful things that an institution for higher education has. Sometimes when you say these numbers they don't really mean anything to people when we've got from about \$1.1 billion down to \$773 million that is a huge cut. Somehow there are ways to save money but we've kind of blown through the ways to save money and now we're in the place

of having to cut programs and unfortunately those cuts have to involve aid to students. It's tragic. I do appreciate the fact that it appears the legislature looks to approve a slight increase this year, that's helpful. I don't know that it keeps up with the inflation for this last year but it's still certainly better than what we've had the last several years. I'm appreciative of that. I hope that others understand what this is doing to students. Because ultimately, that's the point isn't it? We're about students. If we're running students off or if we're forcing students not to be able to take advantage of what college is all about well maybe we need to be in a different business. I don't think we do, I think we need to be in the business of caring for our future, caring for our students, so I want you to know that we certainly agree with you and are very concerned about the impact of any tuition increase on students.

Chancellor Johnson: We'll move to our next speaker, from the University of Central Oklahoma, please welcome Madelynn Dancer.

Madelynn Dancer: I'd like to thank you for having me this morning. My name is Madelynn Dancer, I'm from the small town of Soper, Oklahoma which is actually not very far from Valliant and I'm a business administration/legal studies major at the University of Central Oklahoma. I would like to stress that we understand the need for tuition increases given the lack of adequate state funding from state legislators but with that being said UCO has to raise mandatory costs each year in order to manage maintenance, health insurance, technology, all the fees that are needed for students at the University of Central Oklahoma to have the support that we need and the classes we need in order to graduate on time. I would like to stress that while we do understand these fees, I currently work two jobs while being a member of the National Residence Hall Honorary, UCO Student Congress Senator, and serving as a member of the UCO Public Affairs Task Force. With that being said, I try to apply for as many scholarships as I can with the goal of going to law school after I receive my undergraduate degree. With that being said, I would like to stress that we are grateful for all the work that you do and I truly appreciate you taking the time to hear our voices and concerns today.

Regent White: Thank you very much. Well said. Any comments? How did you happen to decide to go to UCO?

Madelynn Dancer: I actually received a scholarship for being on the President's Leadership Council.

Chancellor Johnson: Thank you Madelynn. Our next speaker will be from the University of Central Oklahoma, please welcome Terence Fields.

Terence Fields: Good morning, I'm currently a junior at the University of Central Oklahoma, majoring in Political Science and I would like to say that my freshman year I attended Fort Lewis College in Durango, Colorado and I had to move back to be closer to my family. One of the things that made me choose UCO was the low tuition rate in the state of Oklahoma. That's one of the reasons I chose it. With the tuition increases, I recently found at the UCO has one of the highest tuition rates here in Oklahoma. Me being a first generation college student, coming from a low poverty family I had to take out student loans in college and with the tuition increases I will have to take out more. I do currently work two jobs, one on campus, and one for the YMCA. I would like to say that I am thankful for you all keeping the tuition rate as low as you can in the past years and I would just like to go ahead and keep the students in mind whenever making these decisions in the future as well. Thank you.

Regent White: Any questions? Comments?

Regent Holloway: What is your hometown?

Terence Fields: I'm from Pawnee, Oklahoma.

Chancellor Johnson: Thank you Terence. Our final speaker today, from the University of Central Oklahoma, will be Chrishell Seals.

Chrishell Seals: I would like to say good morning and thank you for hearing us out on tuition increases. My name is Chrishell Seals and I'm originally from New Orleans, Louisiana but I've been here for about ten years. I'm a pre-med student at the University of Central Oklahoma majoring in Psychology and I also intend to get an associates in Anesthesiology Technology from OCCO, so when I speak, I speaking on behalf of UCO but considering tuition at every university. I want to start by saying that I have a brain injury and I have seizures and my seizures are stress induced seizures. It's important to hear that because when we are talking about increasing tuition we are also talking about increasing stress levels in students. And having been someone that was very involved in school, involved in multiple organizations and the community, now I am not a part of any club because I have had to cut so much out in order to handle my health with my classes and with working. I am a first generation college student so having support from my parents financially is not reality at all. It's not practical at all. So my funding comes directly from work, directly from any scholarship I earn in that year if I have time from work or from any grant that I receive from the state. I do get FAFSA so that helps out a lot. But when it comes to tuition increases I want it to be known completely that I understand why we need them. I understand that organizations need funding because being a part of an organization it's very hard to get work done for your students if you're not getting the support from your university. So I appreciate where the money goes, so it's helping out our organizations, however, what I share with a student who gets a little irritated when tuition increases are seen as not just for students. So all that I ask is with this increase I ask that you focus on anything that students actually need and not what beautifies the school or increases the publicity of the school. So with the tuition increase, if it goes through, just please focus on the necessities of what we need in order to graduate. Because one of the benefits of a tuition increase is making more classes available so we can graduate on time. We can't do that if we can't pay. So that's just a little bit about how I feel about it. Thank you.

Regent Turpen: What are your various part time jobs along the way?

Chrishell Seals: I have an internship with High Impact Management, it's a construction consultant firm, and I'm not going into architect or construction. I work on community events and mentor programs and that's a stipend of around \$250 a month. I work with B&B Catering, it's a catering company that also has a facility that they host events at, I would say that's maybe \$80-\$100 each event and they are not every day and because of my schedule and health issues, I can only work 15-20 hours a week and then I'm a full-time student as well.

Regent Turpen: Thank you.

Regent Parker: With regard to the allocation of funds generated by tuition and fees this body really doesn't have the authority to control that. That's not our role.

Regent White: Very good. We appreciate your comments today.

Chancellor Johnson: Thank you Chrishell. Chairman and Regents that concludes the speakers for our hearing today on tuition and fees.

Regent White: Any questions at this point?

Regent Lester: If I could make a couple of comments. I think we heard from 12 different speakers I heard several common threads and I just wanted to point out a couple of them. We had lots of students working to make ends meet. And these numbers that we talk about whether its \$1.1 billion or \$773 million and as it's been mentioned before it can be almost meaningless when it's a job that's at or close to minimum wage and trying to make ends meet as a student. That's the business we are in is helping young people, students be able to do better for themselves and in doing better for themselves they are of course doing the work of the state. And I hope all our friends at the legislature understand that these are real lives, real people, real dollars. The first speaker also said something I hope our friends at the legislature remember and she mentioned that talented professors are being lured elsewhere. This is a huge issue and when we are losing some of our best professors and they are being lured away and we can't keep them because of what is relatively a really small dollar amount to keep folk like that. That's sad and it's not serving our state it's not serving our students and frankly it's a lousy investment. To lose a guy, a woman or a man professor over let's say \$30,000 to someone who is perhaps bringing in millions of dollars in grants, that seems like a really bad tradeoff to me and not helpful to the state of Oklahoma. One of our speakers, Traeton, mentioned that we've taken hit after hit and enough is enough. I agree. What else needs to be said? We've taken hit after hit, enough is enough, again I'm grateful that appears we won't be losing ground this year again, I'm grateful for that. It would certainly be nice if we could start gaining back some of the ground that we've lost over the last several years. When I say "us" and "we", that's not us. It doesn't help anybody on this board. It doesn't hurt anybody on this board. We're talking about the students who have come out here and spoken to us and somebody mentioned they hoped the legislature hears as well and I agree. I hope they do too. Thank you.

Regent Parker: Just a comment. We've taken hit after hit and of course we are still standing but we're standing in a weakened condition with a diminished offering and that is not the right trajectory for higher ed and for the state of Oklahoma. It can only damage us if we continue on that trajectory.

Regent Hickman: A couple of questions. One, I'd be curious to know from our students, how many of you did concurrent enrollment when you were in high school? That is the one area where we are seeing an increase is concurrent enrollment. It obviously has a big impact and allows you to finish faster by allowing you to get those classes in high school at a much reduced rate to the state, to you and to your families. I think it would be a very popular program for the legislators to see the impact to the students, parents and voters across the state. Did Amanda step out? And Chancellor you may know this as well, when tuition is increased, is any portion of that set aside for scholarships, and if so, do we know if those dollars are then being reinvested and then on the flip side of that, raising tuition on some students to move those dollars around to, how does that process work?

Chancellor Johnson: Well, I think it's really different between institutions. There is some discretion at the institutional level on how that's done. Some programs funds scholarships to augment either private or some of our tuition waiver programs. So, the short answer is yes.

Regent Holloway: Question. How many of you are OHLAP students? Thank you.

Regent White: Any other questions? Again, the State Regents want to thank all the individuals who have testified today for us and I hope all of you realize from your presentations and the

comments from the board that it's sort of like preaching to the choir because we are on your side. And the comments you made are all valid and we've been trying to carry that message to the people we need to carry it to and we hope that you do the same. All the written and oral commentary received today as well as commentary received via email in the State Regents office will be assembled and provided to all State Regents. If there are no other comments we are now adjourned.