



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

June 28, 2018

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 28, 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 June 28, 2018.

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

A G E N D A

Thursday, June 28, 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.

STUDENTS

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

FISCAL

7. **E&G Budget.**
 - a. Approval of FY19 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 5.
 - b. Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 7.
8. **Tuition.**
 - a. Approval of Institutional Requests for Changes to Academic Services Fees for Fiscal Year 2019. Page 9.
 - b. Approval of FY19 Mandatory Fees and Tuition. Page 11.
9. **EPSCoR.**
 - a. Approval of INBRE Grant Allocations. Page 13.

- b. Approval of Matching Funds for NASA. Page 15.
 - c. Approval of Contract/Agreement for Facilities. Page 17.
 - d. Acceptance of the 2018 Oklahoma EPSCoR Advisory Committee Annual Report. Page 21.
 - e. Ratification of Payment for EPSCoR/IDeA Coalition Dues. Page 29.
10. **Capital.** Approval of the FY19 Annual Campus Master Plan for submission to the Long-Range Planning Commission. Page 31.
11. **Contracts and Purchases.** Approval of FY 2019 Purchases in excess of \$100,000. Page 33.
12. **Grants.** Acceptance of funds granted for the 2018-2019 FAFSA Completion Challenge Grant through the National College Access Network. Page 37.
13. **Investments.** Approval of investment managers. Page 41.

ACADEMIC

14. **New Programs.**
- a. University of Oklahoma. Approval to offer the Bachelor of Arts in Community Health, the Bachelor of Science in Community Health, the Graduate Certificate in Arts Management and Entrepreneurship, the Graduate Certificate in Data Science and Analytics, and the Graduate Certificate in Data Analytics for Information Professionals. Page 43.
 - b. Oklahoma State University. Approval to offer the Doctor of Philosophy in School Psychology and the Bachelor of Arts in Arts Administration. Page 65.
 - c. Oklahoma State University Center for Health Sciences. Approval to offer the Doctor of Philosophy in Forensic Sciences. Page 81.
 - d. Cameron University. Approval to offer the Associate in Arts in Strategic Communication. Page 89.
 - e. Rogers State University. Approval to offer the Certificate in Career Technology and Education. Page 97.
 - f. Carl Albert State College. Approval to offer the Certificate in Religious Study, the Certificate in Organizational Leadership, the Certificate in Hospitality and Event Management, the Certificate in Social Services Assistant, the Certificate in Occupational Skills, and the Certificate in Law Enforcement Procedure. Page 103.
 - g. Oklahoma State University Institute of Technology. Approval to offer the Bachelor of Technology in Applied Technical Leadership as a substitution for the Bachelor of Technology in Civil Engineering Technology. Page 119.

15. **Program Deletions.** Approval of institutional request for program deletions. Page 121.
16. **Career Technology Center Transfer Courses.** Approval of Transfer Courses from Oklahoma Technology Centers for Technical Degree Programs. Page 123.
17. **Intensive English Programs.** Approval of Intensive English Program. Page 133.
18. **University Center of Southern Oklahoma.**
 - a. Approval of request to allow Langston University to offer the Bachelor of Science in Nursing in Nursing at the University Center of Southern Oklahoma in Ardmore. Page 135.
 - b. Approval of request to discontinue offerings by East Central University at the University Center of Southern Oklahoma. Page 139.
 - c. Posting of revisions to the State Regents' University Center of Southern Oklahoma policy. Page 141.
19. **Policy Exception – Concurrent Enrollment.**
 - a. Request for approval of policy exceptions for a concurrent enrollment pilot project at Oklahoma Panhandle State University. Page 147.
 - b. Request for approval of policy exceptions for a concurrent enrollment pilot project at the University of Oklahoma. Page 151.
20. **State Authorization.** Request to authorize an out-of-state public institution and a private institution operating in Oklahoma. Page 153.
21. **Oklahoma Tuition Aid Grant.** Approval of the 2018-2019 Oklahoma Tuition Aid Grant Award Schedule. Page 157.
22. **Temporary Assistance to Needy Families.**
 - a. Approval of contract renewal between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families (TANF) Program. Page 161.
 - b. Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Department of Human Services. Page 165.
23. **Scholars for Excellence in Child Care**
 - a. Approval of contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents to continue the Scholars for Excellence in Child Care program. Page 167.
 - b. Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services. Page 173.

EXECUTIVE

24. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 175.
25. **Executive Session.** Page 177.
 - 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

26. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs.
 - (1) Approval of institutional requests for program modifications. Page 179.
 - (2) Ratification of institutional requests for program suspensions. Page 189.
 - b. Electronic Delivery. Northeastern State University. Approval to offer the Bachelor of Science in Hospitality and Tourism Management through online delivery. Page 191.
 - c. Ratification of the Brad Henry International Scholar's scholarships. Page 193.
 - d. Agency Operations. Ratification of purchases in excess of \$25,000 for FY2018. Page 195.
 - e. Resolutions. Approval of resolutions honoring retiring staff. Page 197.

REPORTS

27. **Reports.** Acceptance of reports listed.
 - a. Programs. Current status report on program requests. Page 199. (Supplement)
 - b. Annual Reports.

- (1) Report on Low Producing Programs. Page 201.
- (2) Teacher Education Annual Report on System Wide Review. Page 205. (Supplement)
- (3) Academic Policy Exception Quarterly Report. Page 209.
- (4) Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2016-2017. Page 211.
- (5) 2016-2017 Annual Student Developmental Education Report. Page 217.

28. **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.
29. **Officers.** Election of State Regents' officers for 2018-2019.
30. **Recognition.** Recognition of outgoing Chairman Ron White.
31. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
32. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, September 5, 2018 at 10:30 a.m. and Thursday, September 6, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.
33. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 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 May 11, 2018 through June 14, 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 May 11, 2018 through June 14, 2018:

- Attended Honorary Degree Luncheon at the University of Oklahoma in Norman.
- Attended Evening of Honors and Recognition event at East Central University in Ada.
- Attended University of Tulsa College of Law Alumni Gala honoring State Regent Mike Turpen at Gilcrease Museum in Tulsa.
- Participated in Southern Regional Education Board (SREB) presidential search committee conference call.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) nominating committee conference call to discuss higher education issues.
- Attended Oklahoma Hall of Fame luncheon and media announcement at the Gaylord Pickens Museum in Oklahoma City.
- Attended Oklahoma Educational Television Authority (OETA) Executive Committee meeting in Oklahoma City.
- Attended Oklahoma Foundation for Excellence annual awards banquet at the Embassy Suites in Norman.
- Met with Oklahoma EPSCoR State Director Jerry Malayer in Oklahoma City to discuss EPSCoR issues.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Participated in Southern Regional Education Board (SREB) presidential search committee conference call.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Met with University of Oklahoma (OU) College of Law mentees in Oklahoma City.
- Attended and chaired Oklahoma Campus Compact (OkCC) Executive Committee meeting in Oklahoma City.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence and SREB President-Elect Stephen Pruitt to discuss SREB issues.

- Attended Change of Command Ceremony at Tinker Air Force Base.
- Met with Oklahoma State University – Oklahoma City (OSU-OKC) President Brad Williams in Oklahoma City to discuss higher education issues.
- Participated in Southern Regional Education Board (SREB) Finance Committee conference call to discuss SREB issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Chair Garrett King to discuss OETA issues.
- Met with Gene Rainbolt in Oklahoma City to discuss higher education issues.
- Attended and chaired State Regents’ Campus Safety and Security Task Force meeting in Oklahoma City.
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss SREB issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss SHEEO issues.
- Met with Representative Jason Dunnington in Oklahoma City to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Exceptional Leader Award Committee conference call to discuss SHEEO issues.
- Met with Oklahoma Coalition for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues.
- Met with Representative Mike Osburn in Oklahoma City to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) conference call to discuss SHEEO issues.
- Met with Senator Kay Floyd and Senator Michael Brooks in Oklahoma City to discuss higher education issues.
- Met with former State Regent Carl Renfro in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) senior consultant Gale Gaines to discuss SREB issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson and Indiana Commissioner for Higher Education Teresa Lubbers to discuss SHEEO issues.
- Met with Representative Dell Kerbs and Representative Zack Taylor in Shawnee to discuss higher education issues.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #6:

Students.

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #7-a:

E&G Budget.

SUBJECT: Approval of FY19 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #7-b:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,203,861.41 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,203,861.41 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$2,407,722.82. This amount is sufficient for a transfer of \$1,203,861.41 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$78,463,414.99.

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

5-Year History of Allocations	Amount to Each Entity
FY2014 Total	\$5,844,381.21
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Total	\$5,707,375.33
FY2018 Y-T-D	\$6,185,257.93

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #8-a:

Tuition.

SUBJECT: Approval of Institutional Requests for Changes to Academic Services Fees for Fiscal Year 2019.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for Fiscal Year 2019 as reported in the supplemental schedules.

BACKGROUND:

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

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

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2019 were posted at the State Regents' meetings held March 29 and May 25, 2018. Public hearings were held on Thursday, April 26 and Wednesday, June 27, 2018 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

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

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 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. Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

Of the twenty-five public institutions in The State System, twenty-two requested changes in academic services fees for Fiscal Year 2019 and three had no requests for changes in these fees. The institutions requested 105 changes in Special Instruction Fees, 76 changes in Facility/Equipment Utilization Fees, 102 changes in Testing/Clinical Services Fees, 908 changes in Classroom/Laboratory Supply and Material Fees, and 121 changes in various Other Special Fees.

A total of 1,312 changes have been requested to academic services fees for Fiscal Year 2019, an increase of 675 requests (106%) when compared to FY18 requests. The complete listing of requests for posting is attached.

It is recommended that the State Regents approve these institutional requests for changes to academic services fees for Fiscal Year 2019.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #8-b:

Tuition.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #9-a:

EPSCoR.

SUBJECT: Approval of INBRE Grant Allocations.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. State Regents' funds are requested to be continued for the following INBRE initiatives for institutions both within and outside of the INBRE network as follows: 1) support of one-year research and equipment grants submitted by faculty. These applications are subjected to rigorous peer-review by a panel of biomedical research experts from throughout the state and only those judged to be highly meritorious are eligible for funding. 2) Support to add additional students to the ongoing INBRE undergraduate summer research program. 3) Assistance in recruiting new science, technology, engineering and math (STEM) faculty with active research programs to Oklahoma. 4) Support for grant writing and interdisciplinary curriculum development. 5) Faculty career and research development.

State Regents' funding will further enhance the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improve the science curriculum and STEM education offered to undergraduate students, encourage students to consider STEM careers, and enhance the biomedical research pipeline in the state of Oklahoma. The requested funds will extend State Regents' support for INBRE activities during the fifth year of the five-year award for the 2018-2019 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #9-b:

EPSCoR.

SUBJECT: Approval of Matching Funds for NASA.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$50,000 to the University of Oklahoma for NASA EPSCoR projects.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #9-c:

EPSCoR.

SUBJECT: Approval of Contract/Agreement for Facilities.

RECOMMENDATION:

It is recommended that the State Regents approve the FY 2019 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2018.

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

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

MEMORANDUM OF AGREEMENT

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

This agreement, effective July 1, 2018, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

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

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

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

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

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

1. The OSRHE will dedicate, from space it currently leases from OU, one office for INBRE use.
2. One person identified to the OSRHE by OU will have full access to the designated space for the conduct of INBRE business and will, at all times, be subject to the same rules and requirements of tenants within the OSRHE space.
3. OU will pay to the OSRHE the amount of \$488 per month as per the attached supplement.
4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and OU.
5. This Agreement will terminate June 30, 2019, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.
6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

**OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION**

Signature

Printed Name

Title

Date

**BOARD OF REGENTS OF THE
UNIVERSITY OF OKLAHOMA**

Signature

Printed Name

Title

Date

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

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma INBRE according to the following schedule for the period of July 1, 2018 to June 30, 2019:

	Square Footage	Term Cost 7/1/18 - 6/30/19 \$17.00/sf
Dawn Hammon office	228	3,876.00
Central Services		1,500.00
OneNet		180.00
Parking		300.00
Annual Cost		\$5,856.00
Monthly Cost		\$488.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #9-d:

EPSCoR.

SUBJECT: Acceptance of the 2018 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

It is recommended that the State Regents accept the FY 2018 Oklahoma EPSCoR Advisory Committee's Annual Report.

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

During 2017 and 2018, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

Annual Report of EPSCoR/IDeA Activities - 2018
Submitted to Oklahoma State Regents for Higher Education
By the Oklahoma EPSCoR Advisory Committee

Oklahoma's EPSCoR/IDeA Program remains very active in 2017-2018, directly participating in federal EPSCoR/IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, and the Department of Energy.

State EPSCoR Advisory Committee

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

National Science Foundation

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The five-year program theme is "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma". This project will continue our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma. At this point most of the goals and objectives of the five-year program have been accomplished or are on-schedule to be completed at the end of the grant period. We are currently on a no-cost extension through a completion date of November 2018. To date, this effort has generated \$331.6 million in new research funds for Oklahoma (total does not include RII or State funds)

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities, with emphasis on the current RII science theme where appropriate. Oklahoma NSF EPSCoR outreach and education programs have reached over 21,800 Oklahomans during Year 5 of this award. More than 60 percent of those participants were female; 33 percent were from an underrepresented minority group. Our K-12 programs served over 10,500 students across the state, nearly 50 percent of all participants in Year 5. In the higher education category, 624 participants were from regional and minority-serving institutions, while 325 students and faculty from research institutions participated in EPSCoR outreach programs. More than 10,300 individuals from business, industry, and organizations also engaged in EPSCoR outreach. Individuals representing every group within the science, technology, engineering and math (STEM) pipeline were served to ensure that the state's emerging high tech businesses and research labs will have a highly qualified and diverse applicant pool to draw from in the foreseeable future.

Here are three specific examples of programs sponsored or co-sponsored through the NSF EPSCoR outreach programs specifically aimed at K-12 students (out of thirteen such programs currently active in Oklahoma).

1. Peoria Nation Stream Hydrology Trailer: The stream hydrology trailer is a unique, mobile outreach tool provided by EPSCoR funding to the Peoria Tribe at the conclusion of Year 4. In Year 5, the Tribe's Environmental Department used the trailer to bring live water demonstrations to over 1,500 Tribal and community members, including parents, teachers, and children, throughout northeastern Oklahoma. The average median household income of the areas served is less than \$37,000/year. Events included the Peoria Tribe's Annual Meeting, Ottawa County Natural Resources Day, the Eastern Shawnee Tribe's Lost Creek Water Festival, and Wyandotte Tribe's Environmental Festival. One of the ways the Stream Hydrology Trailer has proved especially effective is by demonstrating through live simulations what stream bank erosion consists of and how detrimental it can be to waterways and property. The presentations, which have opened discussions on climate change and its effect on weather patterns, were particularly relevant to citizens in the areas served due to major floods they experienced in 2017. The demonstrations and discussions have also been designed to pique children's curiosity and awareness of environmental issues and environmental protection, so they might seek out further education in those areas in the future. The Tribe plans to seek out more education and outreach grant funding in the future, and the ongoing success of the Stream Hydrology Trailer initiative will serve as important leverage in those proposals.
2. Girl Scouts of Western Oklahoma (GSWO) STEM Initiative: The Girl Scouts of Western Oklahoma (GSWO) STEM Initiative directly reached 3,967 girls, as well as 527 boys in Year 5; 44% of participants were underrepresented minorities, while 8% indicated "multiple races." The GSWO STEM Coordinator and STEM curriculum, established through ESPCOR support in Year 1, have changed how the Scouts operate in Oklahoma. In contrast to five years ago, STEM is now integrated into the majority of Scout functions. Because of the immense growth of the GSWO STEM program over the last five years of this RII award, the Scout leadership is making plans to expand their STEM program by building a STEM-focused urban camp in Oklahoma City, with outdoor and environmental science as the theme areas. The camp is expected to open in summer 2019.
3. Science Museum Oklahoma Tinkerfest: Tinkerfest, the first event of its kind in Oklahoma, was a daylong celebration of curiosity and creativity for Oklahoma children and the adults who support them. Held at Science Museum Oklahoma (SMO) on September 30, 2017, the event immersed more than 7,400 people in a day filled with fun and innovative hands-on science experiences that they would not otherwise have had access. EPSCoR's sponsorship covered the cost of admission for all attendees, which were 50% female and 25% underrepresented minorities. By covering the cost of admission, many participants who had not been able to experience SMO in the past due to cost constraints were able to visit the museum for the first time, as was the case with the teachers and students of a residential children's home who attended the event. Community partner organizations hosted more than 60 activity booths ranging from building mousetraps to smashing pumpkins; attendees also visited SMO's permanent exhibits throughout the day. The Tinkerfest attendance level broke the previous attendance record for an event held at SMO by more than 1,000 individuals. The event engaged numerous community partners and over 100 volunteers; an interstate collaboration with the Arkansas Museum of Discovery Tinkerfest, on which this event was modeled, was another important partnership.

The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma's 13 public universities). Recognized as a national model for intrastate collaboration, the initiative has served over

100 institutions and facilitated over \$200 million in external funding. Every researcher in Oklahoma has access to state-of-the-art supercomputing facilities through the OCII.

In 2016, the State EPSCoR Advisory Committee chose Food, Energy and Water Systems as the theme of the next Track-1 project for 2017-2022 and this proposal was submitted in August 2017. This theme plays into strengths in Oklahoma's institutions in studies of climate, water resources, agriculture, and energy. *We learned on April 27, 2018 that, unfortunately, the proposal was not recommended for funding by the Review Panel at NSF. While the reviewers found many strengths in the proposal, especially in our outreach and education efforts, the Research Plan was deemed to be too fragmented and not sufficiently integrated to be viewed as a cohesive effort.* The critiques have been shared among our researcher community and university administrations. The Executive Committee of the State EPSCoR Advisory Committee met May 7 to discuss next steps, and the State Director met with Chancellor Johnson on May 21. A workshop was held in Edmond on May 30, 2018 to discuss next steps. The meeting was moderated by the State EPSCoR Director with members of the State Advisory Committee present, and was attended by 26 researchers. A number of strategies are still under discussion at this time, but we are determined to develop a successful proposal in the next round (to be submitted summer 2019). Potential strategies include: new approaches to integration of the "Food, Energy, Water" topic areas; reducing the scope of the proposal to a more easily managed subset of those topics; reducing the scope of the proposal by shifting to a more easily managed alternate topic; bringing in consultants to facilitate proposal development through workshops and other assistance.

National Institutes of Health

The National Institutes of Health (NIH) administers three programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program. Under the Centers of Biomedical Research Excellence (CoBRE) grant program, Oklahoma has 9 current awards (13 total) valued at over \$166 million over the lifetime of the awards. Under the Clinical and Translational Research (IDeA-CTR) program, Oklahoma has 1 current award (limit) at \$20.3 million. Under the IDeA Network of Biomedical Research Excellence (OK-INBRE), Oklahoma has 1 current award (limit) with total value of \$65 million over its lifetime.

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

Impact of NIH/IDeA in Oklahoma

Research

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

Education

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

Workforce Development

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

Public Health

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

National Aeronautics and Space Administration

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. Following the successful completion of our most recent RID Grant, awarded in 2013, the NASA EPSCoR group, led by Dr. Andrew Arena, recently submitted a proposal to renew the program. The RID core federal award, if successful, is for \$125,000 annually for 3 years (through 2021). The OSRHE approved matching funds of \$63,000 annually. The aggregate funding for this program from federal, university and OSRHE sources totals approximately \$750,000.

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

In anticipation of the 2018 call for proposals, we have just completed a state-wide open competition involving pre-proposal review by members of the State EPSCoR Advisory Committee and selected the top project for submission. The proposal, "Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency" led by Dr. Bayrammurad Saparov from the University of Oklahoma, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, will be submitted later in 2018 and will have a 2019 start date.

In 2016, the NASA program announced that we may submit 2 projects, one that may be funded in 2017 and the other in either 2017 or 2018, based on merit. We engaged in a state-wide open competition involving pre-proposal review by members of the State EPSCoR Advisory Committee and selected the top 2 projects for submission. Two proposals were submitted in early 2017, "Free-Space Optical Systems for Space-Based Communication and Networking" led by Dr. Hazem Refai, Professor, School of Electrical & Computer Engineering at The University of Oklahoma-Tulsa, and "Space-borne Antennas & Circuits for Condensed Radars and STEM (SPACERS)" led by Dr. Hjalti Sigmarsson, Assistant Professor, School of Electrical & Computer Engineering at The University of Oklahoma. Dr. Sigmarsson's proposal was approved for funding at \$250,000 per year for 3 years (2017-2020). The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award. Dr. Refai's proposal was not selected.

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

In 2015 a new proposal entitled: “A Hybrid Photovoltaic Up/Downconversion and Biological System for Extended Space Flight”, a multi-institutional effort led by Dr. Parameswar Hari of the University of Tulsa, was submitted to the NASA EPSCoR program, and received approval for funding at \$250,000 per year for 3 years (2015-2018). The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award.

Department of Energy

The Department of Energy accepted proposals for EPSCoR-State/National Laboratory Partnerships. These partnerships are to advance fundamental, early-stage energy research collaborations with the Department of Energy national laboratories and provide \$750,000 in federal funds over three years. Dr. Ian Sellers of the University of Oklahoma, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, submitted the proposal titled, “Hot Carrier Dynamics in Low-Dimensional Systems”. The OSRHE approved a commitment of \$48,000 annually in matching funds for the three-year award.

Future Outlook

The result on the NSF RII Track-1 proposal is clearly a setback and a major disappointment. However, we believe we understand the problems and how to correct them. The process is underway to develop a successful revision for resubmission in 2019. There will be a gap in the research funding; however, bridge funding is available from NSF to sustain program operations, including outreach efforts. Increasingly, EPSCoR states have had to deal with gaps in their Track-1 programs; recent examples include Kansas, South Carolina, and this year, Nevada. We have faced a gap in funding in the past, in the mid-1990s, but we have an excellent team and strong support around the state and should be successful next year. With respect to the other EPSCoR and the IDeA programs, we continue to be one of the most successful among the EPSCoR/IDeA states. Two other major grants, the IDeA INBRE and the IDeA-CTR, are in place through 2019. In this regard, the INBRE was submitted for renewal in March of 2018 and will be reviewed in October 2018 for the 5 year renewal phase to begin in 2019 when the currently active award ends. The IDeA-CTR was submitted for renewal last year and received an outstanding priority score. We are currently waiting on a notice of award from the NIH for this 5 year renewal. We have just obtained another new NASA EPSCoR grant.

The budget outlook for EPSCoR/IDeA at the federal level for FY 2018 continues to be stable. Despite the noise around the federal budget process, the Congress continues steady support for R&D programs in general. Our own Oklahoma Congressional delegation have been excellent supporters. There is strong support for EPSCoR, as well as for NIH, NSF and the other research and development programs in Congress and we hope to maintain level funding in the programs. We saw an increase in funding for the EPSCoR and IDeA programs in the recent 2019 spending bill, thanks to efforts of Congressman Cole and others in support of the value of these programs to Oklahoma and other eligible states. It should be kept in mind that aggregate funding for EPSCoR/IDeA programs across all federal agencies amounts to less than 1 percent of the nondefense R&D budget.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our state. We are focusing on distinct opportunities for a new, bolder and more strategic approach toward the

EPSCoR/IDeA framework that can propel Oklahoma to significant new levels of achievement in research, development, and education, resulting in a substantially enhanced translation of outcomes into practicable assets for sustained economic development. With the continued support of the State Regents, Oklahoma EPSCoR/IDeA is poised to continue as one of the key components of Oklahoma's research and development portfolio, enhancing both economic development and educational opportunities for our students.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #9-e:

EPSCoR.

SUBJECT: Ratification of payment for EPSCoR/IDeA Coalition Dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$32,500 for the calendar year 2018.

BACKGROUND:

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Five federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding.

Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM 10:

Capital.

SUBJECT: Approval of the FY19 Annual Campus Master Plan for submission to the Long-Range Planning Commission.

RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2019-2027 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

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

POLICY ISSUES:

None.

ANALYSIS:

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

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

A total of 597 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately \$2.96 billion for the eight-year period.

Supplement

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #11:

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

OCAP

- 1) Educational Credit Management Corporation, in the amount of \$2,360,000 for use of an integrated software system and services for administering student loans as well as providing federally required FFELP default aversion services performed on behalf of OCAP (Funded from 701-OCAP).
- 2) Loan Sciences LLC, in the amount of \$406,000 to provide student grace period and cohort management services on both Federal Direct and Federal Family Education Loan Program (FFELP) loans to certain state system schools and state technology schools 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. This contract is a result of a Request for Proposal process and will begin in October 2018. (Funded from 701-OCAP).

Endowed Chairs Program

- 3) Mercer in the amount of \$433,000.00 for FY19 investment consulting services. (Funded from 707-Endowed Chairs Program).

EPSCoR

- 4) Approval for EPSCoR to solicit vendors to develop a highly competitive Research Infrastructure Improvement (RII) Track-1 proposal for submission to the National Science Foundation (NSF) and to prepare additional information in response to questions from NSF arising from the merit review process. The contractor will serve as an advisor and member of the proposal development team. In all aspects, the contractor will work in tandem with the EPSCoR state leadership, including principal faculty and senior administrators. The cost of this project is expected to be approximately \$120,000.00. (Funded from 714-EPSCoR).

OneNet

- 5) Suddenlink Communications in the amount of \$121,725.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 6) Indian Nations Fiber Optics in the amount of \$295,000.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 7) Windstream Oklahoma, LLC in the amount of \$988,365.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet)
- 8) Skyrider Communications in the amount of \$289,000.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 9) Dobson Technologies Transport in the amount of \$453,215.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 10) Cross Cable Television, LLC in the amount of \$160,600.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 11) Cox Communications in the amount of \$1,567,504.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 12) VYVE Broadband dba BCI Broadband Holdings in the amount of \$219,500.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 13) American Telephone and Telegraph Corporation in the amount of \$5,044,531.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 14) Pioneer Long Distance Inc. in the amount of \$428,034.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).

- 15) Pine Telephone Company in the amount of \$246,400.00 for circuits to provide service to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 16) MBO Networks, LLC in the amount of \$589,400.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 17) Hilliary in the amount of \$171,000.00 for circuits to provide service to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 18) Copper River Information Technology in the amount of \$320,828.72 for maintenance renewal to provide support for the ADVA network equipment that is integrated into the OneNet network. Costs are recovered through OneNet user fees. (Funded from 718-OneNet)
- 19) Addison Professional Financial Search in the amount of \$284,760.00 for Professional IT services to assist with software engineering and development needs. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 20) BTC Broadband in the amount of \$116,386.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 21) Cable One in the amount of \$110,034.00 for circuits to provide services to current OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 22) Copper River in the amount of \$250,000.00 for 100 Gigabit Ethernet optical equipment that is needed to accept a new internet access circuit at the optical node located at 319 W University Drive in Durant, Oklahoma. Costs are recovered through OneNet user fees. (Funded from 718-OneNet)
- 23) American Telephone and Telegraph Corporation in the amount of \$163,032.00 for Cloud services provided to current OneNet customers. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 24) My Consulting Group in the amount of \$124,080.00 for development support on the existing in-house billing system. Costs recovered through OneNet user fees. (Funded From 718-OneNet).
- 25) Copper River in the amount of \$210,000.00 for Adva optical equipment to upgrade 10 Gigabit Ethernet backup wave from Internet 2 to 100 Gigabit Ethernet backup wave service. The optically protected route will run from the Tulsa Internet 2 site at the Level 3 facility located at 18 W Archer Street in Tulsa, Oklahoma to the Oklahoma State University (OSU) Tulsa hub located at 700 N Greenwood in Tulsa, Oklahoma. Costs are recovered through OneNet user fees. (Funded from 718-OneNet).
- 26) Presidio in the amount of \$639,162.32 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network. Costs are recovered through customer user fees. (Funded from 718-OneNet).

Multiple Funds

- 27) Bank of America in the amount of \$100,000.00 for FY19 P-Card purchases. These funds must be encumbered prior to being able to use the P-Card for FY19 purchases. (Funded from 210-Core, 701-OCAP, 718-OneNet, 720-OCAN, 730-GEAR UP)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #12:

Grants.

SUBJECT: Acceptance of funds granted for the 2018-2019 FAFSA Completion Challenge Grant through the National College Access Network.

RECOMMENDATION:

It is recommended that the State Regents accept grant funds in the amount of \$40,000 to support the Oklahoma College Assistance Program's efforts to increase completion of the FAFSA (Free Application for Federal Student Aid) among high school students in the Oklahoma City Public Schools district.

BACKGROUND:

The Oklahoma College Assistance Program (OCAP) provides college access, financial aid awareness, financial literacy and student loan management programs and services for students and parents, and default prevention programs and services for the campus financial aid and student services communities. OCAP resources and services are continually in high demand; in 2016-2017, OCAP's Outreach team provided 139 presentations statewide on college planning, financial assistance and FAFSA completion, and in 2017-2018, 143 presentations. In addition to teaching educational workshops, OCAP's Outreach team provides a wide spectrum of college planning and FAFSA instructional resources and services to empower K-12 educators, administrators and counselors.

The National College Access Network (NCAN) offers a FAFSA Completion Challenge Grant program to fund initiatives across the nation that increase FAFSA completion in cities with traditionally low completion rates. This grant awarded \$40,000 to service providers in 25 U.S. cities with a population of at least 100,000 and a FAFSA completion rate at least 5 percentage points below the national average for the high school class of 2017.

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

On June 1, 2018, OCAP was awarded a one-year FAFSA Completion Challenge Grant in the amount of \$40,000. Grant funds will be used to pay for publication printing, supplies, travel, and other direct costs, as well as salary and benefit expenses for OCAP staff who will work collaboratively with Oklahoma City Public Schools (OKCPS) to increase the district's FAFSA completion rate by 5 percent in the 2018-19 academic year. Through the grant, OCAP will work with the following schools:

- Capitol Hill High School
- Classen High School of Advanced Studies

- Douglass High School
- Emerson Alternative Ed
- John Marshall High School
- Northeast High School Academy of Health Sciences and Engineering
- Northwest Classen High School
- Oklahoma Centennial High School
- Southeast High School
- Star Spencer High School
- U.S. Grant High School

In accordance with the requirements of the grant, OCAP will work cooperatively with OKCPS educators and provide hands-on training for the OKCPS class of 2019 to stress the importance of completing the FAFSA to determine eligibility for federal financial aid. OKCPS staff will also be trained to utilize the Oklahoma FAFSA Data Portal (OK-FDP), which allows K-12 educators to monitor high school seniors' individual FAFSA completion status. The OK-FDP provides information regarding FAFSA completion, missing signatures, and the verification status of individual students who have submitted a FAFSA, which empowers educators to provide customized assistance to students and parents.

OCAP will collaborate with various campus financial aid professionals to provide the most up-to-date information to OKCPS students and parents on FAFSA completion and specific campus requirements for financial assistance. Translators may also be engaged to assist in communicating effectively with families for whom English is not the primary language.

OCAP's budget estimates for the FAFSA Completion Challenge Grant are shown in the table below.

	Requested Grant Funding	Matching Funds (Cash)	Matching Funds (In-Kind)	Project Totals
Salary	\$6,635		\$16,365	\$23,000
Benefits	\$3,373		\$8,229	\$11,602
Travel (may include up to \$10,000 for travel to the June 2018 Summer Strategies Institute and registration for and travel to the 2019 NCAN conference in Indianapolis).	\$6,500			\$6,500
Materials & Supplies (limit to \$10,000)	\$6,250			\$6,250
Contractual Services	\$400			\$400
NCAN Membership, 2018-19	\$990			\$990
Other Direct Costs	\$14,550			\$14,550
Indirect Costs (no more than 15% of total direct costs)	\$1,300		\$3,198	\$4,498
TOTALS	\$39,998		\$27,792	\$67,790

Accepting these grant funds will enable OCAP to expand its ongoing efforts to strengthen family planning for college, build greater awareness of financial aid opportunities, and increase FAFSA completion within the Oklahoma City Public Schools district.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #13:

Investments.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Arts in Community Health, the Bachelor of Science in Community Health, the Graduate Certificate in Arts Management and Entrepreneurship, the Graduate Certificate in Data Science and Analytics, and the Graduate Certificate in Data Analytics for Information Professionals.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Bachelor of Arts in Community Health, the Bachelor of Science in Community Health, the Graduate Certificate in Arts Management and Entrepreneurship, via traditional and electronic delivery, the Graduate Certificate in Data Science and Analytics, via traditional and electronic delivery, and the Graduate Certificate in Data Analytics for Information Professionals, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in Community Health.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 55 students in Fall 2021; and
Graduates: a minimum of 25 students in 2021-2022.
- **Bachelor of Science in Community Health.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 44 students in Fall 2021; and
Graduates: a minimum of 20 students in 2021-2022.
- **Graduate Certificate in Arts Management and Entrepreneurship.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2021; and
Graduates: a minimum of 15 students in 2021-2022.
- **Graduate Certificate in Data Science and Analytics.** The graduate certificate is embedded within the Master of Science in Data Science and Analytics (406) and will be included in the regular 5-year program review due in 2022.
- **Graduate Certificate in Data Analytics for Information Professionals.** The graduate certificate is embedded within the Master of Library and Information Studies in Library and Information Studies (151) and will be included in the regular 5-year program review due in 2022.

BACKGROUND:

Academic Plan

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

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our second year of using the Common Application for undergraduates and in the second year of using the College-Net software for processing applications for graduate students.
- We will continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office. In addition, Dr. Glenn Hansen, IT data scientist, is assisting individual schools and colleges with retention analyses of their majors.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.
- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in OZONE.

APRA Implementation

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

Since 1992, the University of Oklahoma (OU) has taken the following program actions in response to APRA:

89	Degree and/or certificate programs deleted
115	Degree and/or certificate programs added

Program Review

OU offers 304 degree and/or certificate programs as follows:

39	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
121	Baccalaureate Degrees
89	Master's Degrees
55	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Arts in Community Health, the Bachelor of Science in Community Health, the Graduate Certificate in Arts Management and Entrepreneurship, the Graduate Certificate in Data Science and Analytics, and the Graduate Certificate in Data Analytics for Information Professionals at their March 7, 2018 meeting. OU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);

- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (422);
- Master of Legal Studies in Oil, Gas, and Energy Law (157);
- Master of Legal Studies in Legal Studies (149);
- Master of Legal Studies in Indigenous Peoples Law (158);
- Master of Legal Studies in Healthcare Law (159);
- Master of Laws in Law (384);
- Graduate Certificate in Energy and Natural Resources (155); and
- Graduate Certificate in Indigenous Peoples Law (156)

OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education’s Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Bachelor of Arts in Community Health

Program purpose. The proposed program is designed to train graduates to meet the dynamic needs of health-focused organizations within the state and will prepare students for a wide range of careers in the public, non-profit, tribal, and private sectors.

Program rationale and background. The 2014 State of the State’s Health Report reveals ongoing challenges in the health status of Oklahoma. According to the report, Oklahoma has the fourth highest rate of death due to stroke, the third highest rate of death due to heart disease, and the highest rate of death due to chronic lower respiratory disease in the nation. Oklahoma also is the 44th least physically active state in the nation and has the sixth highest rate of obesity. However, based on current data, there is reason to be hopeful as the Oklahoma State Department of Health and other health-related partners continue to focus on the Oklahoma Health Improvement plan to increase prevention of these issues. Bachelor degree programs in public and community health are relatively new; however, they have quickly become a very popular degree choice for students interested in careers in the health sector. According to the Integrated Postsecondary Education Data System (IPEDS) Completion Data, the number of bachelor’s degrees awarded nationally in the field has increased nearly 400 percent from 2005-2015. At OU, the demand for the Introduction to Public Health course has exceeded capacity during the last two academic years and has a waiting list of students for each section. The proposed Bachelor of Arts in Community Health will provide students with a non-STEM (science, technology, engineering, and mathematics) focused option that offers a more flexible sequencing of courses than a traditional Bachelor of Public Health degree. Based on student interest and the need for graduates in the discipline OU developed the proposed program.

Employment opportunities. Community health workers develop and implement strategies to improve the health of individuals and communities and teach people about behaviors that promote wellness. The 2014 State of the State’s Health Report states that there is much work to be done to improve the health of

Oklahoma residents. Additionally, both the National Association of City-County Health Officers and the Association of Schools and Programs of Public Health have independently documented the nation’s shortage of public health professionals. With the health risks facing Oklahomans, career opportunities for community and public health educators is growing rapidly. According to the Oklahoma Employment Security Commission, job opportunities in environmental health, health care social work, and health education are expected to increase 12 to 18 percent through 2024. OU is confident that graduates of 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	55	Fall 2021
Minimum Graduates from the program	25	2021-2022

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

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

A system wide letter of intent was communicated by email on February 15, 2018. Oklahoma State University (OSU) requested a copy of the proposal, which was sent March 20, 2018. Neither OSU nor any other State System institution notified State Regents’ staff of a protest to the proposed programs. Due to distance between institutions, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	43-56
Major Requirements	34
General Electives	30-43
Total	120

Faculty and staff. Existing faculty will teach the proposed program. OU is currently in the process of hiring a Coordinator and will also hire an additional faculty member to teach in the program.

Support services. The library, classroom, and lab space are adequate for the 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 Arts in Community Health 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	\$120,933	\$322,488	\$403,110	\$443,421	\$483,732
<i>Narrative/Explanation: A portion of the demand for the program comes from students already enrolled at OU or who would have enrolled at OU, regardless of the creation of the proposed program. The amounts above reflect student tuition generated from these students that will be used to fund the proposed program operations.</i>					
Student Tuition	\$52,027	\$138,738	\$173,422	\$190,764	\$208,106
<i>Narrative/Explanation: OU expects that approximately 30 percent of the students in this program will be transfer students and approximately one-third of the new transfer students will be out-of-state students. Given the enrollment projections and current tuition and fees, the transfer students in the proposed program will generate the above levels of new revenue.</i>					
TOTAL	\$172,960	\$461,226	\$576,532	\$634,185	\$691,838

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	\$64,892	\$84,378	\$92,174	\$96,071	\$99,968
<i>Explanation: One staff person and one academic advisor will support the proposed program. The amounts above represent a percentage of the salary and benefits for these staff.</i>					
Faculty	\$60,959	\$162,557	\$203,196	\$223,515	\$243,835
<i>Explanation: Faculty support for the proposed program includes a program coordinator, a lecturer, and existing faculty. A third faculty member is anticipated to begin in year 3. The amounts above represent a percentage of the salary and benefits for faculty.</i>					
Graduate Assistants	\$12,371	\$32,990	\$41,238	\$45,361	\$49,485
<i>Explanation: The amounts above represent the allocation of Graduate Assistant cost to deliver the proposed program.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$955	\$2,547	\$3,184	\$3,502	\$3,820
<i>Explanation: The amounts above are estimated costs to purchase and maintain equipment, such as copiers, computers, and projectors, used in the delivery of the program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$1,301	\$3,470	\$4,337	\$4,771	\$5,205

<i>Explanation: The amounts above are the estimated costs to maintain instructional spaces.</i>					
Other Support Services	\$4,159	\$11,089	\$13,862	\$15,248	\$16,634
<i>Explanation: The amounts above are the estimated costs for general administrative overhead not included in staff salaries.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$511	\$1,363	\$1,704	\$1,874	\$2,045
<i>Explanation: The amounts above are the estimated costs for information technology support.</i>					
Travel	\$2,582	\$6,885	\$8,607	\$9,467	\$10,328
<i>Explanation: The amounts above are the estimated costs of travel to relevant conferences and between the Norman campus and the OU Health Sciences Center.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$147,730	\$305,279	\$368,302	\$399,809	\$431,320

Bachelor of Science in Community Health

Program purpose. The proposed program is designed to train graduates to meet the dynamic needs of health-focused organizations within the state and will prepare students for a wide range of careers in the public, non-profit, tribal, and private sectors.

Program rationale and background. The 2014 State of the State’s Health Report reveals ongoing challenges in the health status of Oklahoma. According to the report, Oklahoma has the fourth highest rate of death due to stroke, the third highest rate of death due to heart disease, and the highest rate of death due to chronic lower respiratory disease in the nation. Oklahoma also is the 44th least physically active state in the nation and has the sixth highest rate of obesity. However, based on current data, there is reason to be hopeful as the Oklahoma State Department of Health and other health-related partners continue to focus on the Oklahoma Health Improvement plan to increase prevention of these issues. Bachelor degree programs in public and community health are relatively new; however, they have quickly become a very popular degree choice for students interested in careers in the health sector. According to the Integrated Postsecondary Education Data System (IPEDS) Completion Data, the number of bachelor’s degrees awarded nationally in the field has increased nearly 400 percent from 2005-2015. At OU, the demand for the Introduction to Public Health course has exceeded capacity during the last two academic years and has a waiting list of students for each section. The proposed Bachelor of Science in Community Health will present a STEM focused option that offers a more flexible sequencing of courses than a traditional Bachelor of Public Health degree. Based on student interest and the need for graduates in the discipline OU developed the proposed program.

Employment opportunities. Community health workers develop and implement strategies to improve the health of individuals and communities and teach people about behaviors that promote wellness. The 2014 State of the State’s Health Report states that there is much work to be done to improve the health of Oklahoma residents. Additionally, both the National Association of City-County Health Officers and the Association of Schools and Programs of Public Health have independently documented the nation’s shortage of public health professionals. With the health risks facing Oklahomans, career opportunities for community and public health educators is growing rapidly. According to the Oklahoma Employment Security Commission, job opportunities in environmental health, health care social work, and health education are expected to increase 12 to 18 percent through 2024. OU is confident that graduates of 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	44	Fall 2021
Minimum Graduates from the program	20	2021-2022

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

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

A system wide letter of intent was communicated by email on February 15, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed programs. Due to distance between institutions, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	45-58
Major Requirements	50
General Electives	12-25
Total	120

Faculty and staff. Existing faculty will teach the proposed program. OU is currently in the process of hiring a Coordinator and will also hire an additional faculty member to teach in the program.

Support services. The library, classroom, and lab space are adequate for the 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 Community Health 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	\$96,746	\$257,991	\$322,488	\$354,737	\$386,986
<i>Narrative/Explanation: A portion of the demand for the program comes from students already enrolled at OU or who would have enrolled at OU, regardless of the creation of the proposed program. The amounts above reflect student tuition generated from these students that will be used to fund the proposed program operations.</i>					
Student Tuition	\$41,621	\$110,990	\$138,738	\$152,611	\$166,485
<i>Narrative/Explanation: OU expects that approximately 30 percent of the students in this program will be transfer students and approximately one-third of the new transfer students will be out-of-state students. Given the enrollment projections and current tuition and fees, the transfer students in the proposed program will generate the above levels of new revenue.</i>					
TOTAL	\$138,367	\$368,981	\$461,226	\$507,348	\$553,471

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	\$51,916	\$67,505	\$73,741	\$76,859	\$79,976
<i>Explanation: One staff person and one academic advisor will support the proposed program. The amounts above represent a percentage of the salary and benefits for these staff.</i>					
Faculty	\$48,767	\$130,045	\$162,557	\$178,812	\$195,068
<i>Explanation: Faculty support for the proposed program includes a program coordinator, a lecturer, and existing faculty. A third faculty member is anticipated to begin in year 3. The amounts above represent a percentage of the salary and benefits for faculty.</i>					
Graduate Assistants	\$9,897	\$26,392	\$32,990	\$36,289	\$39,588
<i>Explanation: The amounts above represent the allocation of Graduate Assistant cost to deliver the proposed program.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$764	\$2,037	\$2,547	\$2,802	\$3,056
<i>Explanation: The amounts above are estimated costs to purchase and maintain equipment, such as copiers, computers, and projectors, used in the delivery of the program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$1,041	\$2,776	\$3,470	\$3,817	\$4,164
<i>Explanation: The amounts above are the estimated costs to maintain instructional spaces.</i>					
Other Support Services	\$3,327	\$8,871	\$11,089	\$12,198	\$13,307
<i>Explanation: The amounts above are the estimated costs for general administrative overhead not included in staff salaries.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0

Telecommunications	\$409	\$1,090	\$1,363	\$1,499	\$1,636
<i>Explanation: The amounts above are the estimated costs for information technology support.</i>					
Travel	\$2,066	\$5,508	\$6,885	\$7,574	\$8,262
<i>Explanation: The amounts above are the estimated costs of travel to relevant conferences and between the Norman campus and the OU Health Sciences Center.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$118,187	\$244,224	\$294,642	\$319,850	\$345,057

Graduate Certificate in Arts Management and Entrepreneurship

Program purpose. The proposed program will prepare students for career opportunities in the arts industry and entrepreneurial pursuits that will allow them to leverage their expertise in administration and leadership.

Program rationale and background. Arts management/administration and arts entrepreneurship are growing disciplines. An arts administrator handles the business operations of an arts-oriented organization, as well as interacts with artists, performers, and supporters. Responsibilities of an arts administrator often include developing budgets, planning events and performances, negotiating contracts, and human resources. Therefore, when seeking to fill open positions, senior management in art organizations throughout Oklahoma and nationwide ask for candidates with both business competencies and a background or demonstrated knowledge of the arts. Recent job postings from Chief Executive to Entry-Level Coordinator at organization such as the Oklahoma City (OKC) Philharmonic, OKC Ballet, and McKnight Performing Arts Center seek candidates with university credentials in marketing, music business, communications, or other related fields. Additionally, these positions require knowledge of classical music, as well as performing and visual arts. In response to these needs, OU developed the proposed graduate certificate to produce more individuals who possess the qualifications needed for employment in the arts management/administration and arts entrepreneurship fields.

Employment opportunities. As a graduate certificate, it is anticipated that many of the students interested in the program are already employed within the field but seek additional knowledge and skills to advance in their career. According to the Oklahoma Employment Security Commission, career opportunities in the performing arts, museums and related industries are expected to increase as much as 25 percent through 2024. The Americans for the Arts website, a leading non-profit organization for the advancement of the arts and arts education, currently lists nearly 350 openings in Arts Administration, 50 of which are within a 500 mile radius of Oklahoma City. OU is confident that graduates of the proposed graduate certificate will be successful in finding employment

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2021
Minimum Graduates from the program	15	2021-2022

Duplication and impact on existing programs. There are no Graduate Certificate in Arts Management and Entrepreneurship programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 15, 2018. Oklahoma State University (OSU) requested a copy of the proposal,

which was sent March 20, 2018. Neither OSU nor any other State System institution notified State Regents' staff of a protest to the proposed programs. Due to distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Arts Management and Entrepreneurship program will consist of 12 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Core Requirement	3
Business Courses	4
Fine Arts Courses	3
Practicum	2
Total	12

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

Delivery method and support services. The proposed program will be delivered online using Canvas. OU faculty will utilize several features available through Canvas that will facilitate online learning, such as course curriculum uploads and updates, class announcements and communication, uploading lecture slides and presentation notes, and access to relevant audio-visual supporting materials. Additionally, Canvas includes an alert system that notifies students of upcoming quizzes and assignments, as well as discussion posts made in subscribed threads. The library, classroom, and lab space are adequate for the degree program.

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Arts Management and Entrepreneurship 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	\$19,965	\$4,965	\$7,448	\$7,448	\$9,931

Narrative/Explanation: The 1st year amount represents an allocation of the cost of instruction for those students in the program enrolled in existing Fine Arts and Business courses (\$4,965) plus \$10,000 for marketing and recruiting, plus \$5,000 for existing staff support. Years 2 through 5 amounts only represent an allocation of the cost of instruction for those students enrolled in existing Fine Arts and Business courses. Marketing and recruiting and staff support are excluded from these years as they will be funded through student tuition.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Student Tuition	\$76,779	\$76,779	\$115,169	\$115,169	\$153,558
<i>Narrative/Explanation: The amounts above assume 50/50 resident and non-resident enrollment. OU anticipates enrolling 10, 10, 15, 15, and 20 students in years 1 through 5 and assumes students will complete all 12 credit hours in 2 semesters.</i>					
TOTAL	\$96,744	\$81,744	\$122,617	\$122,617	\$163,489

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	\$5,000	\$5,000	\$7,500	\$7,500	\$10,000
<i>Explanation: These amounts represent the allocation of effort of existing administrative support that will be dedicated to the proposed program.</i>					
Faculty	\$4,965	\$4,965	\$7,448	\$7,448	\$9,931
<i>Explanation: These amounts represent the allocation of existing cost of instruction applicable to those students pursuing the proposed graduate certificate.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$750	\$750	\$1,000
<i>Explanation: The amounts above represent costs for instruction materials.</i>					
Library	\$500	\$500	\$750	\$750	\$1,000
<i>Explanation: The amounts above represent costs for library resources.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
<i>Explanation: The amounts above represent costs to publicize the new program.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$20,965	\$20,965	\$26,448	\$26,448	\$31,931

Graduate Certificate in Data Science and Analytics

Program purpose. The proposed program is designed to provide students will the skills and knowledge to examine, evaluate, design, build, implement, and deploy analytic tools to resolve complex analytic problems in various scientific domains and industrial sectors.

Program rationale and employment opportunities. There is a high demand for the proposed graduate certificate, as evidenced by the number of students currently enrolled in the Master of Science in Data

Science and Analytics (406) program. The Master of Science in Data Science and Analytics (406) program was approved at the April 9, 2015 State Regents’ meeting. In Fall 2015, 26 students enrolled. According to OU, data from Fall 2017 indicated 122 students enrolled in the master’s program. Adding a graduate certificate option will provide another mechanism for full-time working students to pursue expertise in this rapidly growing discipline. Through the proposed certificate, students will expand their data science and analytics skill set to enhance their current position or allow them to seek new opportunities within the field.

Oklahoma has many industries in various sectors, such as aerospace, energy, financial services, healthcare, and meteorology, that have the need for employees equipped with the skill set of a data scientist. Organizations are employing data scientists to determine profitable lines of business, characterize customers, evaluate and predict risks, improve operational efficiencies, and predict system performance. OU indicates that individuals completing the degree can find employment in careers such as data analysts, data architects, database administrators, data scientists, research engineers, and management analysts. According to the Oklahoma Employment Security Commission, careers in these fields are expected to increase 13 to 36 percent through 2024. OU is confident that graduates of the proposed program will find employment and meet the needs of local industry.

Student demand. The proposed graduate certificate program is expected to fulfill student demand within the Master of Science in Data Science and Analytics (406) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Data Science and Analytics programs offered in Oklahoma. A system wide letter of intent was communicated via email on March 8, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate certificate program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Core Courses	6-8
Electives	7-9
Total	15

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

Delivery method. The proposed graduate certificate program is an embedded certificate within the Master of Science in Data Science and Analytics (406), which has been approved for electronic delivery, and will also be offered via electronic delivery using Janux. Janux is an online connected learning platform used by many of OU’s graduate programs to deliver and facilitate learning. In addition to many of the regular features of a learning management system, Janux offers the ability to create and share notes, including reading, whiteboards, quizzes and videos. Custom reports are available with analytics on student engagement, reading, discussion, quiz, and performance.

Financing and program resource requirements. The proposed graduate certificate program is an embedded certificate within the Master of Science in Data Science and Analytics (406) program. Program resource requirements are supported through the main program and the certificate will be offered

on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Data Analytics for Information Professionals

Program purpose. The graduate certificate is designed to affirm the holder’s capabilities to manage big data, analyze data, and interpret the findings.

Program rationale and employment opportunities. The proposed graduate certificate will provide a formal indicator of training in skills that are in great demand by libraries and many other organizations and industries. Jobseekers who complete data science-related courses and receive a data science credential become more marketable due to the increased demand for data scientists. Although the proposed graduate certificate is tailored toward library professionals, all types of industries currently employ data scientists. According to the Oklahoma Employment Security Commission, careers such as data analysts, data architects, database administrators, data scientists, research engineers, and management analysts are expected to increase 13 to 36 percent through 2024.

Student demand. The proposed graduate certificate program is expected to fulfill student demand within the Master of Library and Information Studies in Library and Information Studies (151) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Data Analytics for Information Professionals programs offered in Oklahoma. A system wide letter of intent was communicated via email on February 15, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	6
Guided Electives	6
Total	12

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

Delivery method. The proposed graduate certificate program is an embedded certificate within the Master of Library and Information Studies in Library and Information Studies (151), which has been approved for electronic delivery, and will also be offered via electronic delivery using Canvas. Instructors will upload easily accessible PowerPoint lecture slides, recorded lecture videos, external video links, and reading materials. Canvas also offers numerous features that can facilitate student learning, such as discussion boards, quizzes, and a drop box. Canvas also includes an alert system that notifies students of upcoming quizzes and assignments, as well as discussion posts made in subscribed threads. The instructor will also use a messaging system that facilitates communication with individual students, the entire class, or groups of students. Canvas offers a collection of organization tools like a calendar with due dates and a to-do list, which will remind students of their assignments. The library, classroom, and lab space are adequate for the graduate certificate program.

Financing and program resource requirements. The proposed graduate certificate program is an embedded certificate within the Master of Library and Information Studies in Library and Information Studies (151) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**UNIVERSITY OF OKLAHOMA
BACHELOR OF ARTS IN COMMUNITY HEALTH**

Degree Requirements	Credit Hours
General Education	43-56
ENGL 1113	Principles of English Composition 3
ENGL 1213 or EXPO 1213	Principles of English Composition Expository Writing 3
	Foreign Language Beginning Course I (0-5 credit hours) Beginning Course II (0-5 credit hours) Intermediate Course (0-3 credit hours) 0-13
	3 credit hours of college-level math 3
	Natural Sciences Select one Biological Science from BIOL, HES, MBIO, or PBIO 7
	Select one Physical Science from AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, or PHYS
PS 1113	American Federal Government 3
	Social Science Elective 3
HIST 1483	U.S. History 1492-1865 3
HIST 1493	U.S. History 1865-Present 3
	Understanding Artistic Forms 3
	Non-Western Culture Elective 3
	Additional Upper-Division Humanities 6
	Senior Capstone Experience 3
Major Requirements	34
*PHCH 2013	Introduction to Public Health 3
*PHCH 3113	Introduction to Epidemiology 3
*PHCH 3213	Health Policy, Law and Ethics 3
*PHCH 3313	Health Data and Statistics 3
*PHCH 3413	Health Communication 3
*PHCH 3513	Public Health and Healthcare System 3
*PHCH 3613	Determinants of Health 3
*PHCH 4013	Community Health Capstone 3
	Interdisciplinary Health: select 9 credit hours from an approved list of courses 9

BAD 1001	Personal Computing Production Tools	1
Free Electives		30-43
Select courses to bring total credit hours completed to 120		
Total		120

*Denotes new courses

**UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN COMMUNITY HEALTH**

Degree Requirements	Credit Hours
General Education	45-58
ENGL 1113	Principles of English Composition 3
ENGL 1213 or EXPO 1213	Principles of English Composition Expository Writing 3
	Foreign Language Beginning Course I (0-5 credit hours) Beginning Course II (0-5 credit hours) Intermediate Course (0-3 credit hours) 0-13
MATH 1743 or MATH 1823	Calculus I for Business, Live and Social Science Calculus and Analytic Geometry I 3
BIOL 1124	Introductory Biology: Molecules, Cells, and Physiology 4
CHEM 1315	General Chemistry I 5
PS 1113	American Federal Government 3
	Social Science Elective 3
HIST 1483	U.S. History 1492-1865 3
HIST 1493	U.S. History 1865-Present 3
	Understanding Artistic Forms 3
	Non-Western Culture Elective 3
	Additional Upper-Division Humanities 6
	Senior Capstone Experience 3
Major Requirements	50
*PHCH 2013	Introduction to Public Health 3
*PHCH 3113	Introduction to Epidemiology 3
*PHCH 3213	Health Policy, Law and Ethics 3
*PHCH 3313	Health Data and Statistics 3
*PHCH 3413	Health Communication 3
*PHCH 3513	Public Health and Healthcare System 3
*PHCH 3613	Determinants of Health 3
*PHCH 4013	Community Health Capstone 3
	Electives: select 9 credit hours from an approved list of courses 9
CHEM 1415	General Chemistry I 5
CHEM 3053	Organic Chemistry I 3

CHEM 3152	Organic Chemistry Lab	2
CHEM 3153 or CHEM 3653	Organic Chemistry II Biochemistry	3
BIOL 1134	Introductory Biology: Evolution, Ecology, and Diversity	4
Free Electives		12-25
Select courses to bring total credit hours completed to 120		
Total		120

*Denotes new courses

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN ARTS MANAGEMENT AND ENTREPRENEURSHIP**

Certificate Requirements	Credit Hours
Core Requirement	3
AMGT 5013 Overview of Arts Management and Administration	3
Business Courses	4
Select 4 credit hours of course work from a list maintained by the department and approved by the program director	
Fine Arts Courses	3
Select 3 credit hours of course work from a list maintained by the department and approved by the program director	
Arts Management Elective	2
Select 2 credit hours of course work from a list maintained by the department and approved by the program director	
Total	12

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DATA ANALYTICS**

Certificate Requirements	Credit Hours
Core Courses	6-8
Select a minimum of 6 credit hours from the courses below	
DSA/CS 5005 Computing Structures	5
DSA/CS 4513 Database Management Systems	3
DSA/CS 4413 Algorithm Analysis	3
DSA/ISE 5013 Fundamentals of Engineering Statistical Analysis	3
DSA/ISE 5103 Intelligent Data Analytics	3
DSA/ISE 5113 Advanced Analytics and Metaheuristics	3
Electives	7-9
Select courses approved by the graduate liaison of the program	
Total	15

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DATA ANALYTICS FOR INFORMATION PROFESSIONALS**

Certificate Requirements	Credit Hours
Required Courses	6
LIS 5643 Introduction to Data Analytics	3
LIS 5623 Introduction to Data Mining for Information Professionals	3
Guided Electives	6
Select 6 credit hours from the courses below	
LIS 5683 Database Design for Information Organizations	3
LIS 5063 Information and Communication Technology	3
LIS 5673 Introduction to Information Visualization	3
LIS 5970 Information Retrieval and Text Mining	3
Total	12

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-b:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in School Psychology and Bachelor of Arts in Arts Administration.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Doctor of Philosophy in School Psychology and Bachelor of Arts in Art Administration, 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.

- **Doctor of Philosophy in School Psychology.** 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 4 students in 2021-2022.
- **Bachelor of Arts in Arts Administration.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 13 students in Fall 2023; and
Graduates: a minimum of 5 students in 2023-2024.

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
114	Degree and/or certificate programs added

Program Review

OSU offers 253 degree and/or certificate programs as follows:

36	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 Doctor of Philosophy in School Psychology at their September 8, 2017 meeting and the Bachelor of Arts in Arts Administration at their March 2, 2018 meeting. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Doctor of Philosophy in School Psychology

Program purpose. The proposed program will prepare students to provide psychological services to children, teachers, and parents in school and various other settings.

Program rationale and background. OSU currently offers a School Psychology option within the Doctor of Philosophy (Ph.D.) in Educational Psychology (070), which was implemented in 1972. The program received accreditation through the National Association of School Psychologists (NASP) and the American Psychological Association (APA) in 1997 and has shown strong enrollment, with an average of

107 students and 20 graduates over a 5-year period. The proposed Ph.D. in School Psychology moves the option into a stand-alone degree, which will allow for better recognition in recruitment and help graduates seeking licensure and employment.

Employment opportunities. School Psychologists are employed predominately in public schools, although some find employment at colleges and universities, independent practice, and hospitals. NASP recommends a ratio of no more than 1,000 students per School Psychologist, and no more than 500-700 students per School Psychologist when more comprehensive and preventive services are being provided. However, evidence suggests that most school districts do not meet these recommendations. In 2014-2015, the ratio of students per School Psychologist was estimated to be 1,381 to 1 with only 7 states in the U.S. meeting the recommended ratio. Career opportunities for School Psychologists in Oklahoma are strong and will remain so for the next decade. In 2015-2016, School Psychologist was listed as a Teacher Shortage Area in Oklahoma by the U.S. Department of Education; and, according to the Oklahoma Employment Security Commission, career opportunities for Schools Psychologists are expected to increase approximately 18 percent through 2024.

Student demand. The proposed program is expected to meet the enrollment and graduate 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	4	2021-2022

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

Curriculum. The proposed Doctor of Philosophy in School Psychology program will consist of 137-141 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	128-132
Specialty Courses	9
Total	137-141

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Drs. Judith Kaufman and Ronald Bramlett, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Judith Kaufman earned a Doctor of Philosophy in School/Child Clinical Psychology from the Ferkauf Graduate School of Yeshiva University and is a New York State Licensed Psychologist and New York State Certified School Psychologist. Dr. Ronald Bramlett holds a Doctor of Philosophy from the University of Cincinnati and currently serves as a

Professor of Psychology and Counseling at the University of Central Arkansas. Both reviewers have extensive experience in the academic area of materials science and engineering as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand, productivity standards and funding implications. The evaluators used the State Regents' Academic Program Approval policy and background information on the State Regents' Academic Planning/Resource Allocation initiative to frame the review.

The team's overall evaluation included the following findings:

- This is not a newly formed curriculum. The OSU school psychology program currently exists as an option under the Doctor of Philosophy in Educational Psychology (070). It has been in operation since 1972 and accredited by the National Association of School Psychologists and the American Psychological Association for 20 years.
- OSU would have the only Ph.D. program in School Psychology in Oklahoma.
- The requested program is essentially a change in nomenclature and therefore would not require any reallocation of resources.
- Because the program has been in operation for many years, there is a solid curriculum and well established research record within the program.
- The faculty is appropriately credentialed to meet the goals and objectives of the proposed program and is certainly adequate to meet the needs of the student population. Faculty is widely published in areas directly relevant to contemporary issues in school psychology.
- The goal to prepare school psychologist Ph.D. graduates for careers in research, teaching, and outreach is of high relevance to the institution and the state of Oklahoma.
- There is a high demand for school psychologist across the United States with an expanding job market.
- There is good evidence that OSU has and will continue to support and encourage the school psychology department through financial and infrastructure support. Hence, there is good internal and external support and need for this program.

The team declared strong support to establish the program at OSU. The reviewers agree that developing a Doctor of Philosophy in School Psychology will enhance and is central to the mission of Oklahoma State University to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty who has the knowledge, experience and skills to initiate the program and build it over time.

OSU responded satisfactorily to these recommendations.

The curriculum for the program meets national curricular standards for school psychology programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. To summarize, the evaluators indicated the proposed degree program was of high quality and they strongly supported its implementation.

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

Support services. The library, facilities, and equipment are adequate for the proposed 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 Doctor of Philosophy in School Psychology are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation:</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation:</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$38,664	\$46,397	\$61,862	\$77,328	\$92,794
<i>Narrative/Explanation:</i>					
TOTAL	\$38,664	\$46,397	\$61,862	\$77,328	\$92,794

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
<i>Narrative/Explanation: The amounts above are a percentage of administrative staff time allotted for the proposed program and are based on an annual salary of \$30,000-\$32,000. Year 1 = .065 percent, Year 2 = .08 percent, Year 3 = .10 percent, Year 4 = .12 percent, and Year 5 = .13 percent.</i>					
Faculty	\$27,000	\$35,100	\$41,850	\$56,700	\$64,800
<i>Narrative/Explanation: The amounts above are a percentage of faculty salary and are based on an average salary of \$45,000 per year for 6 faculty. Year 1 = .10 percent, Year 2 = .13 percent, Year 3 = .155 percent, Year 4 = .21 percent, and Year 5 = .24 percent.</i>					
Graduate Assistants	\$6,984	\$6,984	\$13,968	\$13,968	\$20,952
<i>Narrative/Explanation: Salary for Graduate Assistants (GA) is calculated at 25 percent FTE at the Ph.D. rate of \$776.00 per month for 9 months. OSU anticipates having 1 GA in years 1 and 2, 2 GAs in years 3 and 4, and 3 GAs in year 5.</i>					
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	\$1,500	\$1,500	\$2,500	\$3,000	\$3,000
<i>Narrative/Explanation: The amounts above are budgeted for maintenance costs of copiers/printers and printing course materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$37,484	\$46,084	\$61,318	\$77,168	\$92,752

Bachelor of Arts in Arts Administration

Program purpose. The proposed program will prepare students to effectively apply administrative and management techniques in not-for-profit and for-profit organizations.

Program rationale and background. Arts management/administration and arts entrepreneurship are growing disciplines. According to Americans for the Arts, a leading non-profit organization for the advancement of the arts and arts education, over 700,000 businesses in 2016 were involved in the creation or distribution of the arts in the U.S. Arts administrators oversee the business operations of an arts-oriented organization, as well as interact with artists, performers, and supporters. Responsibilities of an arts administrator often include developing budgets, planning events and performances, negotiating contracts, and human resources. Therefore, when seeking to fill open positions, senior management in arts organizations throughout Oklahoma and nationwide ask for candidates with both business competencies and a background or demonstrated knowledge of the arts. Recent job postings from Chief Executive to Entry-Level Coordinator at organizations such as the Oklahoma City (OKC) Philharmonic, OKC Ballet, and McKnight Performing Arts Center seek candidates with university credentials in marketing, music business, communications, or other related fields. Additionally, these positions require knowledge of classical music, as well as performing and visual arts. In response to market demand, OSU developed the proposed program.

Employment opportunities. Although the Oklahoma Department of Commerce does not yet recognize the arts as comprising an economic system, the National Governor’s Association publication, *Arts and the Economy* (2009) states, “Arts and culture are important to state economies. Arts and culture-related industries, also known as ‘creative industries,’ provide direct economic benefits to states and communities: They create jobs, attract investments, generate tax revenues, and stimulate local economies through tourism and consumer purchases.” Furthermore, “the arts and culture are an important complement to community development...attracting young professionals to an area.” OSU received letters from the Oklahoma City Ballet, the Lyric Theatre of Oklahoma, the Oklahoma State University Museum of Art, and the McKnight Center for the Performing Arts in support of the proposed program. Additionally, each organization indicated internship and employment opportunities were available. According to the Oklahoma Employment Security Commission, career opportunities in the performing arts, museums and related industries are expected to increase as much as 25 percent through 2024.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	13	Fall 2023

Minimum Graduates from the program	5	2023-2024
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Duplication and impact on existing programs. The proposed program may share similar content with the following program:

Institution	Existing Program
University of Central Oklahoma	Bachelor of Arts in Arts Administration (212)

A system wide letter of intent was communicated by email on February 6, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Arts Administration program will consist of 120 total credit hours as shown in the following table. Six new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	22
Core Requirements	30
Emphasis Requirements	18
General Electives	10
Total	120

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Arts in Arts Administration 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	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Reallocation					
Student Tuition	\$23,457	\$32,839	\$42,222	\$51,604	\$60,987
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$312.75 per credit hour for in-state students. OSU estimates student enrollment of 5, 7, 9, 11, and 13 students in years 1 through 5. OSU anticipates students completing 15 credit hours per academic year.</i>					
TOTAL	\$23,457	\$32,839	\$42,222	\$51,604	\$60,987

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	\$64	\$1,280	\$1,945	\$2,575	\$3,200
<i>Narrative/Explanation: The amounts above are a percentage of salary for Administrative Assistants and Advisors.</i>					
Faculty	\$21,283	\$29,339	\$37,932	\$46,559	\$55,187
<i>Narrative/Explanation: Faculty costs are based on FTE needed to administer the program. Year 1 = .4 FTE, Year 2 = .55 FTE, Year 3 = .7 FTE, Year 4 = .84 FTE, and Year 5 = 1.0 FTE.</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	\$800	\$900	\$1,000	\$1,100	\$1,200
<i>Narrative/Explanation: The amounts above are budgeted for program and recruiting materials.</i>					
Telecommunications	\$310	\$320	\$345	\$370	\$400
<i>Narrative/Explanation: The amounts above are budgeted for annual telephone charges for one new line.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above will be used for annual research awards for conference travel.</i>					
TOTAL	\$23,457	\$32,839	\$42,222	\$51,604	\$60,987

Attachments

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY**

Degree Requirements		Credit Hours
Required Courses		128-132
**REMS 5953	Elementary Statistics	3
**REMS 5013	Research Design and Methodology	3
REMS 6003	Analysis of Variance	3
REMS 6013	Multiple Regression Analysis in Behavioral Studies	3
REMS 6663	Applied Multivariate Research in Behavioral Studies	3
EPSY 6153	Advanced Research in Educational Psychology	3
**EPSY 5000	Master's Thesis	2-6
EPSY 6000	Doctoral Dissertation	15
EPSY 6253	Single Case Designs in Behavior Analytic Settings	3
EPSY 6133	History and Systems of Psychology	3
EPSY 5183 or PSYCH 6563	Theories of Social Psychology Advanced Social Psychology	3
EPSY 6143	Introduction to Developmental Psychopharmacology	3
SPSY 6133 or PSCYH 6483	Biological Basis of Behavior Neurobiological Psychology	3
**EPSY 5463	Psychology of Learning	3
**EPSY 5103	Human Development in Psychology	3
**EPSY 5113	Child Psychopathology	3
**EDUC 5910	Educational Field Experiences	2
**EPSY 6313	Advanced Interventions for Increased Academic Achievement	3
**EPSY 5023	Introduction to School Psychological Services	3
EPSY 6030	Doctoral Seminar: Ethics	3
**EPSY 5793	Individual Intellectual Assessment of Children and Youth	3
**EPSY 5803	Advanced Intellectual Assessment	3
EPSY 6113	Child Personality Assessment	3
**EPSY 6333	Instructional Assessment and Consultation	3
EPSY 5853	Applied Behavioral Analysis I	3
EPSY 5873	Applied Behavioral Analysis II	3
EPSY 6343	Behavioral Assessment and Consultation	3
EPSY 5503	Crisis Intervention and Emergency Action in School Settings	3

EPSY 6033	Introduction to Psychotherapy with Children and Adolescents	3
EPSY 5813	Parent and Family Interventions in School Psychology	3
CPSY 5320 or CPSY 6313 or CPSY 6553 or PSYCH 6523 or PSYCH 6083	Seminar: Cognitive Behavioral Therapy Advanced Group Interventions Advanced Practice in Marital and Family Treatment Family Treatment Methods Principles of Behavior Therapy	3
**EDUC 5910	Educational Field Experiences	2
EPSY 5910	Introduction to Practicum in School Psychometry	4
EPSY 5310	Practicum in Child and Adolescent Therapy	3
EPSY 5510	Practicum in School Psychology	6
EPSY 6310	Doctoral Practicum in School Psychology	4
EPSY 6610	Doctoral Internship	6
Specialty Courses		9
	Students are required to complete 9 credit hours of guided electives with research and/or practice goals specific to an approved specialization area.	9
Total		137-141

**Students are eligible to enter the proposed Doctor of Philosophy in School Psychology with a bachelor's degree and will be awarded the Master of Science in Educational Psychology with an option in School Psychometrics (068)

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF ARTS IN ARTS ADMINISTRATION**

Program Requirements	Credit Hours
General Education	40
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I 3
ENGL 1213 or ENGL 1413 or ENGL 3323	Composition II Critical Analysis and Writing II Technical Writing 3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History since 1865 3
POLS 1113	American Government 3
MATH 1483	Functions and Uses 3
	Humanities (courses designated H) 6
	Natural Sciences (courses designated N) 6
	Social Sciences (courses designated S) 3
	Additional General Education (courses designated A, H, N, or S) 10
College/Departmental Requirements	22
A&S 1111	First Year Seminar 1
ART 1103	Drawing I 3
	Arts and Humanities 6
	Natural and Mathematical Sciences 3
	Foreign Language 9
Major Requirements	30
*AADM 1203	Introduction to Arts Administration 3
*AADM 2103	Fundraising for the Arts 3
*AADM 2500	Practicum in Arts Administration 3
*AADM 3203	Approaches to Arts Administration 3
*AADM 4203 or *AADM 4403	Senior Project in Arts Administration Senior Honors Project in Arts Administration 3
ACCT 2003	Fundamentals of Accounting 3
ART 2423	Graphic Design I 3
MC 2023 or ART 3423	Electronic Communication Graphic Design II 3
MGMT 3013	Fundamentals of Management 3

MKTG 3213	Marketing	3
Emphasis Requirements		18
Select one emphasis area below		
Emphasis 1: Generalist		
ART 1503	Art History Survey I	3
ART 1513	Art History Survey II	3
DANC 1003	Introduction to Dance	3
MUSI 2573	Introduction to Music	3
TH 2413	Introduction to the Theatre	3
TH 4753	Stage Management	3
Emphasis 2: Art History		
ART 1503 or ART 1513 or ART 1603	Art History Survey I Art History Survey II Introduction to Art	3
	Additional Art History courses (12 credit hours must be upper-division)	15
Emphasis 3: Studio Art		
ART 1103	Drawing I	3
ART 1113	Drawing II	3
ART 1503 or ART 1513 or ART 1603	Art History Survey I Art History Survey II Introduction to Art	3
ART 2223 or ART 2233 or ART 2273 or ART 2293	Oil Painting I Watercolor I Printmaking I Photography I	3
ART 2243 or ART 2253 or ART 2263	Jewelry and Metals I Ceramics I Sculpture I	3
	Additional 2000-level course from above	3
Emphasis 4: Dance		
DANC 1003	Introduction to Dance	3
DANC 2002	Ballet I	2
DANC 2012	Modern Dance	2
DANC 2202	Jazz Dance	2
DANC 2602	Dance Improvisation	2
DAN 3603	Choreography	3
	4 credit hours from any of the following: DANC 1200 Dance Ensemble Practicum DANC 2302 Tap	4

	DANC 3002 Ballet II DANC 3102 Modern Dance II DANC 3502	
Emphasis 5: Theatre		
TH 1323	Acting I	3
TH 1663 or TH 1673	Stage Technology Costume Technology	3
TH 3413	Introduction to the Theatre	3
TH 2563	Play Analysis	3
TH 4753	Stage Management	3
TH 1500 or TH 2500	Run Crew Practicum Production Crew Practicum	3
General Electives		10
Students must take 10 credit hours so the number of credit hours completed totals 120. May need to include 6 credit hours upper-division general education course work outside major department.		
Total		120

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-c:

New Programs.

SUBJECT: Oklahoma State University Center for Health Sciences. Approval to offer the Doctor of Philosophy in Forensic Sciences.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University Center for Health Sciences' request to offer the Doctor of Philosophy in Forensic Sciences, 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.

- **Doctor of Philosophy in Forensic Sciences.** 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 3 students in 2021-2022.

BACKGROUND:

Academic Plan

Oklahoma State University Center for Health Sciences' (OSUCHS) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

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

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

21	Degree and/or certificate programs deleted
21	Degree and/or certificate programs added

Program Review

OSUCHS offers 7 degree and/or certificate programs as follows:

2	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
0	Baccalaureate Degrees
3	Master’s Degrees
1	Doctoral Degrees
1	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

OSUCHS’s faculty developed the proposal, which was reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Doctor of Philosophy in Forensic Sciences at their September 8, 2017 meeting. OSUCHS is currently approved to offer the following degree program and certificate through online delivery:

- Graduate Certificate in Forensic Arson and Explosives Investigation (008); and
- Master of Science in Health Care Administration (006)

OSUCHS 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:

Doctor of Philosophy in Forensic Sciences

Program purpose. The proposed program will provide opportunities for advanced training in research and technology in the forensic sciences to meet the need for more doctoral-level scientists, faculty, and forensic laboratory managers.

Program rationale and background. The field of Forensic Sciences has witnessed considerable change over the past 30 years in terms of the sophistication of the instrumentation and the methodologies used in forensic investigations. One consequence of this evolution has been the heightened awareness of the need for an available workforce having the necessary specialized training that can only be acquired through advanced degrees. In the 1980s a bachelor's degree was the norm among forensic analysts. Today, having a master's or doctorate degree is more common. Additionally, the changing standards in accreditation for forensic laboratories now require supervisory positions to have more advanced degrees, thus creating a demand for graduate programs in Forensic Sciences. Currently, there are few graduate programs in Forensic Sciences in the United States. OSUCHS has offered a Master of Science in Forensic Sciences (004) since 2000. However, students wishing to earn a doctorate degree in the field often are required to pursue terminal degrees in related disciplines, such as Biomedical Sciences or Chemistry with an emphasis in Forensic Sciences. With the increased demand for workers with advanced degrees and the low number of doctorate programs in the field, OSUCHS believes adding the proposed program will train the next generation of practitioners, researchers, and academicians and provide students the opportunity to pursue a doctorate degree specifically in Forensic Sciences.

Employment opportunities. Many individuals interested in the proposed program will be employed within the field. However, over the past 10 years crime laboratories have increasingly refused to hire baccalaureate graduates except for lower-level positions and career advancement for these individuals is limited without an advanced degree. As a larger number of master's level employees exist in the job market, an applicant with a doctorate become more competitive. Additionally, the American Academy of Forensic Sciences' accreditation standards require at least 50 percent of full-time faculty to have doctoral degrees and experience as practicing forensic scientists. However, there is a shortage of qualified faculty to meet this demand. OSUCHS is confident the proposed program will meet the market demands by increasing graduates' marketability and career advancement opportunities in the workforce and alleviating the shortage of tenure-track eligible faculty.

Student demand. The proposed program is expected to meet the enrollment and graduate 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	3	2021-2022

Duplication and impact on existing programs. There are no Doctor of Philosophy in Forensic Sciences programs offered in Oklahoma. A system wide letter of intent was communicated by email on September 4, 2017. The University of Central Oklahoma requested a copy of the proposal, which was sent on October 20, 2017. Neither UCO 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 Doctor of Philosophy in Forensic Sciences program will consist of 60 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	13
Dissertation Research	15
Electives	32
Total	60

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Drs. Robert Mann and Jeffery Tomberlin, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Robert Mann holds a Doctor of Philosophy in Physical Anthropology from the University of Hawaii and serves as a Forensic Anthropologist and Adjunct Professor in the Departments of Anatomy and Pathology in the John A. Burns School of Medicine at the University of Hawaii. Dr. Tomberlin earned a Doctor of Philosophy in the University of Georgia and is currently an Associate Professor and AgriLife Research Fellow in the Department of Entomology at Texas A&M University. Both reviewers have extensive experience in the academic area of forensic sciences as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand, productivity standards and funding implications. The evaluators used the State Regents' Academic Program Approval policy and background information on the State Regents' Academic Planning/Resource Allocation initiative to frame the review.

The team's overall evaluation included the following findings:

- Such a program would be a major asset to OSUCHS, Oklahoma, the U.S., and abroad.
- Given the lack of such programs in the U.S., the program at OSUCHS would be in high demand; especially considering the reputation of the current Master of Science in Forensic Science (004) program as one of the top programs in the U.S.
- The core faculty are well-established and recognized individuals within the forensic sciences community.
- Students affiliated with the current MSFS program have indicated a desire to pursue a PhD in forensic science. These data demonstrate a unique opportunity for the MSFS program to serve as a "feeder" or "pipeline" into the PhD program.

The team declared strong support to establish the program at OSUCHS. The reviewers agreed that developing a Doctor of Philosophy in Forensic Sciences will enhance and is central to the mission of OSUCHS to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty who has the knowledge, experience and skills to initiate the program and build it over time.

OSUCHS responded satisfactorily to these recommendations.

The curriculum for the program meets national curricular standards for forensic sciences programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. To summarize, the evaluators indicated the proposed degree program was of high quality and they strongly supported its implementation.

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

Delivery method and support services. The library, facilities, and equipment are adequate for the proposed program. OSUCHS will use Desire 2 Learn (D2L) to deliver the program. Learning is facilitated through the use tools, such as PowerPoint slides, Liveroom sessions, and occasional on-campus field exercises. Liveroom sessions will utilize D2L’s Collaborate or WebEx for real-time interactions.

Financing. The proposed programs 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 Doctor of Philosophy in Forensic Sciences 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	\$124,562	\$124,562	\$124,562	\$124,562	\$124,562
<i>Narrative/Explanation: These amounts represent income into the School of Forensic Sciences from tuition and training fees from the Arson and Explosives Investigation program. These values are an estimate of the income resulting from contracts with the Bureau of Alcohol, Tobacco, and Firearms, the Federal Bureau of Investigation, and non-federal law enforcement agencies.</i>					
Student Tuition	\$32,230	\$45,122	\$64,460	\$64,460	\$64,460
<i>Narrative/Explanation: Tuition calculations are based on \$322.30/credit hour and students completing 10 credit hours per semester. OSUCHS anticipates enrolling 5, 7, 10, 10, and 10 students in years 1 through 5.</i>					
TOTAL	\$156,792	\$169,684	\$189,022	\$189,022	\$189,022

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	\$20,000	\$25,000	\$25,000	\$25,000	\$25,000
<i>Narrative/Explanation: The amounts above reflect 20 percent of the salary for the Program Coordinator. For years 2 through 5, 15 percent of Administrative Assistant salary is included.</i>					

Faculty	\$70,000	\$82,000	\$90,000	\$90,000	\$90,000
<i>Narrative/Explanation: The amounts above reflect 20 percent salary for 2 faculty. A new faculty member is anticipated by year 3 and will devote 50 percent of teaching load to the proposed program.</i>					
Graduate Assistants	\$42,360	\$42,360	\$63,450	\$63,450	\$63,450
<i>Narrative/Explanation: The amounts above are budgeted for Graduate Research Assistant stipends.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$25,000	\$20,000	\$10,000	\$10,000	\$10,000
<i>Narrative/Explanation: The amounts above reflect funds for consumables used for doctoral research projects.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$157,360	\$169,360	\$188,450	\$188,450	\$188,450

Attachment

**OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES
DOCTOR OF PHILOSOPHY IN FORENSIC SCIENCES**

Degree Requirements	Credit Hours
Required Courses	13
*FRNS 6xx3 Research Design and Methods	3
STAT 5083 Advanced Statistics for the Forensic Sciences	3
FRNS 5990 Seminar/Journal Club	1
FRNS Electives (courses will be selected from an approved list)	6
Dissertation	15
*FRNS 6000 Dissertation Research	15
Electives	32
Select courses from an approved list to bring total credit hours completed to 60.	
Total	60

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-d:

New Programs.

SUBJECT: Cameron University. Approval to offer the Associate in Arts in Strategic Communication.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's request to offer the Associate in Arts in Strategic Communication, 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 Arts in Strategic Communication.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 25 students in Fall 2020; and
 - Graduates: a minimum of 5 students in 2020-2021.

BACKGROUND:

Academic Plan

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

New degree, certificate, or program options:

- Investigate the need and demand for possible certificate programs:
 - ◆ Radiologic Technology (embedded within the AAS in Radiologic Technology)
 - ◆ Graphic Design
 - ◆ Professional or Technical Writing
 - ◆ Spanish
 - ◆ Language Competency
 - ◆ Personal Training
 - ◆ Strength Training
 - ◆ Medical Transcription
 - ◆ Medical Records
 - ◆ Medical Billing
 - ◆ Veterinarian Technician
 - ◆ Marketing
 - ◆ Public Relations
 - ◆ Small Business Administration
 - ◆ Bookkeeping

- Investigate the need and demand for possible Associate (AAS, AS, AA) programs:
 - ◆ Organizational Leadership
 - ◆ Psychology
 - ◆ Human Resources
 - ◆ Sociology
 - ◆ Sports and Exercise Science
 - ◆ History
 - ◆ Bookkeeping
 - ◆ Social Sciences
 - ◆ Agriculture
 - ◆ Biology
 - ◆ Environmental Science
 - ◆ General Science
 - ◆ Art
 - ◆ Strategic Communication
 - ◆ Convergence Journalism
 - ◆ Fine Arts
 - ◆ Liberal Arts
 - ◆ Music
 - ◆ Professional Writing
 - ◆ Spanish
 - ◆ Radiologic Technology

- Investigate the need and demand for possible Bachelor's programs:
 - ◆ Bachelor of Science in Human Resources
 - ◆ Bachelor of Science in Health Informatics or Health Administration
 - ◆ Bachelor of Science in Physical Therapy Assistant (PTA)

- Explore Physical Therapy Assistant program possibilities and how we might partner with technology centers & hospitals.

Programmatic changes:

- For the Communication program, change the name to Strategic Communication and add options in Communication Studies and Public Relations.

Priorities:

- Continue work on the “Top 30 Courses Project” to improve student learning, increase retention and graduation rates, and lower costs to students.
- Increase funding for undergraduate research.
- Continue to promote the Cameron Psychology Clinic.
- Increase options for faculty development.

APRA Implementation

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

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

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

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

Program Review

CU offers 45 degree and/or certificate programs as follows:

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

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

Program Development Process

CU’s faculty developed the proposal, which was reviewed and approved by institutional officials. CU’s governing board approved delivery of the Associate in Arts in Strategic Communication at their January 25, 2018 meeting. CU 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 Arts in Strategic Communication

Program purpose. The proposed program was designed to prepare students to transfer into a Communication, Public Relations, Journalism or Media program at a four-year institution.

Program rationale and background. Effective communication strategies in both professional and social systems are needed in all areas of employment. While technology has impacted and changed how information is transferred, the need for succinct, clear and meaningful message creation has remained. Ideally, students pursuing the proposed program would matriculation into the Bachelor of Arts in Strategic Communication (140) or the Bachelor of Arts in Journalism and Media Production (141) at CU or a similar program at another four-year institution. However, for those students who decide to end their educational pursuits, the proposed program will provide graduates with a solid communication-based credential that will increase their employment potential.

Employment opportunities. Although the proposed program is not designed for immediate employment upon completion, students earning an associate’s degree may have an increased chance of obtaining employment. Research has shown that employers want graduates who can effectively speak, write, and think. Many CU students work full- and part-time while attending classes, and often are hired while completing their undergraduate coursework. For those students who want to move quickly into employment opportunities with the local newspaper or television stations, or other positions in which strong communication skills are essential, the proposed program will allow them to enter the job market more quickly.

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 2020
Minimum Graduates from the program	5	2020-2021

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

Institution	Existing Program
Eastern Oklahoma State College	Associate in Arts in Mass Communication (026)
Murray State College	Associate in Arts in Communication and Performance Studies (066)
Northeastern Oklahoma A&M College	Associate in Arts in Mass Communications (053)
Northern Oklahoma College	Associate in Arts in Communications (007)
Tulsa Community College	Associate in Arts in Communication Arts and Technologies (005)
Rose State College	Associate in Arts in Mass Communications (026)

A system wide letter of intent was communicated by email March 14, 2018. 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 Associate in Arts in Strategic Communication program will consist of 66-70 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	44
University Requirements	0-6
Major Requirements	22
Total	66-70

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

Delivery method and support services. CU will utilize Blackboard as the primary learning management system. Additionally, Google Suite and Office 365 will be used for communication with students, cloud storage, web-based productivity, and student productivity. All courses required in the proposed program will be vetted through Quality Matters. The library, facilities, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Associate in Arts in Strategic Communication 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	\$36,152	\$36,152	\$36,152	\$36,152	\$36,152
<i>Narrative/Explanation: The amounts above are funds currently allocated to the Department of Communication to support academic programs and reflect the amount budgeted to support the proposed program.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$16,390	\$25,445	\$43,893	\$50,881	\$56,424
<i>Narrative/Explanation: Tuition was calculated based on the number of projected majors in years 1 through 5 (10, 15, 25, 28, and 30), the number of credit hours completed in the major per academic year (11), and the current tuition cost (\$149/credit hour). CU included an estimated 3.5 percent annual increase beginning in year 2. Mandatory fee revenue was not included as it is designated for other purposes.</i>					
TOTAL	\$52,542	\$61,597	\$80,045	\$87,033	\$92,576

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	\$11,226	\$11,226	\$11,226	\$11,226	\$11,226
<i>Narrative/Explanation: The Department Chair stipend is \$3,900 per year and the Administrative Assistant's annual salary, including benefits, is \$29,778. The department serves 3 academic programs. One-third of the total Department Chair stipend and Administrative Assistant salary and benefits (\$33,678) were used in the calculation.</i>					
Faculty	\$12,593	\$12,593	\$12,593	\$12,593	\$12,593
<i>Narrative/Explanation: Courses will be taught by current faculty. The amounts shown are calculated as a fraction of the annual faculty load. Total salaries plus benefits for 8 faculty are \$557,969. Faculty teach 24 credit hours per academic year. For the proposed program, 10 credit hours are shared with 2 other academic programs in the department. The amounts above assume 33 percent of the enrollment in the shared 10 credit hour and 100 percent enrollment in the 1 unique credit hour.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Narrative/Explanation: Total departmental student wage allotment was \$15,000 for 2017-2018. Because the department serves 3 academic programs, one-third of the total budget is used in the calculations.

Equipment and Instructional Materials	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833
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Narrative/Explanation: Total departmental E&G budget was \$20,500 for 2017-2018. Because the department serves 3 academic programs, one-third of the total budget is used in the calculations.

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	\$500	\$500	\$500	\$500	\$500

Narrative/Explanation: The amounts above reflect the budgeted amount per faculty member for travel.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$36,152	\$36,152	\$36,152	\$36,152	\$36,152

Attachment

ATTACHMENT A

**CAMERON UNIVERSITY
ASSOCIATE IN ARTS IN STRATEGIC COMMUNICATION**

Degree Requirements	Credit Hours
General Education	44
ENGL 1113 English Composition I	3
ENGL 1213 English Composition II	3
COMM 1113 Principles of Communication	3
MATH 1413 Survey of Mathematics (or higher)	3
Biological Sciences	4
Physical Science	4
HIST 1483 or U.S. History to 1865	3
HIST 1493 U.S. History since 1865	3
PS 1113 American Federal Government	3
Humanities-Diversity	3
Humanities-Aesthetics	3
Behavioral Science	3
Economics	3
Health and Wellness	4
Electives to total 44 (if needed)	4
University Requirements	0-6
UNIV 1011 or Introduction to University Life	0-3
UNIV 1113 Study Strategies for College Success (if required)	3
Computer Literacy Requirement (if required)	3
Major Requirements	22
JRMP 1113 Introduction to Mass Communication	3
JRMP 1213 Visual Media Production	3
JRMP 1313 Audio Video Production	3
PBRL 2113 Introduction to Public Relations	3
COMM 2213 Professional Speaking	3
COMM 2393 Interpersonal Communication	3
JRMP 2513 Writing for Mass Media	3
COMM 2901 Strategic Communication Capstone	1
Total	66-70

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-e:

New Programs.

SUBJECT: Rogers State University. Approval to offer the Certificate in Career Technology and Education.

RECOMMENDATION:

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

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

BACKGROUND:

Academic Plan

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

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

- Implement a co-requisite model for developmental studies (*Goal 1.1.1.1 and 1.1.1.6*)
 - ◆ Pair developmental courses with college-level coursework with supplemental learning opportunities to increase student success
- Offer unique student experiences (*Goal 1.1.1.2 and 1.1.1.3*)
 - ◆ Military History Day
 - ◆ Fine Arts Summer Studies-At-Large program
 - ◆ Fine Arts student and faculty gallery exhibitions
 - ◆ Internships with businesses and agencies including Phillips 66, Will Rogers Museum, Davis Gun Museum, University of Tulsa Special Collections, RSU TV and radio, energy and environmental companies
 - ◆ Multicultural student activities and events, including the Inclusion Project
 - ◆ Bartlesville Student Center addition
- Offer improved student experiences (*Goal 1.1.1.2*)
 - ◆ New comprehensive first-year student experience program
- Implement new Career Services digital platform to enhance and streamline services. (*Goal 1.1.1.5 and 4.1.2.1*)
- Create web-based hub for internship opportunities for students. (*Goal 1.1.2.1 and 1.2.2.1*)

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

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

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

Engage Relevant Stakeholders *(Strategic Plan Goal #3)*

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

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

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

APRA Implementation

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

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

78	Degree and/or certificate programs deleted
36	Degree and/or certificate programs added

Program Review

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

2	Certificates
10	Associate in Arts or Sciences Degrees
3	Associate in Applied Science Degrees
18	Baccalaureate Degrees
1	Master's Degree
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved the Certificate in Career Technology and Education at their January 24, 2018 meeting. RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Career Technology and Education

Program purpose. The proposed certificate is designed to meet education and career goals in skilled trades and applied sciences for local learners who may choose not to attend an institution of higher learning as a matriculated student, but require additional soft-skills and internships prior to entering the workforce.

Program rationale and employment opportunities. The proposed certificate was developed in collaboration with the Mid-America Industrial Park (MAIP), K-12 schools, and local industry owners. Skilled trades are often the most difficult jobs to fill in the U.S. Middle-skills employment that require

education and training beyond high school but less than a bachelor’s degree are a significant part of overall economic growth. According to the Oklahoma Employment Security Commission, opportunities for these types of jobs, such as Assemblers and Fabricators, will increase as much as 19 percent through 2024. The proposed certificate will prepare students to enter the workforce and is embedded within the Bachelor of Technology (BT) in Applied Technology (107). All credits earned as part of the certificate will transfer into the BT should the student decide to continue their education. Additionally, students interested in the proposed certificate must be accepted by at least one MAIP Eligible Educational and Training Provider. Once the certificate is conferred by RSU, students will receive preferential hiring status by an MAIP industry Eligible Educational and Training Provider.

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

Duplication and impact on existing programs. There are no Certificate in Career Technology and Education programs offered in Oklahoma. A system wide letter of intent was communicated by email January 10, 2018. Oklahoma State University (OSU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which were sent April 17, 2018. Neither OSU, UCO, nor any other State System institution notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Career Technology and Education will consist of 21 total credit hours as shown in the following table. No courses will be added and the curriculum is detailed in the attachments (Attachment A).

Certificate in Career Technology and Education

Content Area	Credit Hours
Required Courses	21
Total	21

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

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

Attachment

**ROGERS STATE UNIVERSITY
CERTIFICATE IN CAREER TECHNOLOGY AND EDUCATION**

Certificate Requirements		Credit Hours
Required Courses		21
CS 1113	Microcomputer Applications	3
ENGL 1113	Composition I	3
BADM 3113	Business Communications	3
TECH 3013	Leadership and Decision-Making Skills	3
TECH 2060	Special Projects (advanced workplace skills related to student's career goals)	3
MGMT 3013	Principles of Management	3
TECH 2090 or IT 2500	Field Internship Cooperative Education in Information Technology	3
	Students must also complete a 10-hour General Industry Safety certificate through the Occupational Safety and Health Administration	
Total		21

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-f:

New Programs.

SUBJECT: Carl Albert State College. Approval to offer the Certificate in Religious Study, the Certificate in Organizational Leadership, the Certificate in Hospitality and Event Management, the Certificate in Social Services Assistant, the Certificate in Occupational Skills, and the Certificate in Law Enforcement Procedures.

RECOMMENDATION:

It is recommended that the State Regents approve Carl Albert State College's request to offer the following certificates via traditional and electronic delivery: the Certificate in Religious Study, the Certificate in Organizational Leadership, the Certificate in Hospitality and Event Management, the Certificate in Social Services Assistant, the Certificate in Occupational Skills, and the Certificate in Law Enforcement Procedures, 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 Religious Study.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 7 students in Fall 2019; and
 - Graduates: a minimum of 3 students in 2019-2020.
- **Certificate in Organizational Leadership.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 7 students in Fall 2019; and
 - Graduates: a minimum of 3 students in 2019-2020.
- **Certificate in Hospitality and Event Management.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 7 students in Fall 2019; and
 - Graduates: a minimum of 3 students in 2019-2020.
- **Certificate in Social Services Assistant.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 7 students in Fall 2019; and
 - Graduates: a minimum of 3 students in 2019-2020.
- **Certificate in Occupational Skills.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 7 students in Fall 2019; and
 - Graduates: a minimum of 3 students in 2019-2020.

- **Certificate in Law Enforcement Procedures.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 Majors enrolled: a minimum of 7 students in Fall 2019; and
 Graduates: a minimum of 3 students in 2019-2020.

BACKGROUND:

Academic Plan

Carl Albert State College’s (CASC) 2017-2018 Academic Plan lists the following institutional priorities and new funding initiatives:

- The academic priorities for CASC include continuing the general education redesign for Associate of Arts degrees and streamlining academic processes, such as scheduling, hiring, course development, course limits, etc.
- CASC strives to continue a comprehensive assessment process and online faculty evaluation process using WEAVE and SmartEvals data to make strategic improvements.
- CASC continues to utilize common syllabi, and is developing common measures, in order to develop the ability to assess courses based on format and mode of delivery.
- CASC maintains an Online Course Expectations Manual for the development, design, and approval of courses for online delivery.
- CASC engages in peer reviews to aid the transitions of all courses into the Quality Matters design template that was approved by the Virtual Campus Committee. The template is based on three basic principles: Knowing, Doing, and Reflecting. The principles are in place to facilitate progress through the course with the goal of improving retention and completion. CASC is implementing required QM training for the 2016-17 year.

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

30	Degree and/or certificate programs deleted
21	Degree and/or certificate programs added

Program Review

CASC offers 27 degree and/or certificate programs as follows:

4	Certificates
16	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 CASC'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

CASC's faculty developed the proposals, which were reviewed and approved by institutional officials. CASC's governing board approved delivery of the Certificate in Religious Study, the Certificate in Organizational Leadership, the Certificate in Hospitality and Event Management, the Certificate in Social Services Assistant, the Certificate in Occupational Skills, and the Certificate in Law Enforcement Procedures at their April 17, 2018 meeting. CASC is currently approved to offer the following degree programs via online delivery:

- Associate in Arts in Business Administration (006);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in Social Sciences (036);
- Associate in Applied Science in Computer Technology (040);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Child Development (012);
- Associate in Arts in Child Development (055);
- Associate in Arts in General Studies (039);
- Associate in Applied Science in Occupational Health and Safety (107);
- Associate in Applied Science in Healthcare Information Technology (159);
- Certificate in Child Development/Director's Certificate (065);
- Certificate in Child Development (048); and
- Associate in Arts in Pre-Law Criminal Justice (030).

CASC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Rationale and background for certificates. By 2025, 77 percent of Oklahoma jobs will require more than a high school diploma. Labor market analysis of the eastern Oklahoma/western Arkansas region indicates a demand for basic workforce skills. Students are also demanding workforce skills that provide an edge in the labor market. CASC is proposing several workforce certificates to meet the employment needs within their service area. Meetings with local chambers of commerce, employers, and human resource officers indicate a willingness to preferentially hire based on the completion of a CASC

workforce certificate, which demonstrates skills deemed lacking in most applicants, such as written communication, reading information, critical/analytical thinking, and leadership. The proposed certificates are intended to provide students with high-level, employer-demanded skills in a short time frame; providing area employers with a job-ready employee base and quality applicants. The course required in the certificates will provide students with skills deemed lacking in most applicants, such as written communication, reading information, critical/analytical thinking, and leadership. Additionally, the certificates are designed to minimize the time commitment needed to complete the program and place students at a significant advantage over applicants possessing only a high school diploma. As stand-alone workforce certificates, the intent is to prepare students for employment, not transfer. However, the curriculum for the proposed programs is designed so that students wishing to continue academic pursuit will be equipped to do so.

Certificate in Religious Study

Program purpose. The proposed program will provide graduates with skills that will increase employability at religiously-affiliated organizations.

Employment opportunities. According to CASC, area churches employ support-pastors and support-staff. CASC has always experienced high demand for religion courses, and this certificate allows students and churches to experience mutual benefit from the certificate program. Additionally, local churches have indicated interest in continuing education possibilities in the form of this certificate for currently hired staff that do not have post-secondary or advanced education. CASC is confident the proposed certificate will help students increase their employment skills and marketability.

Duplication and impact on existing programs. There are no Certificate in Religious Study programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 15, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Certificate in Organizational Leadership

Program purpose. The proposed program will provide graduates with skills that will increase employability for entry-level management positions.

Employment opportunities. CASC indicates that the proposed certificate will appeal to students with entrepreneurial intentions, as well as those interested in entry-level management. Employers find benefit from leadership, management, and marketing knowledge. Area small businesses and those seeking management positions have expressed a desire for applicants possessing the skills associated with this certificate. Oklahoma Employment Security Commission (OESC) data indicates that job opportunities for management positions that require a high-school diploma will increase approximately 9 percent through 2024. CASC is confident the proposed certificate will help students increase their employment skills and marketability.

Duplication and impact on existing programs. There are no Certificate in Organizational Leadership programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 15, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Certificate in Hospitality and Event Management

Program purpose. The proposed program will provide graduates with skills that will increase employability in the hospitality and event management industry.

Employment opportunities. The hospitality and event management industry is a growing market but experiences high turnover; however, it is also excellent opportunity for promotion. Hotels, restaurants, and casinos in the area have shown interest in hiring applicants with strong customer service and communication skills. OESC data indicates career opportunities in the leisure and hospitality industry will increase 10 percent through 2024. CASC is confident the proposed certificate will help students increase their employment skills and marketability.

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

Institution	Existing Program
Rose State College	Certificate in Hospitality and Event Management (317)

A system wide letter of intent was communicated by email on February 15, 2018. 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.

Certificate in Social Services Assistant

Program purpose. The proposed program will provide graduates with skills that will increase employability in social service agencies.

Employment opportunities. OESC data indicates career opportunities for Social and Human Service Assistants and Community Health Workers will increase 11 percent through 2024. CASC is confident the proposed certificate will help students increase their employment skills and marketability.

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

Institution	Existing Program
Redlands Community College	Certificate in Human/Social Services Assistant (107)

A system wide letter of intent was communicated by email on February 15, 2018. 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.

Certificate in Occupational Skills

Program purpose. The proposed program will provide graduates with skills that will increase employability for customer service-oriented jobs.

Employment opportunities. OESC data indicates that career opportunities for jobs such as customer services representatives, government eligibility interviewers, and insurance sales agents will increase 12

percent through 2024. CASC is confident the proposed certificate will help students increase their employment skills and marketability.

Duplication and impact on existing programs. There are no Certificate in Occupational Skills programs offered in Oklahoma. A system wide letter of intent was communicated by email on February 15, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Certificate in Law Enforcement Procedures

Program purpose. The proposed program will provide graduates with skills that will increase employability in law enforcement careers.

Employment opportunities. OESC data indicates that opportunities for various law enforcement careers will increase 14 percent through 2024. CASC is confident the proposed certificate will help students increase their employment skills and marketability.

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

Institution	Existing Program
Redlands Community College	Certificate in Criminal Justice-Law Enforcement (109)

A system wide letter of intent was communicated by email on February 15, 2018. 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.

Certificate in Religious Studies
Certificate in Organizational Leadership
Certificate in Hospitality and Event Management
Certificate in Social Services Assistant
Certificate in Occupational Skills
Certificate in Law Enforcement Procedures

Student demand. Each of the proposed programs 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	7	Fall 2019
Minimum Graduates from the program	3	2019-2020

Curriculum. The proposed Certificate in Religious Study program will consist of 18 total credit hours and the proposed Certificate in Organizational Leadership, the Certificate in Hospitality and Event Management, the Certificate in Social Services Assistant, the Certificate in Occupational Skills, and the Certificate in Law Enforcement Procedures programs will each consist of 15 total credit hours as shown in the following tables. No new courses will be added and the curriculum is detailed in the attachment (Attachments A, B, C, D, E, and F).

Certificate in Religious Studies

Content Area	Credit Hours
Required Courses	18
Total	18

**Certificate in Organizational Leadership
 Certificate in Hospitality and Event Management
 Certificate in Social Services Assistant
 Certificate in Occupational Skills
 Certificate in Law Enforcement Procedures**

Content Area	Credit Hours
Required Courses	15
Total	15

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

Delivery method and support services. The library, facilities, and equipment are adequate for the degree programs. CASC will utilize the Blackboard learning management system to offer the courses in an online format. Faculty will use assessment of student learning outcomes, Quality Matters, and assessment of course content and design to ensure quality and rigor of the course. Additionally, faculty will use a variety of features available through Blackboard, such as video, recorded lecture, and live online options for chat to engage students.

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

Program resource requirements. Program resource requirements for the proposed programs are shown in the following tables:

Certificate in Religious Study

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	\$33,260	\$33,260	\$33,260	\$33,260	\$33,260
<i>Narrative/Explanation: The amounts above are reflective of current CASC budget for one faculty salary with an 18 credit hour teaching load.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Student Tuition	\$9,217	\$12,903	\$20,277	\$31,337	\$38,710
<i>Narrative/Explanation: Tuition calculation is based on 15 credit hours per academic year and tuition and fees of \$122.89 per credit hour. CASC estimates student enrollment of 5, 7, 11, 17, 21 students in years 1 through 5.</i>					
TOTAL	\$42,477	\$46,163	\$53,537	\$64,597	\$71,970

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	\$33,260	\$33,260	\$33,260	\$33,260	\$33,260
<i>Narrative/Explanation: Current faculty will teach the courses required in the proposed certificate. CASC estimates the percentage of each individual faculty salary devoted to teaching students pursuing the proposed certificate will equal the amount for one faculty.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts above will support specialized technology used in courses.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$50	\$50	\$50	\$50	\$50
<i>Narrative/Explanation: These amounts will cover general classroom expenses for paper and printing.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$33,810	\$33,810	\$33,810	\$33,810	\$33,810

Certificate in Organizational Leadership
Certificate in Hospitality and Event Management
Certificate in Social Services Assistant
Certificate in Occupational Skills
Certificate in Law Enforcement Procedures

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	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Federal Sources					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000
<i>Narrative/Explanation: The amounts above are reflective of current CASC budget for one faculty salary with a 15 credit hour teaching load.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$9,217	\$12,903	\$20,277	\$31,337	\$38,710
<i>Narrative/Explanation: Tuition calculation is based on 15 credit hours per academic year and tuition and fees of \$122.89 per credit hour. CASC estimates student enrollment of 5, 7, 11, 17, 21 students in years 1 through 5.</i>					
TOTAL	\$41,217	\$44,903	\$52,277	\$63,337	\$70,710

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	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000
<i>Narrative/Explanation: Current faculty will teach the courses required in the proposed certificate. CASC estimates the percentage of each individual faculty salary devoted to teaching only students pursuing the proposed certificate will equal the amount for one faculty.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$500	\$500	\$500
<i>Narrative/Explanation: The amounts above will support specialized technology used in courses.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$50	\$50	\$50	\$50	\$50
<i>Narrative/Explanation: These amounts will cover general classroom expenses for paper and printing.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$32,550	\$32,550	\$32,550	\$32,550	\$32,550

Attachments

**CARL ALBERT STATE COLLEGE
CERTIFICATE IN RELIGIOUS STUDY**

Program Requirements		Credit Hours
Required Courses		18
CS 1103	Microcomputer Applications	3
ENGL 1113	Freshman Composition I	3
SPCH 1113	Introduction to Speech Communication	3
RLED 1113	Old Testament	3
RLED 1123	New Testament	3
RLED 2113	World Religions	3
Total		18

**CARL ALBERT STATE COLLEGE
CERTIFICATE IN ORGANIZATIONAL LEADERSHIP**

Program Requirements		Credit Hours
Required Courses		15
CS 1103	Microcomputer Applications	3
MKTG 1103	Introduction to Marketing	3
ORGL 1113	Organizational Leadership	3
ORGL 2113	Project Management	3
ECON 2113	Principles of Macroeconomics	3
Total		15

**CARL ALBERT STATE COLLEGE
CERTIFICATE IN HOSPITALITY AND EVENT MANAGEMENT**

Program Requirements		Credit Hours
Required Courses		15
CS 1103	Microcomputer Applications	3
SPCH 1113	Introduction to Speech Communication	3
BA 1113	Customer Service	3
ORGL 1113	Organizational Leadership	3
ORGL 2113	Project Management	3
Total		15

ATTACHMENT D

**CARL ALBERT STATE COLLEGE
CERTIFICATE IN SOCIAL SERVICES ASSISTANT**

Program Requirements	Credit Hours
Required Courses	15
ENGL 1113 Freshman Composition I	3
CS 1103 Microcomputer Applications	3
SPCH 1113 Introduction to Speech Communication	3
SOC 1113 Introduction to Sociology	3
SOC 2123 Social Problems	3
Total	15

**CARL ALBERT STATE COLLEGE
CERTIFICATE IN OCCUPATIONAL SKILLS**

Program Requirements		Credit Hours
Required Courses		15
ENGL 1113	Freshman Composition I	3
CS 1103	Microcomputer Applications	3
SPCH 1113	Introduction to Speech Communication	3
MKTG 1103	Principles of Marketing	3
BA 1113	Customer Service	3
Total		15

**CARL ALBERT STATE COLLEGE
CERTIFICATE IN LAW ENFORCEMENT PROCEDURES**

Program Requirements	Credit Hours
Required Courses	15
CS 1103 Microcomputer Applications	3
SPCH 1113 Introduction to Speech Communication	3
CJ 1113 Introduction to Criminal Justice	3
CJ 1123 Criminal Law for Law Enforcement	3
CJ 2023 Criminal Procedure	3
Total	15

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #14-g:

New Programs.

SUBJECT: Oklahoma State University Institute of Technology. Approval to offer the Bachelor of Technology in Applied Technical Leadership as a substitution for the Bachelor of Technology in Civil Engineering Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University Institute of Technology's request to substitute the Bachelor of Technology in Applied Technical Leadership, via traditional and electronic delivery, for the Bachelor of Technology in Civil Engineering Technology (096) with the stipulation that continuation of the substituted program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

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

BACKGROUND:

Academic Plan

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

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

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

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

APRA Implementation

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

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

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

Program Review

OSUIT offers 44 degree and/or certificate programs as follows:

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

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

Program Development Process

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

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

OSUIT requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Technology in Applied Technical Leadership

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

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

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

As noted above, the 2004 approval for BT programs was limited in scope, allowing three specific degree programs. To maintain this requirement, OSUIT will delete the BT in Civil Engineering Technology (096) (see deletion item).

Employment opportunities. Students of the proposed program who complete the degree with the intent of advancing into technical leadership positions would not only benefit individually through increased opportunities for career advancement and increased earnings potential, they would also help to fill critical gaps in Oklahoma’s workforce needs. The proposed program has been designed to help address workforce shortages in such roles as General and Operations Managers and Industrial Production Managers, both of which are on the Oklahoma Works 2017 Oklahoma Critical Occupations list. OSUIT plans to align the BT in Applied Technical Leadership project planning and implementation-oriented coursework with the outcomes for the Project Management Institute’s Certified Associate in Project Management and Project Management Professional certifications. In addition, OSUIT will seek to align the program’s coursework focused on process optimization with industry-recognized credentials in the areas of Lean and/or Six Sigma.

According to the Oklahoma Employment Security Commission, both of these occupations are expected to increase 10 - 11 percent through 2024. Employment opportunities for graduates of the proposed program are not limited to leadership roles in the industry. Program graduates would also be able to leverage their technical abilities, industry experiences, and leadership/management training to undertake professional opportunities in training and development, compliance, and quality control.

OSUIT provided a listing of employment opportunities that “preferred bachelor’s degree” and indicated that the proposed degree may suffice in conjunction with the technical AAS degree and experience. Although many were outside of Oklahoma and many did not require a degree, there were several in Oklahoma where this proposed degree could meet the “preferred” requirements. These employers included the Cherokee Nation Businesses, Johnson Controls, OGE Energy, McElroy Family of Companies, River Spirit Casino, 3M, American Gaming Systems, Aramark, Bar-S Foods, Big Tex Trailers, Bruckner’s, Carrier Enterprise, Choctaw Global, A Choctaw Nation Company, Construction Products Manufacturing, Covenant Retirement, Cummins Southern Plains, CVR Energy, Dal-Tile, Dura-Line, A Mexichem Company, Eaton, Exterran, Ford AV7, Flotek Industries, Inc., Gaming Hospitality Executive, General Electric, Gexpro, Globe Manufacturing, Healthcare Service Group, Hurricane Express, IAP Worldwide Services, Inc., Kelly Duke Staffing, MAC Trailer Enterprises, Inc., Magna Search Group, Nitrotech LLC, Nordam, Propak Corporation, Pyrotek, Republic Services, Sigma Alimentos, State Industrial Products, Vulcan Materials Company, and Whirlpool Corporation.

Based on the predicted need for employees with this credential, OSUIT is confident graduates of the program will be successful in advancing in their careers with the additional degree beyond the AAS degree.

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

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

Duplication and impact on existing programs. There are no Bachelor of Technology in Applied Technical Leadership programs offered in Oklahoma. OSUIT’s alumni and industry partners engaged representatives from the institution regarding the need for graduates of AAS programs to develop leadership, management, and entrepreneurial skills to be successful in supervisory and other administrative positions. OSUIT examined other related bachelor programs offered in Oklahoma, searching for specific attributes that are key programmatic elements requested by OSUIT’s industry partners. These attributes include: approved for electronic delivery, accelerated format, project-based

curriculum, AAS transfer friendly, focused on preparation of technical professionals, adaptable to a broad range of occupational fields, delineated pathway to graduate student, and alignment with industry certifications. OSUIT concluded that none of the related bachelor programs offered all of the elements provided in the proposed BT.

A system wide letter of intent was communicated by email on December 9, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on November 16, 2017. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. During the development of the curriculum, OSUIT researched several potential specialized accreditation avenues for the proposed BT. Through these efforts, OSUIT determined the program most closely aligned with the Association of Technology, Management, and Applied Engineering’s (ATMAE) accreditation standards. Pending approval of the proposed program, OSUIT will attend ATMAE’s 2018 annual conference and will initiate accreditation-oriented activities. The proposed Bachelor of Technology in Applied Technical Leadership program will consist of 120 total credit hours as shown in the following table. Eighteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

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

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

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

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. OSUIT’s Distance Learning fund will supplement tuition and fees generated through the proposed BT to cover any additional start-up costs. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Technology in Applied Technical Leadership are shown in the following table.

A. Funding Sources	Year of Program				
	1 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	\$63,000	\$84,000	\$105,000	\$126,000	\$126,000
<i>Narrative/Explanation: Tuition calculation is based on tuition and fees of \$175 per credit hour and an online electronic media fee of \$25/credit hour. OSUIT estimates student enrollment of 15, 20, 25, 30, and 30 students in years 1 through 5. OSU anticipates students completing 21 credit hours each academic year.</i>					
TOTAL	\$63,000	\$84,000	\$105,000	\$126,000	\$126,000

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	\$5,569	\$5,736	\$5,908	\$6,086	\$6,269
<i>Narrative/Explanation: These figures are a percentage of the salary and benefits for administrative duties and include annual increases of 3 percent.</i>					
Faculty	\$23,850	\$35,775	\$82,206	\$82,459	\$78,215
<i>Narrative/Explanation: These amounts are based on a combination of full-time and overload/adjunct faculty salary.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$7,500	\$7,500	\$6,500	\$5,000	\$5,000
<i>Narrative/Explanation: These figures are based on the basic equipment and material costs projected to be expended annually by faculty, staff, and students in the development and delivery of the program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,500	\$1,500	\$1,000	\$500	\$500
<i>Narrative/Explanation: These amounts are budgeted for printing costs related to program promotion and delivery.</i>					
Telecommunications	\$350	\$350	\$350	\$350	\$350

Narrative/Explanation: These figures are based on the local and long-distance telephone service costs related to program recruitment and employer engagement activities.

Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
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Narrative/Explanation: The amounts above are budgeted for faculty and staff for recruitment, employer engagement activities, and professional development relevant to the program.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
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TOTAL	\$43,769	\$55,861	\$100,964	\$99,395	\$95,334
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Attachment

ATTACHMENT A

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

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

*ATLE 4313	Expanding the Technical Enterprise	3
*ATLE 4333	Applied Topics in Technical Enterprise Expansion	3
*ATLE 4903	Applied Technical Leadership Capstone	3
*ATLE 4513 and *ATLE 4533 or *ATLE 4613 and *ATLE 4633	Process Optimization in the Technical Enterprise Applied Topics in Technical Process Optimization Project Planning and Implementation in the Technical Enterprise Applied Topics in Technical Project Planning and Implementation	6
Interdepartmental Requirements		4
CS 1013 or CS 2103	Computer Literacy and Applications Computer Concepts and Applications for Business	3
ORIE 1011	College Strategies	1
Total		120

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #15:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University Institute of Technology (OSUIT) requests authorization to delete the program below:

- Bachelor of Technology in Civil Engineering Technologies (096)

Rose State College (RSC) requests authorization to delete the programs listed below:

- Certificate in Hospitality and Event Management (317)
- Associate in Applied Science in Technical Supervision and Management (119)
- Associate in Science in Geosciences (126)

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

- Certificate in International Business (169)
- Certificate in Management Leadership (268)

POLICY ISSUES:

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

ANALYSIS:

OSUIT requests authorization to delete the Bachelor of Technology in Civil Engineering Technologies (096) effective immediately. This program was approved at the February 13, 2004 State Regents' meeting. OSUIT reports:

- The program is no longer sustainable due to a reduction in state support.
- There are currently 48 students enrolled in the program with an expected graduation date of Fall 2021.
- A course rotation schedule has been developed to allow all currently enrolled students to complete their degree requirements.
- Fourteen courses will be deleted once students have completed their degree requirements.
- Funds are being reallocated to support other high-demand academic programs.

RSC requests authorization to delete the Certificate in Hospitality and Event Management (317) effective immediately. This program was approved at the June 29, 2017 State Regents' meeting. RSC reports:

- This program is an embedded certificate within the Associate in Applied Science in Business Administration (008) and has had little interest.
- There are currently 5 students enrolled.
- Courses will be offered for one year to accommodate students.
- Funds are being reallocated to the new Administrative Office Professional option under the Associate in Applied Science in Business Administration (008) (see modification agenda item).

RSC requests authorization to delete the Associate in Applied Science in Technical Supervision and Management (119) effective immediately. This program was approved at the March 30, 2001 State Regents' meeting. RSC reports:

- This program has experienced low productivity several years.
- There are currently 3 students enrolled in the program.
- Courses will continue to be offered to ensure all students graduate.
- No funds are available for reallocation.

RSC requests authorization to delete the Associate in Science in Geosciences (126) effective beginning the 2018-2019 academic year. This program was approved at the February 13, 2004 State Regents' meeting. RSC reports:

- This program is being combined with the Associate of Science in Environmental Science (118) (see modification agenda item) to provide a more robust academic program for students.
- There are currently 22 students enrolled in the program.
- Students will be able to complete their degree requirements under the Associate of Science in Environmental Science (118).
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in International Business (169) effective immediately. This program was approved prior to 1990. TCC reports:

- This program was approved for suspension at the January 20, 2014 State Regents' meeting and TCC has no plans to reactivate.
- No students are enrolled in the program.
- No courses will be deleted as they are taught in other business programs.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Management Leadership (268) effective immediately. This program was approved at the September 13, 2007 State Regents' meeting. TCC reports:

- This program was approved for suspension at the January 20, 2014 State Regents' meeting and TCC has no plans to reactivate.
- No students are enrolled in the program.
- No courses will be deleted as they are taught in other business programs.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #16:

Career Technology Center Transfer Courses.

SUBJECT: Approval of Transfer Courses from Oklahoma Technology Centers for Technical Degree Programs.

RECOMMENDATION:

It is recommended that the State Regents approve the technology center coursework listed below to apply to the specified technical degree programs.

BACKGROUND:

Since 1988, State System institutions have worked with technology centers throughout Oklahoma to assist students in technical degree programs obtain college credit through the partnership now known as the Cooperative Agreements Program (CAPs). These CAPs have served numerous students in technical degree program areas by allowing them to take technical specialty coursework at a technology center while obtaining general education and/or arts and sciences credit toward their Associate in Applied Science (AAS) degree at a State System Institution. Additionally, in May 2015, the State Regents approved the Prior Learning Assessment (PLA) Matrix for Technical Assessments, which provides a vehicle for students who have gained industry certifications, passed institutional challenge exams, or created a portfolio to receive college credit. Many students who benefit from this matrix come from programs at Oklahoma technology centers. In addition to these two mechanisms for technology center students to receive college credit, the State Regents developed a third pathway: credit transfer from technology centers to State System institutions.

In 2012, the Higher Learning Commission (HLC) indicated that State System institutions would be permitted to accept technology center coursework in transfer as long as the institution had a policy in place governing the process. At their May 26, 2017, meeting, the State Regents approved updates to the *Undergraduate Transfer and Articulation* policy to allow State System institutions to accept transfer coursework from Oklahoma technology centers (3.11.5). During the 2017-2018 academic year, several State System institutions have approved policies to allow transfer of technology center courses on their campuses.

During the spring 2018 semester, State Regents staff coordinated a review process of technology center coursework to determine suitability for transfer. State System institutions and their technology center partners submitted materials for the college course and one or more technology center courses, which, after successful completion by a student, would transfer to the State System institution as GPA-neutral credit that can only be applied to a specified technical degree program. These materials were reviewed by State System institution faculty with content expertise in the relevant areas. Upon State Regents approval, the attached list of courses will be published on the Oklahoma State Regents for Higher Education (OSRHE) website and reviewed as specified.

POLICY ISSUES:

These actions are consistent with the State Regents' Undergraduate Transfer and Articulation policy.

ANALYSIS:

It is recommended that the attached list of technology center courses be approved for transfer into the technical degree programs as specified.

Attachment

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Civil Engineering/ Surveying Technologies	SURV	1011	Introduction to Surveying	Tri County Technology Center (Bartlesville)	CST 1203 Construction Site Layout / Electrical Safety	3 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Canadian Valley Technology Center (Chickasha)	Pipe/Structural Welder/Fitter Introduction to Welding & Cutting Processes; Oxyfuel Cutting & Heat Treatments; SMAW Beads & Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Canadian Valley Technology Center (El Reno)	General Carpenter Cabinet Making; Advanced Framing; Interior Finishing; Cabinetry Design, Construction & Installation	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Canadian Valley Technology Center (El Reno)	Electrician's Assistant Residential Wiring: Electrical Box/Cable/Switches; Residential Wiring Installation	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Canadian Valley Technology Center (El Reno)	Pipe/Structural Welder/Fitter Introduction to Welding & Cutting Processes; Oxyfuel Cutting & Heat Treatments; SMAW Beads & Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Central Tech (Drumright)	Residential Carpentry TI00096 Metal Stud Framing; TI00404 Drywall Installation; TI00402 Drywall Finishing; TI00711 Fundamentals of Cabinetmaking; TI00406 Installation of Interior Doors; TI00655 Interior Doors & Trim; TI00653 Cabinet Design/Planning & Estimating; TI00712 Advanced Cabinet Construction	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Central Tech (Drumright)	TI00205 Residential Wiring Methods	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Central Tech (Drumright)	TI01619 Introduction to Welding & Cutting Processes; TI00380 Oxyfuel Cutting & Heat Treatments; TI00401 SMAW Beads & Fillet Welds	5 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Central Tech (Sapulpa)	TI01619 Introduction to Welding & Cutting Processes; TI00380 Oxyfuel Cutting & Heat Treatments; TI00401 SMAW Beads & Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Great Plains Technology Center (Frederick)	Residential Carpentry Installation of Interior Doors; Metal Stud Framing; Drywall Installation; Drywall Finishing; Windows, Doors, Floors & Ceiling Trim; Fundamentals of Cabinetmaking; Cabinet Design/Planning & Estimating; Basic Cabinet Construction; Cabinet Installation; Interior Doors & Trim; Basic Finishing Techniques; Advanced Cabinet Construction	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Great Plains Technology Center (Lawton)	Carpentry Level I & Carpentry Level II Introduction to Cabinet Making; Drywall Installation & Finishing; Finish Carpentry; Basic Coatings Techniques; Advanced Cabinets	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Great Plains Technology Center (Lawton)	Electrical Level I Electrical Wiring Methods I; Electrical Wiring Methods II; Electrical Wiring Installations	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Great Plains Technology Center (Lawton)	Combination Welder Introduction to Welding & Cutting Processes; Metal Preparation & Heat Treatments; SMAW Beads & Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Green Country Technology Center (Okmulgee)	Carpentry Metal Stud Framing; Drywall Installation; Drywall Finishing; Installation of Interior Doors; Suspended Ceiling; Windows, Doors, Floors & Ceiling Trim; Cabinet Installation	5 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Green Country Technology Center (Okmulgee)	Welding Fundamentals of Welding; Metal Preparation and Heat Treatments; Oxyfuel Cutting; SMAW Beads and Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Indian Capital Technology Center (Muskogee)	Structural Welder Fundamentals of Welding; Metal Preparation and Heat Treatments; Fundamentals of Cutting Processes; Oxyfuel Cutting; SMAW Beads and Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Indian Capital Technology Center (Muskogee)	Pipe Welder Fundamentals of Welding; Metal Preparation and Heat Treatments; Fundamentals of Cutting Processes; Oxyfuel Cutting; SMAW Open Root Pipe Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Indian Capital Technology Center (Stillwell)	Pipe Welder Fundamentals of Welding; Metal Preparation and Heat Treatments; Fundamentals of Cutting Processes; Oxyfuel Cutting; SMAW Open Root Pipe Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Indian Capital Technology Center (Tahlequah)	Pipe Welder Fundamentals of Welding; Metal Preparation and Heat Treatments; Fundamentals of Cutting Processes; Oxyfuel Cutting; SMAW Open Root Pipe Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Meridian Technology Center (Stillwater)	Electrical Apprentice – Level 1 Residential Electrical Wiring Methods II; Electrical Wiring Methods III; Electrical Wiring Methods IV	5 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Metro Tech (South Bryant Campus)	CST 1880 Drywall Installation & Finishing; CST 1890 Interior Trim & Finish; CST 1900 Doors & Door Hardware; CST 1910 Cabinet Fabrication & Installation	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Metro Tech (South Bryant Campus)	MNR 1360 Residential Wiring Methods	5 years
OSU Institute of Technology	AAS in Construction Technology	GCTC	1183	Welding	Metro Tech (South Bryant Campus)	WLD 1000 Fundamentals of Welding; WLD 1010 Fundamentals of Cutting Processes; WLD 1020 Oxyfuel Cutting; WLD 1310 Beads & Filler Welds-SMAW	5 years
OSU Institute of Technology	AAS in Construction Technology	GCTC	1183	Welding	Mid-America Technology Center (Wayne)	TI00386 Metal GMAW Plate TI00401 SMAW Beads & Fillet Welds TI00380 Oxyfuel Cutting	5 years
OSU Institute of Technology	AAS in Construction Technology	GCTC	1183	Welding	Moore Norman Technology Center (Franklin Road Campus)	GMAW 110 & GTAW 120	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Northeast Technology Center (Afton)	Drywall Finishing; Drywall Installation; Installation of Interior Doors; Interior Doors & Trim; Windows, Doors, Floors, & Ceiling Trim; Basic Finishing Techniques	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Northeast Technology Center (Afton)	Residential Wiring Methods	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Northeast Technology Center (Claremore)	Residential Wiring Methods	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1103	DC & AC Circuit Analysis	Northeast Technology Center (Kansas)	Alternating Current Circuits in Construction; Direct Current Circuits in Construction	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1233	Electrical Motors & Controls	Northeast Technology Center (Kansas)	Motor Control Wiring in Construction; Motor Theory & Operation in Construction	5 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Northeast Technology Center (Kansas)	Residential Wiring Methods	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Northeast Technology Center (Pryor)	Residential Wiring Methods	5 years
OSU Institute of Technology	AAS in Construction Technology	ECNT	1253	Electrical Wiring Methods I - Residential	Northwest Technology Center (Alva)	Electricians Assistant Construction Site Safety Orientation; Orientation to the Electrical Trade; Alternating Current	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Northwest Technology Center (Alva)	FCAW Structural Welder; Fundamentals of Welding; Metal Preparation & Heat Treatments; Oxyfuel Cutting; GMAW/FCAW Equipment & Setup; FCAW Plate	5 years
OSU Institute of Technology	AAS in Construction Technology	GTCT	1183	Welding	Northwest Technology Center (Alva)	Structural & Pipe Welder or SMAW Structural Welder Fundamentals of Welding; Oxyfuel Cutting; SMAW Beads & Fillet Welds	5 years
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Red River Technology Center (Duncan)	Residential Carpentry Installation of Interior Doors; Metal Stud Framing; Drywall Installation; Drywall Finishing; Windows, Doors, Floors & Ceiling Trim; Fundamentals of Cabinetmaking; Cabinet Design/Planning & Estimating; Basic Cabinet Construction; Cabinet Installation; Interior Doors & Trim; Basic Finishing Techniques; Advanced Cabinet Construction	5 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Construction Technology	BLD	2513	Interior Finishes & Specialties	Southwest Technology Center (Altus)	Finish Carpenter Fundamentals of Cabinetmaking; Basic Cabinet Construction; Introduction to Interior Doors & Trim; Cabinet Design/Planning & Estimating; Introduction to Cabinet Installation; Drywall Finishing; Drywall Installation; Windows, Doors, Floors & Ceiling Trim	5 years
OSU Institute of Technology	AAS in Construction Technology	GCTC	1183	Welding	Tri County Technology Center (Bartlesville)	AWT 1113, AWT 1123, AWT 1143, AWT 1153 AWT 1163	5 years
OSU Institute of Technology	AAS in Engineering Graphics & Design Drafting Technologies	ETDG	1143	Introduction to Design/Drafting	Autry Technology Center (Enid)	Computer Aided Drafting and Design Fundamentals of Computer Aided Drafting and Design; Principles of CAD Design	3 years
OSU Institute of Technology	AAS in Engineering Graphics & Design Drafting Technologies	ETDG	1143	Introduction to Design/Drafting	Canadian Valley Technology Center (Chickasha)	CAD Drafter/Designer Fundamentals of Computer Aided Drafting and Design; Engineering Computer Aided Drafting and Design	3 years
OSU Institute of Technology	AAS in Engineering Graphics & Design Drafting Technologies	ETDG	1143	Introduction to Design/Drafting	Canadian Valley Technology Center (El Reno)	CAD Drafter/Designer Fundamentals of Computer Aided Drafting and Design; Engineering Computer Aided Drafting and Design	3 years
OSU Institute of Technology	AAS in Engineering Graphics & Design Drafting Technologies	ETDG	1143	Introduction to Design/Drafting	Metro Tech (South Bryant Campus)	Fundamentals of Computer Aided Drafting and Design; Principles of CAD	3 years
OSU Institute of Technology	AAS in Engineering Graphics & Design Drafting Technologies	ETDG	1143	Introduction to Design/Drafting	Red River Technology Center (Duncan)	Computer-Aided Drafting "CADD"	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETDM	1153	Introduction to Manufacturing	Canadian Valley Technology Center (Chickasha)	Machinist Orientation to Machining; Fundamentals of Manufacturing	3 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
OSU Institute of Technology	AAS in Manufacturing Technologies	ETDM	1153	Introduction to Manufacturing	Canadian Valley Technology Center (El Reno)	Machinist Orientation to Machining; Fundamentals of Manufacturing	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETD	1101	Safety Applications	Indian Capital Technology Center (Muskogee)	Manufacturing Technician Machine Tool Theory	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETDM	1153	Introduction to Manufacturing	Indian Capital Technology Center (Muskogee)	Manufacturing Technician Orientation to Machining; Fundamentals of Manufacturing	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETDM	1353	CNC Machine Operations	Indian Capital Technology Center (Muskogee)	Manufacturing Technician Computer Numerical Control Operations; Basic CNC Mill Operations	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETD	1101	Safety Applications	Mid-America Technology Center (Wayne)	TI00856 Orientation to Machining	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETD	1101	Safety Applications	Northeast Technology Center (Claremore)	Orientation to Machining	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETD	1101	Safety Applications	Tri County Technology Center (Bartlesville)	PMO 1313 Measurement, Materials and Safety	3 years
OSU Institute of Technology	AAS in Manufacturing Technologies	ETDM	1153	Introduction to Manufacturing	Tri County Technology Center (Bartlesville)	PMO 1303 Introduction to Machining	3 years
Tulsa Community College	AAS in Electronics Technology	ELET	1503	Programmable Controls	Tri County Technology Center (Bartlesville)	AMET 1503 Programmable Control (PLC)	3 years
Tulsa Community College	AAS in Information Technology	CSYS	2023	A+ Essentials	Tri County Technology Center (Bartlesville)	8136 and 8137 Computer Repair and Troubleshooting	3 years
Tulsa Community College	AAS in Information Technology	ITCV	2033	Broadband Networking CCENT/CCNA/ICND 1	Tri County Technology Center (Bartlesville)	1143, 1313, 1323, 1333 Network Switching I	3 years
Tulsa Community College	AAS in Information Technology	CSCI	1203	Computer Concepts and Applications	Tri County Technology Center (Bartlesville)	BUS 2103 Computer Concepts and Applications	3 years

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Next Review
Tulsa Community College	AAS in Marketing	MKTG	1313	Sales and Negotiations	Tri County Technology Center (Bartlesville)	MKT 1363 Products & Service Sales	3 years

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #17:

Intensive English Programs.

SUBJECT: Approval to offer Intensive English Programs.

RECOMMENDATION:

It is recommended that the State Regents approve an extension of the review schedule for the English Language Center in Edmond, Oklahoma for one year.

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:

The English Language Center (ELC) in Edmond Oklahoma has been an approved IEP since 1990. At their June 27, 2013 meeting, the State Regents granted the ELC) Edmond Oklahoma continued approval without qualification with re-examination in five years.

As allowed by policy, ELC submitted a request to use accreditation from the Accrediting Council for Continuing Education and Training (ACCET) in lieu of a secondary visit by an evaluation team from the State Regents. Upon receipt of this request, State Regents' staff worked with the IEP administrators to use ACCET accreditation in lieu of a State Regents' facilitated site visit. ACCET's accreditation of ELC expires April 30, 2019 and a site visit is anticipated to take place in February 2019. In agreement with the IEP Administrator, State Regents' staff recommends an extension to ELC for eleven months to align their review cycle with ACCET's accreditation cycle.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #18-a:

University Center of Southern Oklahoma.

SUBJECT: Approval of request to allow Langston University to offer the Bachelor of Science in Nursing in Nursing at the University Center of Southern Oklahoma in Ardmore.

RECOMMENDATION:

It is recommended that the State Regents approve the University Center of Southern Oklahoma's request for Langston University to offer the Bachelor of Science in Nursing in Nursing in Ardmore.

BACKGROUND:

With the announced closure of the East Central University Bachelor of Science in Nursing (034) offered for many years in Ardmore, the University Center of Southern Oklahoma (UCSO) Board of Trustees completed an extensive study of Oklahoma institutions offering the Bachelor of Nursing degree program, in tandem with collaborative discussions with the Mercy Hospital of Ardmore. Based on this research and the partnerships planned, UCSO extended an invitation to Langston University (LU) to bring its Bachelor of Science in Nursing in Nursing (039) to UCSO.

Program Development Process

LU and UCSO developed a Memorandum of Understanding (MOU) for the degree offering, which was reviewed and approved by LU and UCSO officials (Attachment A). LU's governing board approved delivery of the Bachelor of Science in Nursing in Nursing to UCSO at their June 22, 2018 meeting. UCSO requests approval of this MOU with LU.

POLICY ISSUES:

This action is consistent with the University Center of Southern Oklahoma policy.

ANALYSIS:

In the University Center of Southern Oklahoma policy, 3.25.4.D indicates that "...non-participating institutions seeking approval for programs not approved for offering on the main campuses will follow the procedures outlined in State Regents' Academic Program Approval policy and then follow the procedures in number 3.25.4.B. This section of policy addresses new programs recommended for the UCSO by the Board of Trustees. Specifically, the policy states:

- "B. The Board of Trustees (BOT) will recommend new programs for State Regents' consideration as indicated in this section. For existing programs ..., the recommendation from the BOT will include the following information:
1. Demonstration of the academic quality of the program as evidenced by the program's objectives, accreditation status, curriculum, academic standards, and faculty.

2. A description of the need for the program, including the number of students expected to enroll and graduate.
3. Documentation that the proposed offering institution's board has approved the offering of the program at the UCSO.
4. The arrangements for resources to support the program request, including any special arrangements for fees and other financial arrangements.
5. Documentation that all designated participating institutions were involved in the discussion and planning of the new program to ensure efficient use of resources and prevent duplication.

Bachelor of Science in Nursing in Nursing

1. Academic Quality. The proposed program will provide a baccalaureate nursing program for the Ardmore area and southern Oklahoma. The LU nursing program is among the most popular programs at the institution and is recognized as a top-performing program within the state of Oklahoma with a current first-time National Council Licensure Examination (NCLEX) passage rate of nearly 93 percent. LU prepares and graduates scholarly, professional nurses who provide exemplary, culturally appropriate, and forward-thinking healthcare services to patients across their lifespan, with a particular focus on minority health and health disparities. The LU School of Nursing offers three options: 1) a Bachelor of Science in Nursing (BSN) degree, 2) a Registered Nurse (RN) associate degree in nursing (ADN)-to-BSN, and 3) Licensed Practice Nurse (LPN)-to-BSN. (The LPN is a non-degree nursing program offered at technology centers and other non-degree granting schools). The LU School of Nursing is approved by the Oklahoma Board of Nursing (OBN) and accredited by the Accreditation Commission for Education in Nursing (ACEN). UCSO anticipates the initial nursing class cohorts averaging 25 students each semester and will increase slightly over time as the program grows. LU is prepared to provide the needed personnel on-site at UCSO in Ardmore, including full-time staff with at least Masters Degrees in Nursing (MSN) credentials and clinical experience in the areas of instruction to ensure student success and meet accreditation standards.

2. Need for Program. East Central University (ECU) provided the BSN at UCSO for many years, however, ECU announced in the summer of 2017 that the program would end in spring 2019. Nurses from the current program are usually hired before they graduate because of the great need for nurses in the Ardmore area and beyond. After extensive research into nursing programs offered at Oklahoma higher education institutions and discussions with Mercy Hospital administrators in Ardmore, the UCSO BOT approached LU in November 2017 about the possibility of expanding their nursing program to UCSO in Ardmore, based on the quality of their program and the match with local needs.

3. Board of Trustees Approval. At their April 12th meeting, the UCSO BOT voted for final approval of the invitation to LU to bring their BSN program to UCSO in Ardmore and sent a letter of invitation. The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (Oklahoma A&M Board of Regents) approved offering LU's request to deliver its BSN at UCSO at its April 20, 2018 meeting. LU also secured approval from the OBN.

4. Arrangements for Resources. The UCSO moved into a new Health Sciences & Math building in June of 2017. This facility includes office space for LU faculty and staff and extremely well-appointed lab and clinical simulation spaces that include high-end lab equipment, simulation manikins and software, and hospital equipment. Through a five-year grant from the Southern Oklahoma Memorial Foundation, the foundation will also provide part-time staff to maintain and troubleshoot equipment and software and act as a back-up to the Sim Lab Coordinator. LU leads the state of Oklahoma and the region as the most cost-effective four-year institution. They will continue their commitment to providing affordable quality education through the partnership with UCSO.

Tuition and fees for UCSO students taking LU courses will be established in accordance with guidelines set forth by the Oklahoma A&M Board of Regents, as well as the Oklahoma State Regents for Higher Education. Students taking a course through LU at UCSO will pay the same fee of \$41.00 per credit hour that is currently established for other institutions of higher education providing programs at the center. With introductions from the UCSO and the Ardmore Chamber of Commerce, LU is working with a number of organizations in an effort to secure grant funding to subsidize the initial three to four years of operating costs for the development and implementation of the BSN at UCSO. LU has met with six major foundations within the Ardmore community who have significant interest in providing funding for upper-division courses for bachelor and graduate degree programs at UCSO. Those organizations include the McCrory Foundation, the Westheimer Foundation, Southern Oklahoma Memorial Foundation, the Noble Foundation, Ardmore Health Authority, and Mercy Health Foundation. LU has already secured verbal agreements for significant funding from the Mercy Health Foundation and the City of Ardmore.

5. Planning for Efficient Use of Resources and to Prevent Duplication. Murray State College (MSC) offers the ADN in Tishomingo. When the ECU announced their discontinuation of operations at the UCSO, MSC proposed a plan to bring its ADN to Ardmore requiring UCSO to fund all of the start up costs. The UCSO BOT consulted with employers to find a high demand for Nurse Leaders, which requires at least a BSN, leading the BOT to seek BSN programs rather than MSC's ADN. LU will bring the same program as offered in Langston and Tulsa that includes options for the ADN-to-BSN and LPN-to-BSN. This will provide MSC ADN graduates working as nurses a path to a BSN degree in the area. On May 16th the chief academic officers at MSC, Southeastern Oklahoma State University, and LU met in Ardmore with UCSO President Maher to further discuss sharing of resources and avoiding duplication of programs, as well as other issues for the success of the partnership. One issue discussed was the LU nursing admissions requirement of a prerequisite course that MSC does not offer. Since policy states that MSC has priority for teaching lower division courses, this issue was discussed and resolved by all parties.

Given the specialized nature of the degree program and the demonstrated community demand, it is recommended that these programs be approved to be offered at the UCSO. The Memorandum of Understanding between UCSO and LU is found in Attachment A.

**MEMORANDUM OF UNDERSTANDING
BETWEEN UNIVERSITY CENTER OF SOUTHERN OKLAHOMA
AND LANGSTON UNIVERSITY**

This memorandum of understanding entered into this 10th day of May, 2018, by and between the University Center of Southern Oklahoma, 2901 Mt. Washington Rd, Ardmore, Oklahoma 73401, hereinafter referred to as the UCSO, and Langston University, PO Box 967, Langston, Oklahoma 73050, hereinafter referred to as LU, does state, set forth, and itemize requirements to be completed by the parties as stated:

1. This agreement is contingent upon LU obtaining transitional and supplemental grant funding over a three-year period from several Ardmore foundations with whom LU has been collaborating and to whom grant applications have been or will be submitted by June 30, 2018. The transitional and supplemental grant funding is needed to provide supplemental financial support and stability for LU to establish a Bachelor of Science in Nursing (BSN) Degree Program at the UCSO beginning January 2019.
2. LU will provide administrative staff and faculty to effectively operate the BSN program at UCSO. UCSO will provide facility space as well as its current inventory of nursing equipment and supplies for use by LU. UCSO and LU will work collaboratively to secure any additional equipment and supplies as are necessary to support the academic requirements of the program. UCSO will assist LU in establishing a clinical program with Mercy Hospital (Ardmore) in the areas of Fundamentals in Nursing Practice, Psychosocial Nursing, Childbearing Family Nursing, limited Childrearing Family Nursing, Adult Health Nursing, Advanced Adult Health Nursing, and Nursing Leadership and Management for LU nursing students each semester beginning in January 2019. It is the intent of the parties that the clinical rotations be continuous throughout the duration of this Memorandums of Understanding and any future agreements established between UCSO and LU.
3. LU will provide compensation for a nursing coordinator, nursing professors and instructors and administrative and other support staff (full-time and part-time) as required.
4. LU will establish the tuition and fees to be charged students enrolling in LU courses offered at UCSO. These tuition and fee rates will be developed in accordance with policy and procedures outlined and approved by the Board of Regents for the Oklahoma A&M Colleges and the Oklahoma State Regents for Higher Education. LU will collect tuition and fees from students at the time of enrollment. LU will compensate UCSO at the per semester credit hour fee rate for each student enrolled in courses offered by LU (the current fee rate per credit hour is \$41.00 as of the spring 2018).
5. This initial agreement is developed to formalize the commitment between UCSO and LU to establish a BSN degree program. Upon official notification of approval of transitional and supplemental funding, a permanent agreement will be prepared and approved by the UCSO and LU.

The UCSO and LU agree to the above requirements and have executed this document on the date stated above.

University Center of Southern Oklahoma

Langston University

Ms. Peggy Maher
President/Chief Executive Officer

Dr. Kent J. Smith, Jr.
President

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #18-b:

University Center of Southern Oklahoma.

SUBJECT: Approval of request to discontinue offerings by East Central University at the University Center of Southern Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's request to discontinue participation at the University Center of Southern Oklahoma as described below.

BACKGROUND:

The University Center of Southern Oklahoma (UCSO), formerly known as the Ardmore Higher Education Program (AHEP) was created by the 1975 Oklahoma Legislature, as amended, for the purpose of delivering higher education to citizens within the Ardmore service area.

Since its creation, the following institutions were authorized to deliver higher education to the Ardmore area through the UCSO:

- East Central University
- Southeastern Oklahoma State University; and
- Murray State College.

POLICY ISSUES:

The University Center of Southern Oklahoma policy sets the administrative principles, lists participating institutions, and establishes the program approval process.

ANALYSIS:

In May 2018, East Central University (ECU) notified the Chancellor that ECU will withdraw from the UCSO. ECU determined that delivering instructional programming at UCSO was no longer cost effective, citing the following issues:

- Many graduate programs are delivered electronically;
- Insufficient enrollment in some programs to make them sustainable (i.e. Human Resources); and
- Programs deemed cost-prohibitive to deliver at an additional location (i.e. Nursing).

ECU stopped accepting new students at UCSO in Fall 2017 and will complete its educational operations and no longer offer programs or courses at UCSO by Spring 2019. ECU provided a teach-out plan for students in all programs. ECU has communicated its plans to the UCSO Board of Trustees, the Regional

University System of Oklahoma, and the Higher Learning Commission. It is recommended that the State Regents approve this request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #18-c:

University Center of Southern Oklahoma.

SUBJECT: Posting of revisions to the State Regents' University Center of Southern Oklahoma policy.

RECOMMENDATION:

It is recommended that the State Regents post the revised policy as described below.

BACKGROUND:

The University Center of Southern Oklahoma (UCSO), formerly known as the Ardmore Higher Education Program (AHEP) was created by the 1975 Oklahoma Legislature, as amended, for the purpose of delivering higher education to citizens within the Ardmore service area.

Revisions to the UCSO policy adopted by the State Regents in previous years are summarized below:

- February 25, 1974 – The State Regents adopted a report of a study of higher education needs in Ardmore and approved the principles of operation and standards of education for the Ardmore program and authorized staff to implement the AHEP consistent with the provisions established by the 1974 Oklahoma Legislature.
- July 29, 1981 – Revisions to policy and procedures for operation of the AHEP and Idabel Higher Education Center and institutions providing services to students enrolled at these centers. These revisions incorporated into policy Section 3213 of Title 70 of the Oklahoma Statutes.
- October 20, 1982 – Revisions to policy created the Advisory Board of Citizens for the AHEP and established board policy guidelines and operating procedures.
- August 30, 1984 – State Regents' ratification of the AHEP lease agreement with Ardmore City Schools.
- January 22, 1986 – Revisions to policy updating AHEP operating principles and procedures to align with Senate Bill (SB) 304 passed by the 40th Oklahoma Legislature.
- May 30, 1997 – Extensive revisions related to administration and operation to eliminate duplicative statutory language and more accurately reflect the operational structure of the AHEP.
- May 2012 – Senate Bill 1111 changed the AHEP to the *University Center of Southern Oklahoma*. The name change did not affect in any manner whatsoever any legal relationships, bonds, contracts, title to property, obligations, authority of the board of trustees as set forth in Section 3213 of Title 70 of the Oklahoma Statutes, or any other aspect of the legal status of the named program for any purpose.

POLICY ISSUES:

The University Center of Southern Oklahoma policy sets the administrative principles, lists participating

institutions, and establishes the program approval process.

ANALYSIS:

The recommended changes will reflect the UCSO's current functions and relationships with participating institutions. The policy with highlighted revisions is attached. In summary, the revisions include:

- Clarification of the roles of the UCSO administration and roles of the participating institutions.
- Clarification of the participating institutions.

It is recommended that the State Regents post the revisions to the UCSO policy.

Attachment

3.25 UNIVERSITY CENTER OF SOUTHERN OKLAHOMA

3.25.1 Purpose

Legislation (70 O.S. §3213) creating the Ardmore Higher Education Program (AHEP) was passed in 1975. The legislation was subsequently amended several times, most recently in 2012 (70 O.S., Supp. 1996, §3213), which changed the name to the University Center of Southern Oklahoma. The State Regents are responsible for the coordination and approval of courses and programs offered at the UCSO. The purpose of the UCSO is to deliver public higher education opportunities to the people in the Ardmore area. All provisions in State Regents' policy which refer to the AHEP shall be deemed to refer to the UCSO.

3.25.2 Administrative Principles

- A. The president of each participating institution will designate a representative to work with the UCSO administration.
- B. The UCSO administration, in cooperation with the institutions, will coordinate the development, ~~printing~~, and distribution of the course schedule each semester or term. To the extent possible, institutional calendars should be coordinated.
- C. The UCSO administration will provide staff and computer support ~~required as requested~~ for on-line registration, collecting enrollment fees, and generating selected student and class reports by the participating institutions.
- D. Institutions will provide the UCSO Chief Executive Officer (CEO) with ~~a copy~~ an electronic file of all information necessary for the operation of the UCSO (such as, but not limited to enrollments, student information, and grade records of enrolled students, etc enrolled). The CEO shall communicate information required to all participating institutions.
- E. The Board of Trustees (BOT) in cooperation with the State Regents will provide the structure for a periodic evaluation of the UCSO's activities and services.

3.25.3 Participating Institutions

- A. Lower Division
Murray State College (MSC) has priority but not exclusivity to provide for all lower-division courses that are part of its assigned function and programs approved for offering at the UCSO. Provision of lower-division courses by other institutions may be reviewed for consideration and approval by the BOT.
- B. Upper Division and Graduate
~~East Central University (ECU) and Southeastern Oklahoma State University (SEOSU) has priority but not exclusivity to will provide all~~ upper-division and graduate courses that are part of their assigned functions and programs approved for offering at the UCSO. ~~ECU and SEOSU will coordinate courses and programs to avoid duplication.~~

Provision of upper-division and graduate courses by other institutions may be reviewed for consideration and approved by the BOT.

3.25.4 Program Approval Process

- A. The primary criterion for consideration of new program requests will be academic quality, which includes student support services provided by the proposing institution. The second criterion will be cost-effectiveness and availability of resources.

- B. The BOT will recommend new programs for State Regents' consideration as indicated in this section. For existing programs offered on the participating institutions' main campuses, the recommendation from the BOT will include the following information:
 - 1. Demonstration of the academic quality of the program as evidenced by the program's objectives, accreditation status, curriculum, academic standards, and faculty.
 - 2. A description of the need for the program, including the number of students expected to enroll and graduate.
 - 3. Documentation that the proposed offering institution's board has approved the offering of the program at the ~~AHEPUCSO~~.
 - 4. The arrangements for resources to support the program request, including any special arrangements for fees and other financial arrangements.
 - 5. Documentation that all designated participating institutions were involved in the discussion and planning of the new program to ensure efficient use of resources and prevent duplication.

- C. The BOT may recommend approval of courses and programs by non-participating institutions with unique or unduplicated programs unavailable from the designated participating institutions. If the program is offered on the institution's main campus, the recommendation will include the same information required in number 3.265.4.B above.

- D. Both participating and non-participating institutions seeking approval for programs not approved for offering on the main campuses will follow the procedures outlined in the State Regents' *Academic Program Approval* policy and then follow the procedures in number 3.265.4.B.

- E. If the proposed program request is from an out-of-state institution, the recommendation from the BOT will contain the information required in number 3.265.4.B. and in the State Regents' *Institutional Accreditation* policy.

- F. Institutions are encouraged to collaborate and share resources for the

efficient delivery of programs to the UCSO.

- G. Requests for off-campus courses or programs in the Ardmore area will be coordinated with the UCSO administration.

3.25.5 State Regents' Policies, Academic Standards, and Program Support

- A. All State System academic policies applicable at the main campuses are applicable at the UCSO. These include admission and retention standards; transfer requirements; standards of education; distance learning; degree requirements, etc.
- B. Courses should be taught by an individual who meets the standards for a regular faculty member of the institution awarding the credit. Whenever possible, courses should be taught on an in-load basis as part of the faculty member's regular teaching assignment.
- C. Institutions are responsible for providing admission and enrollment services, academic counseling, and financial aid services for students enrolled in their programs on a basis comparable to the students enrolled on the main campus.
- D. The UCSO will provide a access to basic library collection and access to other library materials through the Learning Center and facilitate students' access to institutional library resources. The institutions will augment the collection to ensure students have access to learning materials (library, electronic media, tapes, etc.) on essentially the same basis as students in the same courses taught at the main campuses.
- E. Courses should be offered in proper sequence to allow students to make systematic progress toward completion of degree or certificate objectives, and seamless articulation of courses must be ensured among participating institutions.
- F. Institutions will not distinguish between resident credit awarded for courses completed through the UCSO and credit awarded for courses completed on the main campuses.
- G. Institutions will include programs offered at the UCSO in their program review process as outlined in the State Regents' *Academic Program Review* policy. The UCSO administration will provide input as appropriate and receive a copy of the final document submitted to the State Regents. Additionally, programmatic accrediting agencies and the Higher Learning Commission ~~of the North Central Association of Colleges and Schools~~ evaluate periodically institutions and their off-campus sites for quality and policy compliance. The UCSO should receive accreditation reports on programs or institutions that include an evaluation of programs offered at the UCSO.

Adopted March 25, 1974. Revised May 24, 1975; July 29, 1981; December 14, 1982; August 30, 1984; January 22, 1986; May 30, 1997; April 18, 2013; September , 2018.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #19-a:

Policy Exceptions – Concurrent Enrollment.

SUBJECT: Request for approval of policy exceptions for a concurrent enrollment pilot project at Oklahoma Panhandle State University.

RECOMMENDATION:

It is recommended that the State Regents approve a policy exception for a pilot project proposed by Oklahoma Panhandle State University (OPSU) that allows OPSU to admit high school sophomores.

BACKGROUND:

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that “exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor.” This change provided a mechanism for qualified individuals, who are not regular faculty, to teach off-campus concurrent enrollment courses with approval from the Chancellor.

In 2005, the State Regents approved revisions to the Student Tuition and Fees policy to align with amendments to 70 O.S. §628.23. This statutory amendment established a program for high school seniors to receive a tuition waiver for up to six hours of concurrent coursework per academic term.

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

POLICY ISSUES:

This action is an exception to the Concurrent Enrollment policy.

ANALYSIS:

While the new Concurrent Enrollment policy has increased access, the policy limits concurrent enrollment to high school juniors and seniors. OPSU is requesting approval of a pilot that will expand concurrent enrollment to high school sophomores through an early college model.

The proposed pilot program would allow OPSU to admit qualified sophomores from Guymon High School, Hooker High School, and Goodwell High School. The pilot will allow students who are currently underrepresented due to rural travel constraints, lower socioeconomic backgrounds, and minority group status to attend college and earn an associate in science degree in general education at the point at which they graduate high school.

Scholarly research has demonstrated that early college programs similar to this proposal have been associated with the following:

- Increased college-going rates for at-risk populations;
- Increased college completion rates;
- Reduced time to college graduation; and
- Decreased costs for the student.

The sophomores that wish to participate in this pilot will be required to meet the concurrent admission and course placement standards that are detailed below:

Admission Requirements ACT Score	Course Placement ACT Scores
20 Composite Score	19 English Subject Score to Enroll in English
	19 Math Subject Score to Enroll in Math
	19 Science Subject Score to Enroll in Science
	19 Reading Subject Score to Enroll in any subjects outside of English, math, and science.

In order to accumulate the number of credit hours that are necessary to obtain a degree, students will take concurrent courses during the Fall, Spring, and Summer semesters of the sophomore year; the Fall Spring, and Summer semesters of the junior year; and the Fall and Spring semesters of the senior year. The majority of the courses will be delivered at Guymon High School. To ensure that transportation is not a barrier, Goodwell High School and Hooker High School will provide its students with bus transportation to and from Guymon High School.

OPSU will provide students with virtual tutoring and library resources as well academic advising and support services. The tuition will be waived by OPSU and the fees will be paid through OPSU’s foundation. Students will be responsible for the cost of books, most of which are available through the university bookstore’s affordable textbook rental program. If a student is financially unable to pay for the textbook fee, a fund has been established for students to apply for a hardship scholarship to pay for their

textbooks, thereby ensuring any student with the will and ability to achieve is not turned away from the pilot program.

The proposed pilot will begin in Fall 2018 and conclude in Spring 2021. OPSU projects that it will admit approximately 20 sophomores each year of the pilot program.

Data will be collected over the duration of the pilot and an annual report, which will be detailed in a prescribed format, will be due following each academic year. The pilot project data will be analyzed and incorporated into a final report to be submitted to the State Regents after the Spring 2021 semester concludes.

The A&M Board of Regents approved this proposed pilot at their October 20, 2017 meeting.

Based on staff analysis, it is recommended the State Regents approve OPSU's request as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #19-b:

Policy Exceptions – Concurrent Enrollment.

SUBJECT: Request for approval of policy exceptions for a concurrent enrollment pilot project at the University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the continuation of the University of Oklahoma’s concurrent enrollment pilot program that allows temporary policy exceptions for concurrent enrollment admission and course placement, as described below.

BACKGROUND:

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment is as a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that “exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor.” This change provided a mechanism for qualified individuals who are not regular faculty to teach off-campus concurrent enrollment courses with approval from the Chancellor.

In 2005, the State Regents approved revisions to the Student Tuition and Fees policy to align with amendments to 70 O.S. §628.23. This statutory amendment established a program for high school seniors to receive a tuition waiver for up to six hours of concurrent coursework per academic term.

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

On June 27, 2017, the State Regents approved the University of Oklahoma’s (OU) request to conduct a concurrent enrollment pilot project to expand opportunities for Norman Public Schools (NPS) high school students who wished to participate in concurrent enrollment during the 2017-2018 academic year. This pilot employed a two-semester framework to help NPS high school students who may need additional support strengthen math skills and subsequently complete College Algebra during their senior year. As such, the students participating in this pilot took: 1) a Fall 2017 high school College Algebra Prep course taught by a NPS high school math teacher and 2) a Spring 2018 three credit hour College Algebra course taught by an OU math professor.

The policy exceptions that were approved for this pilot project are detailed below:

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

POLICY ISSUES:

The proposed action is an exception to the State Regents’ Concurrent Enrollment policy.

ANALYSIS:

OU wishes to continue the aforementioned pilot during 2018-2019 academic year. This will provide an opportunity to build on the concurrent enrollment partnership with NPS and collect more data to comprehensively evaluate the effectiveness of the pilot program.

The OU Board approved the continuation of this pilot at their June 18-19, 2018 meeting.

To ensure there is a commitment to review the concurrent pilot, OU will report student data outcomes, which will be detailed in a prescribed format, by August 1, 2019. Based on staff analysis, it is recommended the State Regents approve OU’s request as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #20:

State Authorization.

SUBJECT: Request to authorize an out-of-state public institution and a private institution operating in Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

to the State Regents' state authorization policy provision.

POLICY ISSUES:

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

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

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

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

ANALYSIS:

Prior to June 28, 2018 State Regents' staff received two state authorization applications from the institutions listed below:

Institution	Type	Accreditor
Wichita State University Locations: Canadian Valley Technology Center Capitol Hill High School Del City High School Duncan High School Grove High School Kiamichi Technology Centers Lawton Eisenhower High School Lawton High School Lawton MacArthur High School Metro Technology Center Moore Norman Technology Center Muskogee High School Northeast Academy for Health Sciences and Engineering High School Northeast Technology Center Oologah-Talala High School Sapulpa High School Tahlequah High School Tulsa Technology Center Western Technology Center Spartan College of Aeronautics and	Out-of-State Public	Higher Learning Commission
Spartan College of Aeronautics and	Private For-Profit	Accrediting Commission of

Technology Location: Tulsa		Career Schools and Colleges
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After reviewing the applications and required documentation, State Regents' staff concluded that these institutions meet the state authorization requirements. As such, it is recommended that the State Regents authorize these institutions to operate in Oklahoma.

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

2016-2017 Institutional Data

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Wichita State University*	0	0	0	0	0	0
Spartan College of Aeronautics and Technology	0	4	4	1	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Wichita State University*	0	0	0	0	0	0
Spartan College of Aeronautics and Technology	0	841	398	37	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Wichita State University*	0	0	0	0	0	0
Spartan College of Aeronautics and Technology	0	374	162	8	0	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Wichita State University*	0	0
Spartan College of Aeronautics and Technology	1276	954

*Wichita State University did not operate in Oklahoma during the 2016-2017 year. This institution will begin offering courses in Oklahoma in August 2018.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #21:

Oklahoma Tuition Aid Grant.

SUBJECT: Approval of the 2018-2019 Oklahoma Tuition Aid Grant Award Schedule.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2018-2019 award schedule for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. In 2017-2018, the program served more than 13,000 students with expenditures totaling almost \$12 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

POLICY ISSUES:

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

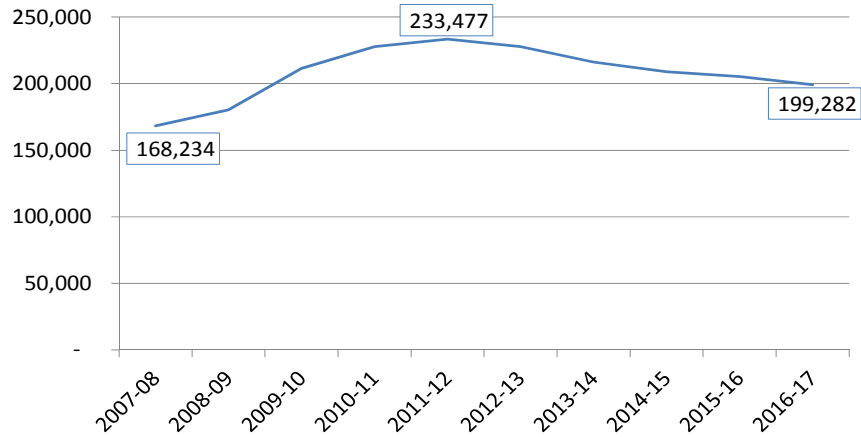
ANALYSIS:

The attached proposed award schedule reflects the following circumstances and conditions:

- From FY2015 to FY2019, state appropriations for OTAG were reduced by 22 percent from \$19.3 million to \$15 million.
- Students apply for the OTAG award by submitting the Free Application for Federal Student Aid (FAFSA). Beginning with the 2017-2018 academic year, the FAFSA became available on October 1st of each year rather than January 1 as in previous years. This new process allowed students to apply earlier for the upcoming year using complete tax data for the “prior-prior” year (2015 taxes were used for the 2017-2018 FAFSA beginning October 1, 2016.) This change required an adjustment of the OTAG application deadline.
- Similar to national trends, the total number of FAFSA’s filed in Oklahoma has been declining in recent years (see following chart).

Federal Financial Aid Applications Filed in Oklahoma

FAFSA (Free Application for Federal Student Aid)



- To accommodate the FY2019 funding level, awards for 2018-2019 will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through January 15, 2018. This date can be extended if funds are sufficient. For 2017-2018, the application deadline was set at December 1, 2016.
- Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- The maximum award level will remain at \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained \$1,000 since 1982.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all fall and spring disbursements have been paid.
- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5486, which is consistent with eligibility for federal Pell Grants in 2018-2019.

Attachment

**OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM
PROPOSED 2018-2019 AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA**

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

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

EFC RANGE	PERCENT OF ENROLLMENT COSTS
0 – 1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5486	45%

- Shaded area represents initial 2018-2019 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5486 are ineligible in 2018-2019.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2018-2019 Awarding Priorities:

Only undergraduates will be considered for awards in 2018-2019.

1. Undergraduate applications with receipt dates of January 15, 2018 or earlier and EFCs from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFCs from 0 through 1700 received through January 15, 2018, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond January 15, 2018 and/or the EFC cutoff may be extended above 1700.
3. If, after all fall and spring disbursements have been paid, funds remain available, the OSRHE may authorize the payment of awards for summer enrollments. If the OSRHE determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #22-a:

Temporary Assistance to Needy Families.

SUBJECT: Approval of contract renewal between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families (TANF) Program.

RECOMMENDATION:

It is recommended that the State Regents accept the attached contract renewal in the amount of \$2,632,168.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, short-term training programs at the community college tailored for recipients of Temporary Assistance to Needy Families (TANF) have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (OSRHE).

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

The attached contract renewal between the OSRHE and DHS in the sum of \$2,632,168 is to be approved by the OSRHE at the June 2018 meeting, respectively to fund the TANF employment training programs at the community colleges.

Note: Contract renewal attachments are on file at the State Regents' office.

Attachments

CONTRACT RENEWAL

The Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to renew the current contract, Agency Requisition #15000402, PO#0100402 effective 7/1/18.

This serves to renew the contract amount to \$2,632,167.80 (two million six hundred thirty-two thousand one hundred sixty seven dollars and eighty cents) for FY19, in accordance with “Attachment A” and renews the amount of the Block Grant funding DHS will set aside as stated in Section II Financial Commitment No. 1 to said amount of \$2,632,167.80.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect.

Approval:

Approval:

Authorized Representative
Oklahoma Department of Human Services

Glen D. Johnson
Chancellor
Oklahoma State Regents for Higher Education

Date

Date

Attachment A

Oklahoma State Regents for Higher Education
TANF Program Annual Budget

Allocations to Community Colleges	\$2,532,167.80
Administration	\$100,000.00
Total	\$2,632,167.80

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #22-b:

Temporary Assistance to Needy Families.

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

RECOMMENDATION:

It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 16 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, namely, OSU Institute of Technology, and OSU-Oklahoma City (OSU-OKC).

Since July 1999 DHS and the OSRHE have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. Effective July 1, 2018 the contract to offer a job readiness program is merging with the contract that offers employment training at the community colleges. The purpose of the job readiness program remains in effect and continues to offer intense job readiness skills and subsequent job search to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college TANF program continuation applications for FY19 by DHS and State Regents' staff resulted in the recommended amounts listed:

College	Amount
Carl Albert State College	\$229,947
Connors State College	\$109,064
Murray State College**	\$371,373
Northeastern Oklahoma A& M College	\$181,333
Northern Oklahoma College-Enid	\$150,066
Oklahoma City Community College	\$198,580
Oklahoma State University Institute of Technology – Okmulgee	\$143,556
Oklahoma State University – Oklahoma City	\$223,387
Redlands Community College	\$256,417
Rose State College	\$362,121
Seminole State College	\$171,224
Western Oklahoma State College*	\$103,000

* joint program with area technology center

** a total of 4 program sites

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #23-a:

Scholars for Excellence in Child Care.

SUBJECT: Approval of contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents to continue the Scholars for Excellence in Child Care program.

RECOMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care scholarship contract modification in the amount of \$832,939 and program contract modification in the amount of \$1,206,171.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to fund the Scholars for Excellence in Child Care (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels and compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of DHS to continue to improve the quality of services available to child care staff, the Director of DHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

The Scholars program has achieved success since its inception. Through summer 2017, there have been approximately 437 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 3,553 have earned a certificate of mastery and 1,082 an associate degree through the Scholars program initiative. There have been 316 directors/assistant directors who have obtained a Director's Certificate of Completion

awarded through the Scholars program. Twenty-four scholars have received a bachelor's degree through the pilot bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered on-line and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2017, approximately 429 child care providers in the state have obtained a national CDA Credential.

The contract renewals and modifications will continue the program through FY19.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND FIRST MODIFICATION OF CONTRACT

This Renewal of the current contract PA# 13000376, PO# 0900376 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2016, the Department and the OSRHE entered into an agreement effective July 1, 2016 through June 30, 2017 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at nine community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, the original contract is an amount not to exceed \$1,206,171;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A & B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Renewal

With the appropriate FY19 Attachments A & B

This Agreement shall be renewed for the first of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2018 and ending June 30, 2019.

Except as expressly amended and modified by this Second Renewal and First Modification all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Second Renewal and First Modification be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

Representative for the
Oklahoma Department of Human Services

Glen D. Johnson, Chancellor
Oklahoma State Regents for Higher Education

Date: _____

Date: _____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

THIRD RENEWAL AND SECOND MODIFICATION OF CONTRACT

This Renewal of the current contract 16000127, PO# 0100127 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2015, the Department and the OSRHE entered into an agreement effective July 1, 2015 through June 30, 2016 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, the original contract is an amount not to exceed \$832,939;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Renewal

The contract amount is not to exceed \$832,939.

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See “Attachments A & B” attached hereto.

This Agreement shall be renewed for the third of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2018 and ending June 30, 2019.

Except as expressly amended and modified by this Third Renewal and Second Modification, all provisions of the Agreement and First Modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Third Renewal and Second Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

Representative for the
Oklahoma Department of Human Services

Glen D. Johnson, Chancellor
Oklahoma State Regents for Higher Education

Date:_____

Date:_____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #23-b:

Scholars for Excellence in Child Care.

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

RECOMMENDATION:

It is recommended that the State Regents approve the community college Scholars for Excellence in Childcare Program FY19 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Seven community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college Scholars program continuation applications by DHS and State Regents' staff resulted in the following recommendations for FY19:

Community College	FY19 Allocation
Carl Albert State College	\$91,843
Northern Oklahoma College	\$152,534
Oklahoma City Community College	\$75,198
Oklahoma State University-Oklahoma City	\$74,410
Redlands Community College	\$75,266
Rose State College	\$95,335
Tulsa Community College	\$131,486
Western Oklahoma State College	\$84,533

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #24:

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:

Mary Heid, executive director of the Oklahoma College Assistance Program presented a session, Learning from the Experts, at the National Council of Higher Education Resources Annual Conference.

Tony Hutchison, vice chancellor for Strategic Planning and Analysis and Workforce and Economic Development, served as the keynote speaker for Tulsa Community College's President's Leadership Institute in Tulsa.

Chancellor Glen D. Johnson provided remarks at Evening of Honors and Recognition event at East Central University in Ada; served as commencement speaker at University of Oklahoma Health Sciences Center (OUHSC) Graduate College convocation ceremony in Oklahoma City; provided remarks at Oklahoma State University – Oklahoma City (OSU-OKC) commencement ceremony at the State Fair Arena in Oklahoma City; provided remarks at TRIO Day at the University of Central Oklahoma in Edmond; taped welcoming remarks for Council on Information Technology (CoIT) Summit; attended and provided remarks at retirement reception honoring Vice Chancellor for Student Affairs Kermit McMurry at the State Regents' office in Oklahoma City; provided remarks at joint press conference with Oklahoma City Community College (OCCC) President Jerry Steward and Rose State College (RSC) President Jeanie Webb at the State Capitol in Oklahoma City; attended and provided remarks at retirement reception honoring Assistant Comptroller Karla Campbell at the State Regents' office in Oklahoma City; provided remarks and served as emcee for Council of Presidents retirement dinner honoring Western Oklahoma State College (WOSC) President Phil Birdine and University of Oklahoma (OU) President David Boren at Quail Creek Golf and Country Club in Oklahoma City and attended and provided remarks at retirement reception honoring Director of Student Preparation Matt Higdon at the State Regents' office in Oklahoma City.

Kelli Kelnar, OCAP outreach manager, and the Oklahoma College Assistance Program's (OCAP) Outreach team, competed for and was awarded a \$40,000 FAFSA Completion Challenge Grant through the National College Access Network. Grant funds will be used to support educational activities conducted in partnership with the Oklahoma City Public Schools (OKCPS) to increase the percentage of OKCPS high school seniors completing the FAFSA (Free Application for Federal Student Aid).

Melissa Michie, coordinator, Oklahoma Teacher Connection, received a recognition award from the Career and Technical Education Teacher Prep Academy for her dedication to the Oklahoma Teacher Connection (OTC) programs - Educators Rising, Lead Oklahoma, and Teach Oklahoma programs - at Northwest Classen Academy sponsored by the Oklahoma State Regents for Higher Education.

Goldie Thompson, director, Teacher Education and Oklahoma Teacher Connection, has been appointed to the South Central Comprehensive Center (SC3) Regional Advisory Board as the representative for Oklahoma. The primary goal of SC3 is to work closely with the state education agencies (SEAs) of Arkansas, Louisiana, New Mexico, and Oklahoma to build their capacities to help districts and schools and improve education outcomes for all students.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #25:

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
June 28, 2018

AGENDA ITEM #26-a (1):

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 Health Sciences Center (OUHSC)
1 degree program requirement change

Cameron University (CU)
2 degree program requirement changes
1 degree program option deletion

Northeastern State University (NSU)
1 degree program requirement change

Northwestern Oklahoma State University (NWOSU)
1 degree program requirement change

Oklahoma Panhandle State University (OPSU)
2 degree program requirement changes

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

Rose State College (RSC)
10 degree program requirement changes
9 degree program option additions
2 degree program name changes
1 degree program option deletion
1 degree program option name change

Tulsa Community College (TCC)
14 degree program requirement changes
1 degree program option addition

POLICY ISSUES:

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

ANALYSIS:

OUHSC - Master of Public Health in Public Health (006)

Degree program requirement changes

- For the Interdisciplinary Public Health option:
 - Add HAP 5303, BSE 5023, BSE 5303, BSE 5363, and HPS 5563.
 - Remove 15 credit hours of Selective Courses.
- The proposed changes are required to meet the accreditation requirements of the Council on Education for Public Health.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU - Master of Education in Education (650)

Degree program requirement changes and degree program option deletion

- Delete option Secondary Education.
 - The proposed deletion eliminates overlap between the Teaching and Learning option and the Secondary Education option.
 - There are currently 3 students enrolled in the option.
 - Students will be allowed to finish the option.
- For the Literacy option:
 - Remove EDUC 5593 and EDUC 5703.
 - Add EDUC 5743 and EDUC 5773.
- For the Teaching and Learning option:
 - Add EDUC 5733 to be completed with EDUC 5703 and two 3 credit hour Guided Electives.
 - Change requirement for completing EDUC 5703 (Practicum) from twice to once.
- The proposed changes will better reflect the objectives of the program content and will streamline the use of courses across multiple programs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU - Master of Science in Organizational Leadership (635)

Degree program requirement changes

- Remove ORGL 5991-6.
- Change credit hours required for Capstone Experience from 3-6 to 3.
- The proposed changes eliminate a course that is not a good fit for the program objectives.
- 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.

NSU - Bachelor of Arts in Media Studies (050)

Degree program requirement changes

- Remove MS 2453 and add MS 3013 and MS 3513.

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

NWOSU - Certificate in Marketing (076)

Degree program requirement changes

- Remove MRKT 3413, MRKT 4043, and MRKT 4103.
- Add MGMT 3103, MRKT 3313, and MRKT 4323.
- The proposed changes replace courses that are no longer in the rotation schedule.
- 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.

OPSU - Associate in Science in Business Administration (045)

Degree program requirement changes

- For all students:
 - Remove COMM 1113.
 - Remove BADM 2013 as an alternative course to ACCT 2103.
 - Add CIS 1113 as an alternative course to CIS 2013.
 - Add BADM 2023.
 - Change credit hours required for Liberal Arts and Science Electives from 2 to 1.
- For the main program option:
 - Add BADM 2013 and ECON 2123.
 - Remove BADM 3123, MGMT 3813, and MKTG 3913.
 - Remove MATH 1513 and add MATH 1523.
- For the Computer Information Systems option:
 - Add MATH 1523 as an alternative course to MATH 1513.
 - Add ACCT 2203.
 - Remove BADM 3023/BADM 3173, CIS 2013, and CIS 2223.
 - Add 9 credit hours of Electives to be selected from: CIS 1983, CIS 2113, CIS 2323, CIS 2513, CID 2723, CIS 2803, CIS 2813, and CIS 2823.
 - Add 2 credit hours of CIS Department Approved Electives.
- The proposed changes will better allow students to complete the degree within the 15 to Finish initiative.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 65 to 60.
- No funds are requested from the State Regents.

OPSU - Associate in Applied Science in Technology (050)

Degree program requirement changes

- For all options:
 - Remove COMM 1113.
- For the Drafting and Industrial Technology option:
 - Add INDT 1432 and INDT 2423.
 - Remove INDT 3323.
 - Remove INDT 2223, INDT 2233, INDT 3123, INDT 3423, INDT 3923, INDT 4021, and INDT 4022.
 - Add INDT 2100 and INDT 2203.
 - Change credit hours required for Electives from 9 to 5.

- For the Metal Technology option:
 - Add INDT 1432 and INDT 2423.
 - Remove INDT 3323.
 - Remove INDT 2223, INDT 2233, INDT 3413, INDT 4021, INDT 4032, and INDT 4623.
 - Change credit hours required for Electives from 9 to 3.
 - Change credit hours required for Support and Related Courses from 13 to 15.
- For the Industrial Technology option:
 - Add INDT 1432 and INDT 2423.
 - Remove INDT 3323.
 - Remove IDNT 2223, INDT 2233, INDT 3123, INDT 3413, INDT 3633, INDT 3643, INDT 3653, INDT 3923, INDT 4021, INDT 4213, and INDT 4513.
 - Change credit hours required for Support and Related Courses from 13 to 15.
- For the Technology option:
 - Add 1 credit hour of Liberal Art/Science Elective.
 - Change credit hours required for Support and Related Courses from 12-15 to 10-13.
- The proposed changes will better allow students to complete the degree within the 15 to Finish initiative and removes courses not suited for an associate's degree.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64 to 60.
- No funds are requested from the State Regents.

SEOSU - Master of Education in Special Education (072)

Degree program requirement changes

- Remove ENG 5983 and add SPED 5153.
- The proposed changes will better meet students' needs by improving the alignment of the program objectives to the Council for Exceptional Children standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Business Administration (008)

Degree program requirement change, degree program option addition, and degree program option deletion

- Add option Administrative Office Professional.
 - The proposed option will prepare students for administrative and office management positions.
- Delete option Hospitality and Event Management.
 - The proposed deletion is the result of low student interest.
 - There are currently 5 students enrolled in the option.
 - Courses will be offered for one year to accommodate students.
 - Funds will be reallocated to the new Administrative Office Professional option.
- For the Small Business Operations option:
 - Add ACCT 2413 as an alternative course to ACCT 2403/ECON 2503.
 - The proposed change provides students an additional opportunity to apply tax principles to their specific small business endeavor.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in History (125)

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

- Add option European History.
- For all options:
 - Remove HIST 1413 and HIST 1433.
 - Add HIST 1433 as an alternative course to HIST 1423.
- For the General option:
 - Change option name to American History.
 - The proposed name change better reflects the content of the option.
 - Change credit hours required for Electives from 12 to 18.
- For the Native American Studies option:
 - Remove NAS 2223 and add NAS 2803.
- The proposed changes will better serve students as they transfer to a similar program at a four-year institution.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Cyber Security/Digital Forensics (111)

Degree program requirement changes and degree program option addition.

- Add option Cyber Science.
- For all options:
 - Remove CIT 1113, CIT 1203, and CIT 2433.
- For the Cyber Security and Digital Forensics options:
 - Add CIT 1203 and CIT 2433.
- The proposed changes align the core requirements for all options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66 to 63-68.
- No funds are requested from the State Regents.

RSC - Certificate in Cyber Security (318)

Degree program name change

- Change program name to Cyber Essentials.
- The proposed change better reflects the entry-level knowledge and skills gained.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

RSC - Associate in Science in Environmental Science (118)

Degree program name change and degree program option additions

- Change program name to Earth and Environmental Sciences.
 - The proposed change aligns the program name with similar programs at other colleges and universities.
- Add options Atmospheric Science, Earth Science Education, Environmental Quality/Safety, Geology, Natural Resources, and Science and Analytical.
 - The proposed options are the result of program realignment and the deletion of the Associate in Science in Geosciences (126) (see deletion agenda item) and will better serve students transferring to similar programs at a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

RSC - Associate in Arts in Liberal Studies (047)

Degree program requirement changes

- For students pursuing an Interdisciplinary emphasis:
 - Remove HUM 2501.
 - Add INDS 2051/EDUC 1103.
- The proposed change will help to increase completion rates without compromising rigor.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Nursing (056)

Degree program requirement changes

- Remove HSNS 2205, HSNS 2214, and HSNS 2222.
- Add HSNS 2212 and HSNS 2218.
- The proposed changes address changes in nursing practice and nursing education and strengthen the program.
- Two new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 70 to 69.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Political Science (050)

Degree program requirement changes

- Remove POLS 2503 as an alternative course to POLS 2403.
- Add POLS 2503.
- Change credit hours required for Support and Related Electives from 9 to 6.
- The proposed changes better align program requirements with similar programs offered at transfer institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Criminal Justice (049)

Degree program requirement change

- For the Police Science option:
 - Add HIST 2583 to course selection to fulfill Humanities requirement.
- The proposed change will provide better training for students seeking law enforcement careers.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC - Associate in Arts in Mass Communication (026)

Degree program requirement changes

- Add PHIL 2303/TH 1533.
- Require MCOM 1213 to partially fulfill the 8 credit hours of General Education Electives.
- The proposed changes update the curriculum to align with RSC's General Education 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.

RSC - Associate in Arts in Fine Arts (142)

Degree program requirement changes

- For students pursuing a Photography emphasis:
 - Remove MCOM 2313.
 - Add ART 2413 and MCOM 2413/MULT 2413.
- The proposed changes strengthen 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.

RSC - Associate in Science in Baccalaureate-Track Allied Health (146)

Degree program requirement changes

- For the Pre-Occupational Therapy option:
 - Remove CHEM 1145 and add BIOL 1315.
 - Remove PSYC 2213 and add CIT 1103 and ENGL 2053.
- For the Pre-Physical Therapy option:
 - Add BIOL 1315.
 - Remove MATH 1613.
- The proposed changes will maximize transferability to other institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-66 to 63-65.
- No funds are requested from the State Regents.

RSC - Certificate in Small Business Operations (139)

Degree program requirement change

- Add ACCT 2413 as an alternative course to ACCT 2403/ECON 2503.
- The proposed change provides students an additional opportunity to apply tax principles to their specific small business endeavor.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Accounting (017)

Degree program requirement changes

- Remove BUSN 2213 and add PHIL 1143.
- The proposed changes are recommended by industry advisors who are part of the Accounting Workforce Development Advisory Board.
- 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.

TCC - Associate in Applied Science in Medical Laboratory Technician (050)

Certificate in Medical Laboratory Technician (182)

Associate in Applied Science in Radiography (070)

Associate in Applied Science in Health Information Technology (159)

Associate in Applied Science in Dental Hygiene (167)
Associate in Applied Science in Veterinary Technology (227)
Certificate in Pharmacy Technology (231)
Certificate in Coding and Reimbursement Specialist (237)

Degree program requirement changes

- Require the following TOEFL (iBT) and IELTS scores for program admission for students for whom English is a second language:
 - TOEFL (iBT): require a total minimum score of 85 with the following sub-scores: 21 for writing; 24 for speaking; 20 for reading; and 20 for listening; or
 - IELTS: require a total minimum score of 6.5 with the following sub-scores: 6.5 for reading; 6.5 for listening; 7.5 for speaking; and 6 for writing.
 - Required minimum scores must be met for each of the four sub-tests.
- The School of Health Sciences has experienced international students being dismissed from clinical sites due to students being unable to understand directions and/or communicate with patients. This leads to students not being able to complete the program. In the interest of student success in health sciences programs, and based on a review of other health sciences programs, the faculty and program directors of all health sciences program at TCC have requested this change.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Physical Therapist Assistant (101)
Associate in Applied Science in Occupational Therapy Assistant (164)
Associate in Applied Science in Cardiovascular Technology (264)
Associate in Applied Science in Diagnostic Medical Sonography (281)

Degree program requirement changes

- Require the following TOEFL (iBT) and IELTS scores for program admission for students for whom English is a second language:
 - TOEFL (iBT): require a total minimum score of 85 with the following sub-scores: 21 for writing; 24 for speaking; 20 for reading; and 20 for listening; or
 - IELTS: require a total minimum score of 6.5 with the following sub-scores: 6.5 for reading; 6.5 for listening; 7.5 for speaking; and 6 for writing.
 - Required minimum scores must be met for each of the four sub-tests.
 - The School of Health Sciences has experienced international students being dismissed from clinical sites due to students being unable to understand directions and/or communicate with patients. This leads to students not being able to complete the program. In the interest of student success in health sciences programs, and based on a review of other health sciences programs, the faculty and program directors of all health sciences program at TCC have requested this change.
- For the Associate in Applied Science in Physical Therapist Assistant (101):
 - Require a minimum ACT composite score of 15.
 - Require a program retention Grade Point Average (GPA) of 2.8 on all Physical Therapy courses.
 - The proposed changes ensure students are prepared to pass the National Physical Therapy exam.
- For the Associate in Applied Science in Occupational Therapy Assistant (164):
 - Require a minimum ACT composite score of 18.
 - Require a program admission and program retention GPA of 2.8.

- The proposed requirements will ensure students admitted to the program will be successful and complete the program within two years.
- For the Associate in Applied Science in Cardiovascular Technology (264):
 - Require a program retention GPA of 2.5 on all Cardiovascular Technology courses.
 - The proposed change aligns with the 75 percent requirement to pass the Registered Cardiovascular Invasive Specialist exam.
- For the Associate in Applied Science in Diagnostic Medical Sonography (281):
 - Require a minimum ACT composite score of 18.
 - Require a program admission and a program retention GPA of 2.5.
 - The proposed requirements will ensure students admitted to the program will be successful and align with the 80 percent requirement to pass the American Registry for Diagnostic Medical Sonography exam.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Accounting (173)

Degree program requirement changes

- Remove BUSN 2213.
- Add 3 credit hours of Controlled Electives to be selected from: BUSN 2313 and PHIL 1143.
- The proposed changes are recommended by industry advisors who are part of the Accounting Workforce Development Advisory Board.
- 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.

TCC - Certificate in Fire and Emergency Medical Services (252)

Degree program option addition

- Add option Advanced Firefighter.
- The proposed option will provide an opportunity for students in the Tulsa Regional Fire Academy to earn a college credential.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #26-a (2):

Programs.

SUBJECT: Ratification of institutional requests for program suspensions.

RECOMMENDATION:

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

BACKGROUND:

Eastern Oklahoma State College (EOSC) requested authorization to suspend the programs listed below:

- Associate in Arts in Speech or Drama (046)
- Associate in Applied Science in Computer Technology (070)

Redlands Community College (RCC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Emergency Medical Technology (076)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy. Institutions have three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

EOSC requested authorization to suspend the Associate in Arts in Speech or Drama (046) and the Associate in Applied Science in Computer Technology (070).

- EOSC reports continued low enrollment in the programs and currently no students are enrolled.
- Due to recent budget constraints, suspension of the programs will allow for utilizing resources for other programs.
- These suspensions are effective beginning the 2018-2019 academic year.
- EOSC will reinstate or delete the programs by June 30, 2021.

RCC requested authorization to suspend the Associate in Applied Science in Emergency Medical Technology (076).

- RCC indicates that due to budget cuts over the past 3 years suspension of the program will allow for more effective use of resources.
- This suspension is effective immediately.
- RCC will reinstate or delete the program by June 30, 2020.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #26-b:

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Hospitality and Tourism Management through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the existing Bachelor of Business Administration in Hospitality and Tourism Management (093) via online delivery.

BACKGROUND:

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

1. Bachelor of Science in Nursing (104);
2. Bachelor of Science in Human and Family Science (045);
3. Master of Education in Science Education (139);
4. Master of Education in Reading (075);
5. Bachelor of Arts in Spanish (082);
6. Bachelor of Arts in Spanish Education (083);
7. Master of Arts in American Studies (112);
8. Master of Science in Education in Special Education-Autism Spectrum Disorders (154);
9. Bachelor of Science in Nutritional Sciences (153);
10. Master of Science in Criminal Justice (085);
11. Master of Education in Instructional Leadership (124);
12. Bachelor of Science in Organizational Leadership (775);
13. Bachelor of Science in Cyber Security (160);
14. Certificate in Geographic Information Systems (163);
15. Bachelor of Arts in Creative Writing (162);
16. Master of Science in Higher Education Leadership (052);
17. Bachelor of General Studies in General Studies (132);
18. Master of Science in Library Media Information Technology (129);
19. Graduate Certificate in Library Media Specialist (140);
20. Master of Education in School Administration (103);
21. Graduate Certificate in Administrator Education (003); and
22. Master of Business Administration in Business Administration (056).

NSU's governing board approved offering online the existing Bachelor of Business Administration in Hospitality and Tourism Management (093) at their April 13, 2018 meeting. NSU requests authorization to offer this existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Business Administration in Hospitality and Tourism (093)

Demand. Hospitality is the third largest industry in Oklahoma and, according to the Oklahoma Tourism and Recreation Department, tourism generates \$8.6 billion in revenue for the state and \$634 million in state and local tax revenue. From 2010 to 2015, Oklahoma experienced an increase of approximately 18 percent in visitors. Furthermore, in 2015 there were over 93,000 jobs in tourism, generating \$2.1 billion in payroll. With the introduction of tribal gaming in NSU's service area, the demand for new graduates with hospitality training continues to grow. Many NSU students are already in the workforce, but need the degree in order to advance in their career. Offering the existing Bachelor of Business Administration in Hospitality and Tourism (093) via online delivery may be their only avenue for degree completion. Additionally, online delivery of the program will allow NSU to expand and attract more students.

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 deliver 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 January 10, 2018. 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
June 28, 2018

AGENDA ITEM #26-c:

Brad Henry Scholarship Program Scholars.

SUBJECT: Ratification of the Brad Henry International Scholar's scholarships.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Brad Henry International Scholarship Program Awardees for the 2018-2019 academic year and ratify payment of the scholarship award.

BACKGROUND:

The Brad Henry International Scholarship Program was established by the Oklahoma State Regents for Higher Education (OSRHE) in June 2008 and provides tuition, fees, and accommodations plus a \$1,500 stipend for students to participate in a semester-long study abroad program at Swansea University (Swansea) in Swansea, Wales. Academic credit for this program is awarded by Oklahoma regional universities, and students are nominated by their institution.

POLICY:

The Brad Henry International Scholarship Program policy requires the recipients to: (1) be at least eighteen years of age; 2) be an undergraduate student from an Oklahoma regional university; (3) be an Oklahoma resident; (4) be enrolled full time; (5) be in good academic standing; and (6) have completed at least 30 hours of college coursework/credits.

The nominees are required to submit an application, a resume, a transcript of all college or university work, a typewritten essay explaining their academic and/or professional goals and how their experience as a Brad Henry International Scholar will advance those goals, and two letters of recommendation. Individuals chosen as a Brad Henry International Scholar have excellent academic performance, outstanding writing and communication skills, exemplary character and exceptional leadership, maturity and judgement.

Due to recent budget reductions, the OSRHE is no longer able to fund participation from every regional university each year, and certain changes have been made to the Brad Henry International Scholars program to address these budgetary challenges. To ensure that each regional university has equal opportunity for representation in the program, a new scholarship selection procedure based on rotation was implemented in FY16. Institutions that do not have a nominee or are not selected to receive the scholarship in a given year are moved up in the rotation order in the subsequent year. Additionally, in 2017, the State Regents approved revisions to the Brady Henry International Scholars policy that change the scholarship to be provided only during the spring semester. This change allows the OSRHE to more accurately determine the maximum number of scholarships that can be awarded in a given fiscal year.

ANALYSIS:

It is recommended that the State Regents approve the following individuals as 2018-2019 Brad Henry International Scholars recipients for study abroad at Swansea University in the spring 2019 semester:

- Ms. Lindsey Brown – University of Science and Arts of Oklahoma
- Mr. Aaron Cornell – Southwestern Oklahoma State University
- Ms. Christian E. Fields – Langston University
- Ms. Allison Maurer – East Central University
- Ms. Rylee McKee – Cameron University
- Ms. Kalina Popova –University of Central Oklahoma

Scholarship amounts for the 2018-19 Brad Henry International Scholars are determined based on the cost of tuition, fees and accommodations at Swansea University, which is partially offset by a bursary award of £1,000 (approximately \$1,341.89) provided by Swansea University to help defray costs of attendance. Additionally, the OSRHE provides a \$1,500 stipend to each student to assist with associated travel expenses. The following chart summarizes anticipated costs for the 2018-19 Brad Henry International Scholars.

Tuition and Fees	\$9,393.20
Accommodations	\$1,587.45
OSRHE Stipend	\$1,500.00
Subtotal	\$12,480.65
Swansea Bursary	-\$1,341.89
Total Award Per Student:	\$11,138.76
Total for 2018-19 Scholars:	\$66,832.56

It should be noted that these amounts are estimates due to currency exchange fluctuations and the exact amount of each scholarship award will be determined at the time of invoice and payment.

Institutions that were not selected to participate in the 2018-2019 academic year (Oklahoma Panhandle State University, Southeastern Oklahoma State University, Rogers State University, Northeastern State University, and Northwestern Oklahoma State University) will have top priority in selection for the 2019-2020 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #26-d:

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 30, 2018 and June 5, 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 30, 2018 and June 5, 2018, there are 3 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Presidio Corporation in the amount of \$80,491.60 for Cisco network routers to support the Oklahoma Community Anchor Network and Dobson fiber builds to libraries and schools for the E-rate season. Costs are recovered from OneNet user fees. (Funded from 718-OneNet).
- 2) Presidio Corporation in the amount of \$40,815.00 for Juniper routers to be installed at schools and libraries that have requested router services. Costs are recovered from OneNet user fees. (Funded from 718-OneNet)
- 3) Presidio Corporation in the amount of \$88,228.00 for Juniper routers to be installed at schools and libraries that have requested router services. Costs are recovered from OneNet user fees. (Funded from 718-OneNet)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #26-e:

Resolutions.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #27-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
June 28, 2018

AGENDA ITEM #27-b (1):

Annual Reports.

SUBJECT: Report on Low Producing Programs.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	Minimum Majors Enrolled
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.
3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.
7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In March 2018, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 3 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

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

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)							
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7	
OU	304	5	2%	0	0	5		1		2				2
OUHSC	62	2	3%	0	0	2								2
OU-LAW	12	0	0%	0	0	0								
OSU	253	6	2%	0	0	6		1					1	4
OSU-OKC	59	1	1%	0	0	1								1
OSUIT	44	0	0%	0	0	0								
OSU-VET	2	0	0%	0	0	0								
OSU-CHS	7	0	0%	0	0	0								
CU	45	2	4%	0	0	2				1				1
ECU	57	3	5%	0	0	3		2				1		
LU	36	5	14%	0	0	5			3	1				1
NSU	95	2	2%	0	0	2		1		1				
NWOSU	54	5	9%	0	0	5						3		2
OPSU	31	2	6%	0	0	2		1		1				
RSU	34	0	0%	0	0	0								
SEOSU	56	3	5%	0	0	3		1	1	1				
SWOSU	66	2	3%	0	0	2	1							1
UCO	122	0	0%	0	0	0								
USAO	25	3	12%	0	0	3		1				1		1
CASC	27	1	4%	0	0	1						1		
CSC	26	2	8%	0	0	2				1				1
EOSC	33	2	6%	0	0	2		2						
MSC	30	12	40%	3	0	9		5	3	1				3
NEOAMC	46	1	2%	0	1	0			1					
NOC	29	1	3%	0	0	1								1
OCCC	70	3	4%	0	0	3						2		1
RCC	39	1	3%	0	1	0			1					
RSC	75	0	0%	0	0	0								
SSC	24	2	8%	0	0	2		1		1				
TCC	104	2	2%	0	1	1	1			1				
WOSC	23	0	0%	0	0	0								
Totals	1,890	68	3.5%	3	3	62	2	16	10	10	8	1	21	

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Three of the low producing programs (4.41 percent) have been deleted or is scheduled for deletion.
2. **Suspended programs.** Three of the low producing programs (4.41 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Sixty-two (91.17 percent of the 68 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #27-b (2):

Annual Reports.

SUBJECT: Teacher Education Annual Report on System Wide Review.

RECOMMENDATION:

It is recommended that the State Regents accept the twentieth teacher education annual report on system wide review.

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPPs) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

Following a 2010 moratorium placed on the Oklahoma Teacher Residency Year program which eliminated mentoring support for novice teachers, Oklahoma's rank fell to the bottom tier in overall education quality. The Teacher Residency program was designed to enhance teacher professional growth and practice; however, the loss of this important foundation, coupled with a disruption in standards and appropriate assessments, negatively impacted the teaching profession in the state.

Recognizing the importance of having such support structures in place, a teacher residency program was reinstated for novice teachers in 2014. Further legislation followed in subsequent years, establishing new standards and assessments for Oklahoma. Recent legislation has modified the teacher residency terminology, now calling it an induction program that provides support, mentorship and coaching to educators at the beginning of their careers or as they transition to new roles within a school or district.

BACKGROUND:

The State Regents initiated teacher education reform efforts in the summer of 1992 with the External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State

Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, the need for question four (4), “grade inflation in the field of education,” was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Praxis Core Academic Skills for Educators Test). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade ‘inflation’ was more the result of these criteria than from any other source. Thus, the report now answers six (6) questions instead of seven (7), omitting question four (4) on grade inflation.

In 2018, further review of the questions by State Regents’ staff, along with subsequent meetings with the Office of Educational Quality and Accountability (OEQA), led to modification of question three (3), academic preparation in elementary education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, this question was modified to address academic preparation for all of their programs. It is important for EPPs to show how data drives programmatic changes to facilitate more effective teaching and learning outcomes for their students.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the twentieth annual report, covers the 2016-2017 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents’ commitment to efficiency and excellence.

ANALYSIS:

Over 20 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Director of Teacher Education meets regularly with teacher education deans across the State System to maintain the gains in quality of teacher education programs. Consequently, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. Some general findings about the previous year’s compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2016-2017, the colleges of education conditionally admitted 55 teacher education graduate students, down 74% from last year. Those graduate students who moved forward in their respective programs completed the

required remediation to meet admission requirements. Of the twelve institutions that have EPPs, five of them either no longer admit graduate students conditionally, or they do not have graduate programs.

- The 12 universities routinely examine individual program requirements. For 2016-2017, colleges of education have continued to transition their curriculum towards alignment with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, and Oklahoma Academic Standards (OAS). Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates. Other program changes driven by data analysis include increased field experience requirements embedded in coursework as well as a strategic timeline modification of the student teaching assignment. Colleges of education are using data to streamline course effectiveness, preparing pre-service teacher candidates to implement research based instructional strategies for the classroom, improve reading and literacy assessments, and emphasize professional growth that impacts student learning.
- In recent years, although institutions have been impacted negatively by the budget shortfall, colleges of education report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to Smart Boards and video/audio equipment. A number of universities also reported purchases that included repairs, replacements and upgrades to printers, laptops, projectors and other hardware. Institutions conduct mandatory equipment, software and infrastructure maintenance and continue to utilize items purchased in previous academic years (i.e., iPads, lab equipment for instructional technology, 3-D printers, and other interactive technology such as webcams and digital recording devices). Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of Swivl, video observation software to support distance learning, and Zoom, an interactive video conferencing platform for meetings or webinars. Some institutions upgraded network infrastructures, installed wireless equipment, and established web-based data collection systems. Emphasis is placed on instructional and technical support as well as general maintenance.
- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.
- All 12 colleges of education report strong interaction with arts and sciences (A&S) faculty. One of the primary methods mentioned by most universities includes participation by A&S faculty on a variety of committees in the teacher education college. A&S faculty members assist colleges of education in coursework for pre-service teachers as well as data analysis. A&S faculty members also make recommendations to colleges of education for program improvement. Additionally, the ongoing Elementary and Secondary Education Act (ESEA), Title II, Part A, Improving Teacher Quality (ITQ) ESEA grants provide opportunities for A&S faculty, teacher education faculty and K-12 teacher collaborations.

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #27-b (3):

Annual Reports.

SUBJECT: Academic Policy Exception Quarterly Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 69th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Seven exceptions to OSRHE academic policies were granted by the Chancellor since the March 29, 2018 report.

ANALYSIS:

Southwestern Oklahoma State University (SWOSU)

Two exceptions to the OSRHE Undergraduate Degree Requirements policy, which states a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, exclusive of correspondence work, were granted to allow SWOSU to waive up to five hours of this requirement for seven students so they could be certified as Spring 2018 graduates. This exception was based on a program credit hour configuration change which was implemented while these students were pursuing their degree, and the recommendation of the president.

Northeastern Oklahoma A&M College (NEOAMC)

An exception to the OSRHE Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, was granted to NEOAMC to allow a student to participate in concurrent enrollment as a sophomore during the Summer 2018, Fall 2018, and Spring 2019 semesters. This exception was based on the student earning a 23 residual ACT score and a 4.0 high school grade point average, and recommendation of the president.

An exception to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school

until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, was granted to allow a student to continue her education at NEOAMC without having attended another institution. This exception was based on the student's successful completion of the practical nursing program, her continued employment as a licensed practical nurse, and recommendation of the president.

Carl Albert State College (CASC)

An exception to the OSRHE Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, was granted to CASC to allow a student to participate in concurrent enrollment as a sophomore during the 2018-2019 academic year. This exception was based on the student earning a 27 ACT score and succeeding in rigorous high school coursework, and recommendation of the president.

Northeastern State University (NSU)

An exception to the OSRHE Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, was granted to NSU to allow a student to participate in concurrent enrollment as a sophomore during the 2018-2019 academic year. This exception was based on the student earning a 27 ACT score and succeeding in rigorous high school coursework, and recommendation of the president.

University of Central Oklahoma (UCO)

An exception to the OSRHE Undergraduate Degree Requirements policy, which states a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, exclusive of correspondence work, was granted to UCO to waive this requirement so that two students who transferred from Saint Gregory's University during its last semester of operations could be certified as Spring 2018 graduates. This policy exception was based on the teach-out plan that was formulated between UCO and SGU that specified UCO would provide reasonable opportunities for displaced SGU students to complete their degree in pre-determined like programs approved by UCO officials, and recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #27-b (4):

Annual Reports.

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2016-2017.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

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

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

This publication reports the income and expenditures for FY2016-2017 with comparisons to FY2015-2016 and FY2013-2014.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2016-2017 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

<i>Total Educational and General Part I Income: FY2017 Compared to FY2016</i>				
<i>25 Colleges and Universities</i>				
<i>Income:</i>	<i>FY2017</i>	<i>FY2016</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	1,087,330,282	1,012,469,871	74,860,411	7.4%
<i>State Appropriations</i>	518,651,924	551,031,034	-32,379,110	-5.9%
<i>Gifts and Grants</i>	88,087,970	89,450,538	-1,362,568	-1.5%
<i>Other Sources</i>	121,677,446	123,850,015	-2,172,569	-1.8%
<i>Total Income</i>	1,815,747,622	1,776,801,458	38,946,164	2.2%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2017 Compared to FY2016</i>				
<i>25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2017</i>	<i>FY2016</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	760,006,814	772,184,281	-12,177,467	-1.6%
<i>Research</i>	67,055,703	69,866,034	-2,810,331	-4.0%
<i>Public Service</i>	29,964,104	28,400,071	1,564,033	5.5%
<i>Academic Support</i>	234,205,454	246,429,239	-12,223,785	-5.0%
<i>Student Services</i>	119,991,787	121,979,650	-1,987,863	-1.6%
<i>Institutional Support</i>	144,651,295	143,205,083	1,446,212	1.0%
<i>Physical Plant</i>	212,540,652	228,942,892	-16,402,240	-7.2%
<i>Scholarships</i>	240,120,711	223,394,110	16,726,601	7.5%
<i>Total</i>	1,808,536,520	1,834,401,360	-25,864,840	-1.4%
<i>Columns May Not Add Due to Rounding</i>				

For the fiscal year ending on June 30, 2017, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$1,815,747,622, an increase of \$38.9 million (2.2 percent) over fiscal year 2015-2016. In FY2017, total income was comprised of \$1,087,330,282 (59.9 percent) from tuition and student fees, \$518,651,924 (28.6 percent) in state appropriations, \$88,087,970 (4.9 percent) in gifts and grants, and \$121,677,446 (6.7 percent) from other income sources.

From FY2016 to FY2017, tuition and student fees increased \$74.9 million (7.4 percent). State appropriations decreased \$32.4million (-5.9 percent), gifts and grants decreased \$1.4 million (-1.5 percent), and other sources decreased 2.2 million (-1.8 percent).

For the fiscal year ending on June 30, 2017, Educational and General Part I expenditures for the twenty-five institutions were reported at \$1,808,536,520, a decrease of \$25.9 million (-1.4 percent) over fiscal year 2015-2016. In FY2017, total expenditures were comprised of \$760.0 million (42.0 percent) for instruction, \$67.1 million (3.7 percent) for research, \$30.0 million (1.7 percent) for public service, \$234.2 million (12.9 percent) for academic support, \$120.0 million (6.6 percent) for student services, \$144.7 million (8.0 percent) for institutional support, \$212.5 million (11.8 percent) for physical plant, and \$240.1 million (13.3 percent) for scholarships.

From FY2016 to FY2017, expenditures for instruction decreased \$12.2 million (-1.6 percent), research decreased \$2.8 million (-4.0 percent), public service increased \$1.6 million (5.5 percent), academic support decreased \$12.2 million (-5.0 percent), student services decreased \$2.0 million (-1.6 percent), institutional support increased \$1.4 million (1.0 percent), physical plant decreased \$16.4 million (-7.2 percent) and scholarships increased \$16.7 million (7.5 percent).

Total Educational and General Part I Expenditures: FY2017 Compared to FY2016				
25 Colleges and Universities				
Expenditures	FY2017	FY2016	\$ Change	% Chg
Teaching Salaries	407,603,135	408,764,741	(1,161,606)	-0.3%
Professional Salaries	275,421,548	307,009,116	(31,587,568)	-10.3%
Other Salaries & Wages	176,818,617	146,276,833	30,541,784	20.9%
Fringe Benefits	286,999,694	298,607,775	(11,608,081)	-3.9%
Sub-Total	1,146,842,994	1,160,658,465	(13,815,471)	-1.2%
Professional Services	19,021,369	19,343,728	(322,359)	-1.7%
Travel	22,205,941	23,068,820	(862,879)	-3.7%
Utilities	66,213,914	63,340,961	2,872,953	4.5%
Supplies & Other Operating Expenses	206,279,872	209,024,406	(2,744,534)	-1.3%
Property, Furniture & Equipment	51,234,492	58,686,716	(7,452,224)	-12.7%
Library Books & Periodicals	22,711,977	22,876,313	(164,336)	-0.7%
Scholarships & Other Assistance	245,932,212	229,772,534	16,159,678	7.0%
Transfers & Other Disbursements	28,093,749	47,629,417	(19,535,668)	-41.0%
Sub-Total	661,693,526	673,742,895	(12,049,369)	-1.8%
Total	1,808,536,520	1,834,401,360	(25,864,840)	-1.4%
<i>Columns May Not Add Due to Rounding</i>				

For FY2017, salaries and fringe benefits totaled \$1,146,842,994, a decrease of \$13,815,471 (-1.2 percent) over FY2016. Other operating costs total \$661,693,526, a decrease of \$12,049,369 (-1.8 percent) over FY2016. Teaching salaries total \$407,603,135, a decrease of \$1.2 million (-0.3 percent) over FY2016. Professional Salaries total \$275,421,548, a decrease of \$31.6 million (-10.3 percent) over FY2016. Other Salaries and Wages total \$176,818,617, an increase of \$30.5 million (20.9 percent) over FY2016. Fringe Benefits total \$286,999,694, a decrease of \$11.6 million (-3.9 percent) over FY2016. Professional Services total \$19,021,369, a decrease of \$322.4 thousand (-1.7 percent) from FY2016. Travel expenditures total 22,205,941, a decrease of \$826.9 thousand (-3.7 percent) over FY2016. Utilities total \$66,213,914, an increase of \$2.9 million (4.5 percent) over FY2016. Supplies and Other Operating Expenses total \$206,279,872, a decrease of \$2.7 million (-1.3 percent) from FY2016. Property, Furniture & Equipment total \$51,234,492, a decrease of \$7.5 million (-12.7 percent) over FY2016. Library Books and Periodicals total \$22,711,977, a decrease of \$164.3 thousand (-0.7 percent) from FY2016. Scholarships and Other Assistance total \$245,932,212, an increase of \$16.2 million (7.0 percent) over FY2016. Transfers and Other Disbursements total \$28,093,749, a decrease of \$19.5 million (-41.0 percent) over FY2016.

Ten Constituent Agencies:

Total Educational and General Part I Income: FY2017 Compared to FY2016				
10 Constituent Agencies				
Income:	FY2017	FY2016	\$ Change	% Chg
Tuition and Student Fees	151,599,693	138,779,997	12,819,696	9.2%
State Appropriations	187,639,074	198,890,237	-11,251,163	-5.7%
Federal Stimulus	13,358,596	9,532,379	3,826,217	40.1%
Gifts and Grants	46,784,104	45,468,754	1,315,350	2.9%
Other Sources	73,625,436	58,914,002	14,711,434	25.0%
Total Income	473,006,903	451,585,369	21,421,534	4.7%
<i>Columns May Not Add Due to Rounding</i>				

Total Educational and General Part I Expenditures: FY2017 Compared to FY2016				
10 Constituent Agencies				
Expenditures	FY2017	FY2016	\$ Change	% Chg
<i>Instruction</i>	203,441,144	200,174,524	3,266,620	1.6%
<i>Research</i>	46,452,349	48,516,643	-2,064,294	-4.3%
<i>Public Service</i>	53,068,860	54,221,074	-1,152,214	-2.1%
<i>Academic Support</i>	46,270,438	47,681,167	-1,410,729	-3.0%
Sub-Total	349,232,791	350,593,408	-1,360,617	-0.4%
<i>Student Services</i>	15,663,761	14,840,291	823,470	5.5%
<i>Institutional Support</i>	44,507,866	46,407,907	-1,900,041	-4.1%
<i>Physical Plant</i>	60,279,401	50,884,563	9,394,838	18.5%
<i>Scholarships</i>	11,312,427	9,875,604	1,436,823	14.5%
Sub-Total	131,763,455	122,008,365	9,755,090	8.0%
Total	480,996,246	472,601,773	8,394,473	1.8%

For the fiscal year ending on June 30, 2017, Educational and General – Part I income for the ten constituent agencies were reported at \$473,006,903, an increase of \$8.4 million (1.8 percent) over FY2016. In FY2017, total income was comprised of \$151,599,693 (32.1 percent) from tuition and student fees, \$187,639,074 (39.7 percent) in state appropriations, \$13,358,596 (2.8 percent) in federal appropriations, \$46,784,104 (9.9 percent) in gifts and grants, and \$73,625,436 (15.6 percent) from other income sources. There were no federal stimulus funds received in FY2016 or in FY2017.

From FY2016 to FY2017, tuition and student fees increased \$12.8 million (9.2 percent). State appropriations decreased \$11.3 (-5.7 percent), federal appropriations increased \$3.8 million (40.1 percent), gifts and grants increased \$1.3 million (2.9 percent) and other sources increased \$14.7 million (25.0 percent).

For the fiscal year ending on June 30, 2017, Educational and General Part I expenditures for the ten constituent agencies were reported at \$480,996,246, an increase of \$8.4 million (1.8 percent) over fiscal year 2015-2016. In FY2017, total expenditures were comprised of \$203.4 million (42.3 percent) for instruction, \$46.5 million (9.7 percent) for research, \$53.1 million (11.0 percent) for public service, \$46.3 million (9.6 percent) for academic support, \$15.7 million (3.3 percent) for student services, \$44.5 million (9.3 percent) for institutional support, \$60.3 million (12.5 percent) for physical plant, and \$11.3 million (2.4 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2017 Compared to FY2016				
10 Constituent Agencies				
Expenditures	FY2017	FY2016	\$ Change	% Chg
<i>Teaching Salaries</i>	93,558,919	90,355,124	3,203,795	3.5%
<i>Professional Salaries</i>	100,508,240	110,053,568	(9,545,328)	-8.7%
<i>Other Salaries & Wages</i>	47,914,900	41,637,938	6,276,962	15.1%
<i>Fringe Benefits</i>	82,452,583	86,061,324	(3,608,741)	-4.2%
Sub-Total	324,434,642	328,107,954	(3,673,312)	-1.1%
<i>Professional Services</i>	4,670,813	5,064,755	(393,942)	-7.8%
<i>Travel</i>	4,247,705	4,367,285	(119,580)	-2.7%
<i>Utilities</i>	12,181,914	13,267,657	(1,085,743)	-8.2%
<i>Supplies & Other Operating Expenses</i>	77,835,610	74,346,835	3,488,775	4.7%
<i>Property, Furniture & Equipment</i>	7,974,797	8,833,822	(859,025)	-9.7%
<i>Library Books & Periodicals</i>	6,015,233	4,875,527	1,139,706	23.4%
<i>Scholarships & Other Assistance</i>	11,680,848	10,254,671	1,426,177	13.9%
<i>Transfers & Other Disbursements</i>	31,954,684	23,483,267	8,471,417	36.1%
Sub-Total	156,561,604	144,493,819	12,067,785	8.4%
Total	480,996,246	472,601,773	8,394,473	1.8%

For FY2017, salaries and fringe benefits totaled \$324,434,642, a decrease of \$3.7 million (-1.1 percent) from FY2016. Other operating costs total \$156,561,604, an increase of \$12.1 million (8.4 percent) over FY2016. Teaching salaries total \$93,558,919, an increases of \$3.2 million (3.5 percent) from FY2016. Professional Salaries total \$100,508,240, a decrease of \$9.5 million (-8.7 percent) over FY2016. Other Salaries and Wages total \$47,914,900, an increase of \$6.3 million (15.1 percent) over FY2016. Fringe Benefits total \$82,452,583, a decrease of \$3.6 million (-4.2 percent) over FY2016. Professional Services total \$4,670,813, a decrease of \$393.9 thousand (-7.8 percent) over FY2016. Travel expenditures total \$4,247,705, a decrease of \$119.6 thousand (-2.7 percent) over FY2016. Utilities total \$12,181,914, a decrease of \$1.1 million (-8.2 percent) from FY2016. Supplies and Other Operating Expenses total \$77,835,610, an increase of \$3.5 million (4.7 percent) from FY2016. Property, Furniture & Equipment total \$8,833,822, a decrease of \$7.8 million (-46.9 percent) over FY2016. Library Books and Periodicals total \$7,974,797, a decrease of \$859.0 thousand (-9.7 percent) from FY2016. Scholarships and Other Assistance total \$11,680,848, an increase of \$1.4 million (13.9 percent) over FY2016. Transfers and Other Disbursements total \$31,954,684, an increase of \$8.5 million (36.1percent) over FY2016. Total FY2017 expenditures total \$480,996,246, an increase of \$8.4 million (1.8 percent) over FY2016.

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

Total Income for the 25 College and Universities and the 10 Constituent Agencies FY2017 Compared to FY2016				
<i>Income</i>	<i>FY2017</i>	<i>FY2016</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,288,754,525	2,228,386,827	60,367,698	2.7%
<i>Sponsored Research</i>	319,413,278	489,246,387	-169,833,109	-34.7%
<i>Student Aid</i>	359,969,059	345,927,928	14,041,131	4.1%
<i>Auxiliary Services</i>	738,966,194	723,485,933	15,480,261	2.1%
<i>Hospitals and Clinics</i>	688,381,741	657,271,540	31,110,201	4.7%
<i>Agency Special</i>	76,425,895	68,212,238	8,213,657	12.0%
Total	4,471,910,692	4,512,530,853	-40,620,161	-0.9%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies FY2017 Compared to FY2016				
<i>Expenditures</i>	<i>FY2017</i>	<i>FY2016</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,289,532,766	2,307,003,133	-17,470,367	-0.8%
<i>Sponsored Research</i>	318,409,278	489,045,749	-170,636,471	-34.9%
<i>Student Aid</i>	329,764,128	336,660,945	-6,896,817	-2.0%
<i>Auxiliary Enterprises</i>	622,718,839	614,196,574	8,522,265	1.4%
<i>Hospitals and Clinics</i>	675,447,429	642,145,534	33,301,895	5.2%
<i>Agency Special</i>	63,149,628	65,076,355	-1,926,727	-3.0%
Total	4,299,022,068	4,454,128,290	-155,106,222	-3.5%

For the fiscal year ending on June 30, 2017, the total operating income for the twenty-five colleges and universities and ten constituent agencies totaled \$4,471,910,692, a decrease of \$8.2 million (-0.9 percent) over fiscal year 2015-2016. Income made in fiscal year 2016-2017 include \$2.288 billion (51.2 percent) for Educational and General Part I, \$319.4 million (7.1 percent) for Sponsored Research and Other Sponsored Programs, \$360.0 million (8.0 percent) for Student Aid, \$739.0 million (16.5 percent) for Auxiliary Enterprises, \$688.4 million (15.4 percent) for Hospitals and Clinics and \$76.4 million (1.7 percent) for Agency Special.

From fiscal year 2015-2016 to fiscal year 2016-2017, total income decreased by \$40,620,161 (-0.9 percent). Income for Educational and General Part I increased \$60.4 million (2.7 percent), Sponsored Research and Other Sponsored Programs decreased \$169.8 million (-34.7 percent), Student Aid increased

\$14.0 million (4.1 percent), Auxiliary Enterprises increased \$15.5 million (2.1 percent), Hospitals and Clinics increased \$31.1 million (4.7 percent) and Agency Special increased \$8.2 thousand (12.0 percent).

For the fiscal year ending on June 30, 2017, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$4,299,022,068, a decrease of \$1.9 million (-3.0 percent) over fiscal year 2015-2016. Expenditures made in fiscal year 2016-2017 include \$2.289 billion (53.3 percent) for Educational and General Part I, \$318.4 million (7.4 percent) for Sponsored Research and Other Sponsored Programs, \$329.8 million (7.7 percent) for Student Aid, \$622.7 million (14.5 percent) for Auxiliary Enterprises, \$675.4 million (15.7 percent) for Hospitals and Clinics and \$63.1 million (1.5 percent) for Agency Special.

From fiscal year 2015-2016 to fiscal year 2016-2017, total expenditures decreased by \$155,106,222 (-3.5 percent). Expenditures for Educational and General Part I decreased \$17.5 million (-0.8 percent), Sponsored Research and Other Sponsored Programs decreased \$170.6 million (-34.9 percent), Student Aid decreased \$6.9 million (-2.0 percent), Auxiliary Enterprises increased \$8.5 million (14.5 percent), Hospitals and Clinics increased \$33.3 million (5.2 percent) and Agency Special decreased \$1.9 thousand (-3.0 percent).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2018

AGENDA ITEM #27-b (5):

Annual Reports.

SUBJECT: 2016-2017 Annual Student Developmental Education Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the twenty-sixth annual student developmental education report.
- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need developmental education.
- Nationally, community colleges report the greatest percentage of developmental education, with math being the most cited area of deficiency.
- Financial costs of developmental education are being addressed in different ways by various states, with some requiring additional fees from the developmental education student. Others have proposed that the developmental education costs be borne by the secondary schools that graduated the student needing developmental education. Nationally, developmental education costs have been estimated to be less than 1 percent of the total public higher education budget.
- Oklahoma students pay more for developmental education courses at State System institutions. Those developmental education fees, set by the individual institution, generated \$3.59 million in 2016-17.

FINDINGS:

- The number of students enrolled in at least one developmental education course in 2016-17 was 26,165, which is a decrease of 4.6 percent from last year. Research universities and the Liberal Arts university accounted for the fewest number of students (33 students or 0.1 percent at research institutions and 120 or 0.5 percent at the Liberal Arts institution); regional universities had 5,132 (19.6 percent) students who took developmental education courses; and 79.8 percent (20,880 students) took such courses at community colleges. (Figure 1)
- Of fall 2016 first-time freshmen, 40.2 percent enrolled in developmental education courses, which is an increase from 38.1 for the prior year freshmen. (Figure 2)
- Of fall 2016 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 39.8 percent enrolled in developmental education courses, compared to 27.2 percent of freshmen who completed the high school core curriculum. (Figure 3)

- Developmental education by subject for fall 2016 first-time freshmen was as follows: 33.6 percent mathematics, 15.9 percent English, 9.0 percent reading, and 0.4 percent science. (Figure 4)
- From 2007-08 to 2016-17, the developmental education rate for first-time freshmen direct from Oklahoma high schools increased from 36.9 to 40.5 percent. The 2016-17 rate of 40.5 percent is slightly higher than the 40.2 percent for all first-time freshmen. This is the third year that the Oklahoma high school students' rate has been higher than for all students and may be reflective of the change in methodology discussed below. (Figure 5)
- Older freshmen require more developmental education. During the 2016-17 academic year, a higher percentage of first-time freshmen 21 years of age and older (56.3 percent) enrolled in developmental education courses than freshmen less than 21 years of age (37.1 percent). (Figure 6)
- In 2016-17, Oklahoma State System institutions generated \$3.59 million from student-paid developmental education course fees.

Several changes to the methodology of this report have occurred over the past several years, which limit the comparability of data from year to year. In 2010-11, improvements were made to the method of identifying developmental courses, and in 2013-14, changes were made in the methodology for several sub-sections of this report, namely: 1) the determination of the prior year's Oklahoma high school graduates who were first-time freshmen in 2013-14 was revised to track individual public high school graduates, and 2) the identification of those students taking the 15-unit high school core curriculum was refined to follow the State Regents' admission policy requirements more closely.

OKLAHOMA INITIATIVES:

- The State Regents approved the adoption of a College Completion agenda at its October 20, 2011 meeting which includes reform in developmental education as a key component. The agenda incorporates the Complete College America and National Governors Association Complete to Compete metrics, recommits to a revised Brain Gain performance program, and makes college completion a top priority with commitments to state and campus goals, action plans and measures of progress. The State Regents have committed the Oklahoma State System of Higher Education to statewide reform and redesign of developmental education through redesign projects and a common framework established by the OSRHE and implemented by all colleges and universities.
- Revisions to the Student Assessment and Remediation Policy (3.20), approved in January 2015, allow institutions to use multiple measures, including past academic performance and non-cognitive skills, to place students in courses and offer support to underprepared students in forms other than a non-credit developmental education course.
- Under the guidance of the State Regents' Council of Presidents and the Council on Instruction, all campuses conducted extensive reviews of existing developmental education programs and submitted policy and program redesign plans in 2014-15.
- As of Fall 2017, institutions began accelerating remediation by implementing corequisite remediation models in math, English, and reading. Instead of developmental education being a prerequisite to the college-level courses, underprepared students may be required to take a support course in conjunction with the college level course, or additional self-paced instruction, or mandatory tutoring. Students taking corequisite courses are included in the developmental education student counts in this report; however, as mentioned, the use of such courses decreases the time it takes students to progress through the curriculum.

- Prior measures which the State Regents have taken to reduce developmental education include: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools, and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.
- Oklahoma GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a federally funded program administered by the Oklahoma State Regents for Higher Education, partners with 24 school districts and six community colleges across the state to provide college preparation services and information to approximately 18,730 7th-12th grade students and their families. The program is designed to prepare middle and high school students for college success through direct student support services, including college campus tours, ACT test preparation and testing, college exploration and preparation courses, leadership/STEM summer academies, and one-on-one guidance from education specialists. Oklahoma GEAR UP offers college access and financial aid information to students and families through awareness activities and services, including Oklahoma's Promise and FAFSA completion assistance. The program provides collaboration and leadership opportunities for Oklahoma GEAR UP schools and works with them to implement Professional Learning Communities (PLCs), which help teachers and faculty address student achievement through collaborative, targeted assessment and intervention.
- Specifically, throughout the 2016-17 academic year, 5,318 GEAR UP students in grades 7-12 attended a college/university tour. A total of 809 students completed 6,022 hours of concurrent enrollment. Also in 2016-17, 967 GEAR UP classroom teachers completed GEAR UP professional development training, and 77 students participated in one of four, week-long, residential, summer STEM institutes on college campuses. A total of 2,587 GEAR UP high school juniors took a national ACT exam in September 2017. In fall 2017, 3,701 high school seniors completed college applications during Oklahoma College App Week with the assistance of onsite, knowledgeable volunteers and GEAR UP staff.

CONCLUSIONS:

- Continuing reforms in entry assessment and developmental education should result in more students retained in the higher education system through better targeted rapid learning, with reduced time to degree.
- Community colleges continue to be the primary source of developmental education in the State System. This is consistent with the community college's mission.
- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests. Colleges and universities are encouraged to continue monitoring the relationship between cut scores for course placement, developmental education effectiveness and the academic success of the developmental students.
- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need developmental education than students 21 years of age and older (37.1 and 56.3 percent, respectively).
- The financial costs associated with developmental education are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

FIGURE 1

Tier Distribution of Oklahoma Students Taking Developmental Education Courses

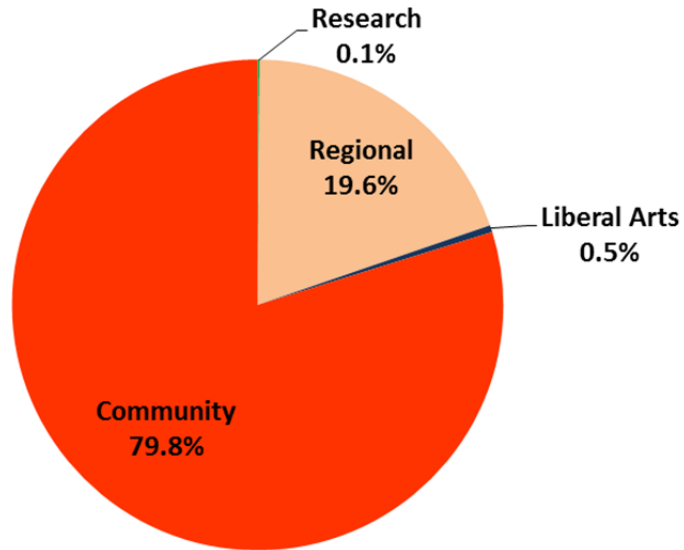
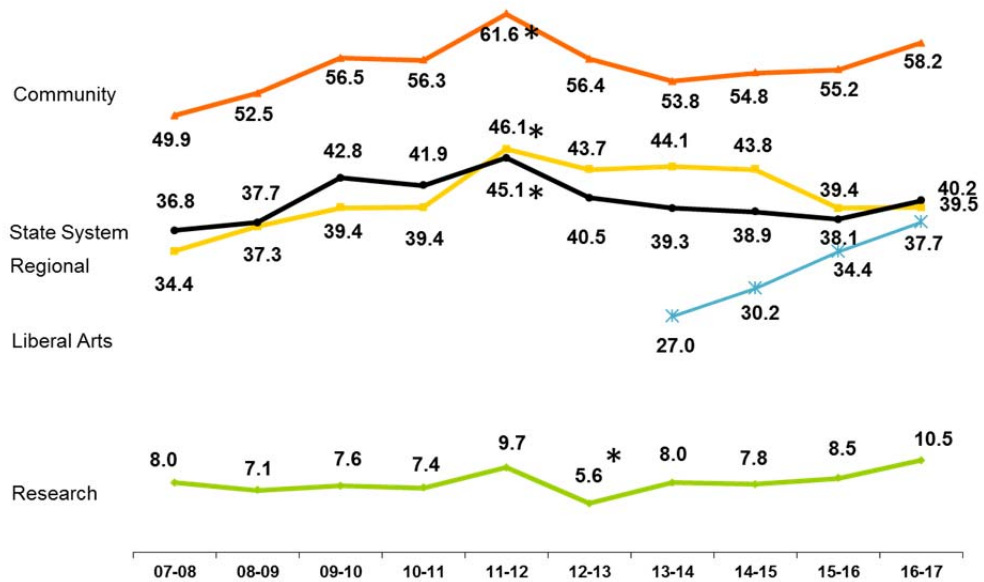


FIGURE 2

Percent of First-Time Freshmen Enrolled in Developmental Education Courses



Notes: * Data format changes necessitated a revision in methodology so that a comparison of data, beyond 2011-12, to prior years is limited.

FIGURE 3

Percent of Developmental Education and High School Core Curriculum

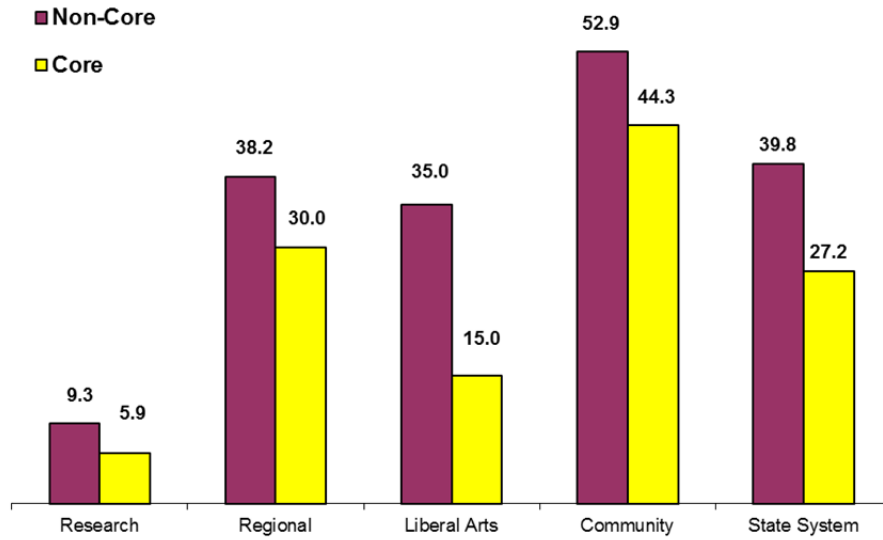


FIGURE 4

Percent of First-Time Freshmen Enrolled in Developmental Courses in 2016-17 by Subject

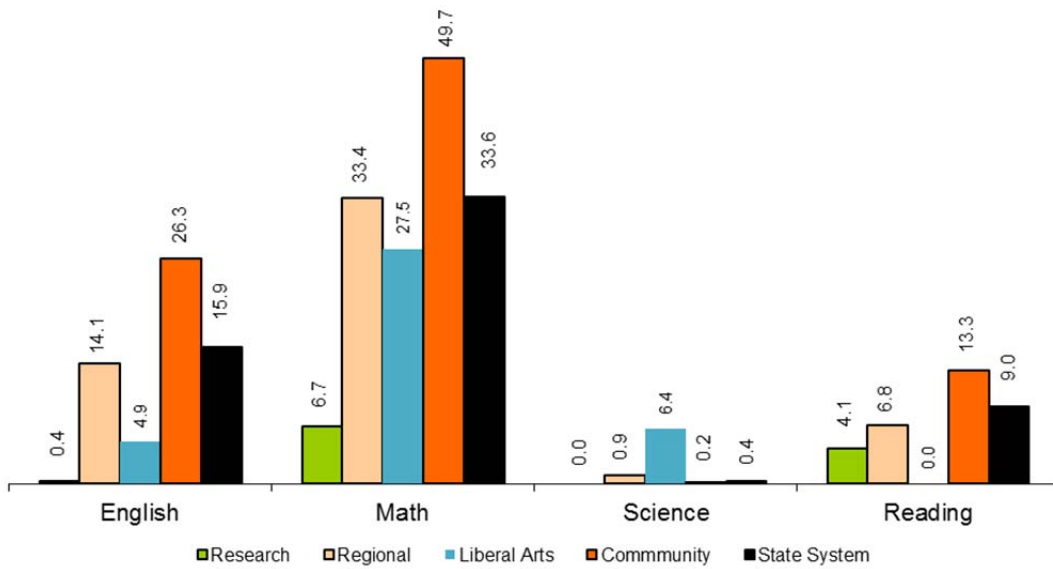
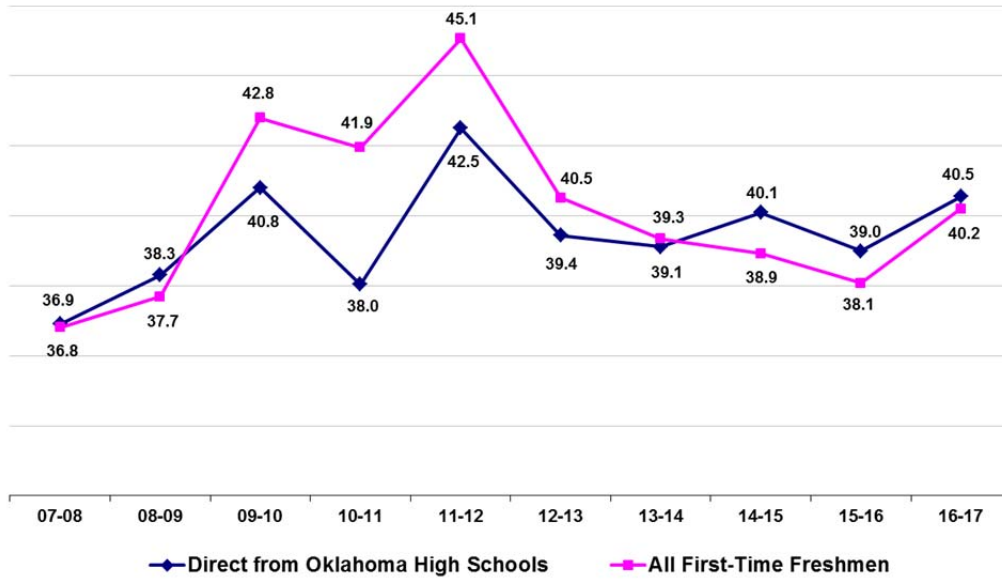


FIGURE 5

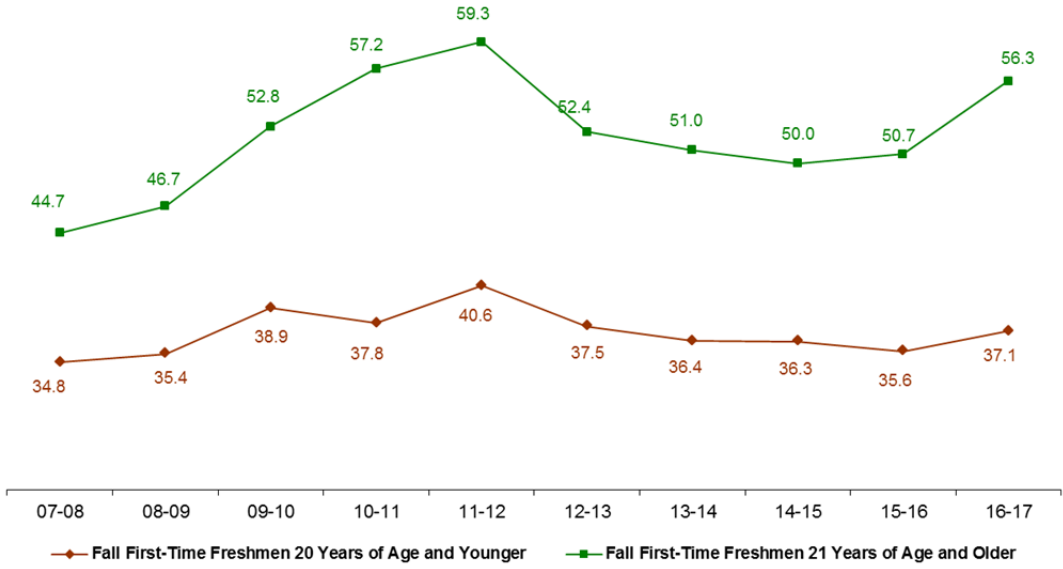
Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools Enrolled in Developmental Education
Fall 2007 to Fall 2016



Notes: Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited. Beginning in 2013-14, the methodology for determining "Direct from Oklahoma High Schools" changed, allowing for tracking individual Oklahoma public high school graduates

FIGURE 6

Percent of First-Time Freshmen Enrolled in Developmental Education Courses by Age
Fall 2007 to Fall 2016



* Data format changes necessitated a revision in methodology so that a comparison of data, beyond 2011-12, to prior years is limited.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Ninetieth Meeting



May 25, 2018

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

Minutes of the Seven Hundred Ninetieth Meeting
May 25, 2018

CONTENTS

	Page
Announcement of filing of meeting and posting of the agenda	19693
Call to order	19693
Minutes of the Previous Meeting	19693
Report of the Chairman.....	19693
Report of the Chancellor	19693
State Regent	19694
Student Advisory Board.....	19694
Students.....	19694
Recognition	19695
E&G Budgets	19695
Tuition.....	19695
GEAR UP	19695
Contracts and Purchases	19695
Investments	19698
New Programs.....	19698
Program Deletions	19699
Academic Policy	19699
Intensive English Program.....	19699
Commendations	19699
Executive Session	19700
Consent Docket.....	19700
Reports	19700
Report of the Committees	19701
Announcement of Next Regular Meeting	19701
Adjournment	19701

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Ninetieth Meeting
of the
Oklahoma State Regents for Higher Education
May 25, 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 10:39 a.m. on Friday, May 25, 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 Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman and Michael C. Turpen.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' regular meeting on April 26, 2018. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen and White. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman White thanked institutions for taking heed of the recommendations of the Task Force on the Future of Higher Education. He also announced that Chancellor Glen D. Johnson has been appointed as the Chair of the State Higher Education Executive Officers Association Executive Committee.
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 financial literacy initiatives presented to the State Regents at their Committee-of-the-Whole meeting on May 24, 2018.

6. STATE REGENT. Chancellor Johnson introduced Associate Justice of the Oklahoma Supreme Court James Winchester. Justice Winchester was present to administer the oath of office to Regent Turpen, who was appointed to a nine-year term by Governor Mary Fallin. All Regents congratulated Regent Turpen.

7. STUDENT ADVISORY BOARD.

- a. Justice Winchester also administered the oath of office to incoming members of the Student Advisory Board (SAB). Members of the SAB are elected to serve a one-year term by delegates to the Oklahoma Student Government Association at their annual meeting.
- b. Regent Helm made a motion, seconded by Regent Holloway, to approve the 2018 Annual Report of the Student Advisory Board. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, White and Helm. Voting against the motion were none. Vice Chancellor for Student Affairs Kermit McMurry introduced Ms. Kimberley Bishop, Chair of the Student Advisory Board, who provided Regents with an overview of the SAB annual report and recommendations. Recommendations included syllabus disclaimers on courses with adverse content, co-requisite developmental courses, weapons on campus, Oklahoma's Promise funding levels, and student health care.

8. STUDENTS.

- a. Mr. Reinaldo Diaz, a student at Langston University, spoke about his higher education experience. Mr. Diaz began by stating that he was raised in Venezuela and moved to the United States to receive a higher education. He is the only person in his family to graduate high school, is currently working towards a doctorate and is a Reach Higher student. He stated that he enjoys Reach Higher because of the flexible schedules and the affordability.
- b. Ms. Brooklyn Herriman, a student at Connors State College, spoke about her higher education experience. Ms. Herriman stated that graduated from Warner High School and

will be the only person in her family to graduate college. She stated that she is an Oklahoma's Promise student, is in the President's Leadership Class and Phi Beta Cappa. She ended by stating that she is very thankful for the opportunities higher education has given her.

9. RECOGNITION. Chancellor Johnson recognized President David Boren, The University of Oklahoma, upon his retirement and stated that a resolution would be sent to him.

10. E&G BUDGET. Regent Parker made a motion, seconded by Regent Holloway to approve the allocation of state appropriated funds to institutions and programs for FY2019. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, White, Helm and Parker. Voting against the motion were none.

11. TUITION.

a. Regent Parker made a motion, seconded by Regent Helm, to approve the FY19 tuition and mandatory fee principles and guidelines. Voting for the motion were Regents Lester, Hickman, Turpen, White, Helm, Parker and Holloway. Voting against the motion were none.

b. Regents reviewed the proposed academic service fee changes for Northern Oklahoma College. This item was for posting only.

c. Regents reviewed the announcement of the public hearing on fees and tuition. This item was for positing only.

12. GEAR UP. Regent Parker made a motion, seconded by Regent Helm to approve the GEAR UP Partnership support to five regional universities in support of implementing a College Coach. Voting for the motion were Regents Hickman, Turpen, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

13. CONTRACTS AND PURCHASES.

a. Regent Parker made a motion, seconded by Regent Helm, to approve the following FY 2018 purchases in excess of \$100,000:

- (1) Presidio Networked Solutions in the amount of \$173,556.36 for maintenance on OneNet's Juniper Network equipment.
- (2) Dobson Technologies Transport Telecom Services change order to provide an additional \$153,000 for circuits to provide services to OneNet customers.

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

b. Regent Parker made a motioned, seconded by Regent Helm, to approve the following FY 2019 purchases for amounts in excess of \$100,000:

- (1) EBSCO in the amount of \$123,480 for FY19 annual subscription services to Academic Search Premier Database.
- (2) United States Postmaster in the amount of \$101,100 to cover the OSRHE annual postage charges for FY19.
- (3) Ellucian in the amount of \$127,155 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software for FY19.
- (4) Xerox Corporation in the amount of \$102,595 for the FY19 lease on the production copiers in Central Services.
- (5) University of Missouri, Great Plains Network in the amount of \$162,577 to purchase annual membership fees, network fees and Internet II connection fees.
- (6) Education at Work Incorporated in the amount of \$200,000 to provide student grace period and cohort management services on both Federal Direct and Federal Family Education Loan Program (FFELP) loans.
- (7) XAP in the amount of \$255,000 for the continued operation and maintenance of the Student Portal also referred to as OKcollegestart.org.
- (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.\

- (9) Dobson Technologies Transport and Telecom in the amount of \$500,000 for FY19 fiber relocation projects due to road and highway construction projects.
- (10) Galt in the amount of \$170,000 for temporary staffing for OneNet Front Desk, Business Department and Provisioning.
- (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.
- (12) Dobson Technologies Transport and Telecom in the amount of \$170,000 for FY19 maintenance of the Oklahoma Community Anchor Network system.
- (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.
- (14) Insidetrack Incorporated in the amount of \$212,012.50 to provide foundational coach training for six GEAR UP Phase IV staff.
- (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.
- (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.

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

- c. Regent Parker made a motion, seconded by Regent Helm, to approve the ACT agreement for 2018-2019. Regents reviewed the 2018-2019 ACT agreement. Voting for the motion

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

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

Bain Capital Real Estate Fund I – \$7 million.

Golub Capital Partners, Fund 11 = \$5 million.

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

15. NEW PROGRAMS.

- a. Regent Lester made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Certificate in Pre-Medical Sciences and the Certificate in Pre-Nursing. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, White and Helm. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Parker, to approve the request from East Central University to offer the Master of Education in School Psychometry. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, White, Helm and Parker. Voting against the motion were none.
- c. Regent Lester made a motion, seconded by Regent Hickman, to approve the request from the University of Central Oklahoma 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. Voting for the motion were Regents Lester, Hickman, Turpen, White, Helm, Parker and Holloway. Voting against the motion were none.
- d. Regent Lester made a motion, seconded by Regent Hickman, to approve the request from Western Oklahoma State College to offer the Associate in Applied Science in Military Studies. Voting for the motion were Regents Hickman, Turpen, White, Helm, Parker,

Holloway and Lester. Voting against the motion were none.

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

- a. Rogers State University requested to delete the Bachelor of Science in Game Development.

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

17. ACADEMIC POLICY. Regent Lester made a motion, seconded by Regent helm, to approve a moratorium on function and mission changes or expansions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.

18. INTENSIVE ENGLISH PROGRAM. Regent Lester made a motion, seconded by Regent Helm, to approve the English as a Second Language program at Tulsa Community College for five years. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen and White. Voting against the motion were none.

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

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

21. CONSENT DOCKET. Regent Helm made a motion, seconded by Regent Parker, to approve the following consent docket items:

- a. Programs. Approval of institutional requests for program modifications.
- b. Electronic Delivery.

- (1) Northeastern State University. Approval to offer the Master of Business

Administration in Business Administration through online delivery.

- (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 Management through online delivery.
- c. GEAR UP. Ratification of GEAR UP Partnership Support for Oklahoma School Districts.
- d. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2018.
 - (2) Attorney General. Authorization to enter into a renewal contract for legal services with the Office of the Attorney General for Fiscal Year 2019.
 - (3) Personnel. Ratification of interim director of Human Resources.
- e. Non-Academic Degrees. Ratification of a request from Langston University to award an honorary degree.
- f. Resolutions. Approval of resolutions honoring retiring staff.

Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, White and Parker.

Voting against the motion were none.

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

- a. Programs. Current status report on program requests.
- b. Annual Reports.
 - (1) Acceptance of the Chiropractic Education Scholarship Program 2017-2018 Year End Report.
 - (2) Acceptance of the Future Teachers Scholarship Program 2017-2018 Year End Report.

- (3) Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2017-2018 Year End Report.
- (4) Acceptance of the William P. Willis Scholarship 2017-2018 Year End Report.
- (5) National Guard Tuition Waiver 2017-18 Year-End Report and Institutional Reimbursement.

Voting for the motion were Regents Lester, Hickman, Turpen, White, Parker and Holloway.

Voting against the motion were none.

23. REPORT OF THE COMMITTEES.

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

24. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent White announced that the next regular meetings are scheduled to be held on Wednesday, June 27, 2018 at 10:30 a.m. and Thursday, June 28, 2018 at 9:00 a.m. at the State Regents Office in Oklahoma City.

25. 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

Thursday, May 24, 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 Thursday, May 24, 2018, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on October 12, 2017. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Ron White, Jay Helm, Jody Parker, Ann Holloway and Andy Lester. Regent Jeff Hickman joined the meeting at 11:10 a.m. Regent White called the meeting to order and presided.
3. **MERCER HAMMOND.** Ms. Beth Johnson and Mr. Dave McMillan from Mercer were present to discuss the Oklahoma State Regents for Higher Education's (OSRHE) current investments and market environment. Ms. Johnson stated that the OSRHE endowment had good returns in March 2018 and she was overall pleased with the portfolio performance.

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

- a. Bain Capital Real Estate Fund I – \$7 million.
 - b. Golub Capital Partners, Fund 11 – \$5 million.
4. **MASTER OF BUSINESS ADMINISTRATION PROGRAMS.** Dr. Bryon Clark, Vice President for Academic Affairs, and Dr. Tim Boatman, Dean of Graduate Studies, E-Programming and Academic Services, Southeastern Oklahoma State University (SE), gave a brief presentation on the Master of Business Administration programs at SE. Dr. Clark began by stating that starting in the 2010-2011 academic year, SE's annual enrollment began declining. To combat the declining enrollment, SE created a new model focused around its most popular degree program, the Master of Business Administration (MBA) and offered it entirely online. Dr. Boatman stated that to make this program successful, SE created a competitive price point, multiple entry points so students do not have to wait to get started, no closed classes, and a three-day admission decision turnaround. Dr. Boatman finished by stating that since the new online MBA program began, enrollment has increased 103 percent and SE is working to manage the new growth of the program by adding new faculty and administrative staff.
 5. **RESPONSE TO WESTERN OKLAHOMA WILDFIRES.** President Randy Beutler, Southwestern Oklahoma State University (SWOSU), introduced Mr. Nate Downs, Director of the Pioneer Cellular Event Center (PCEC) on the campus of SWOSU. Mr. Downs gave a brief report on the role of the PCEC during the historic fire outbreak in April 2018. Mr. Downs began by stating that the Rhea Fire started on Thursday, April 12th as a grassfire and within 12 hours had burned 126,000 acres, ultimately burning 288,694 acres before it was fully contained on April 25, 2018. Southwest Oklahoma had seen no significant rainfall for over 100 days and the day the fire began had a Historic Level Red Flag Warning from the National Weather Center.

The PCEC served as a fire incident command center and staging area for the United States Forestry Service and provided equipment and resources to both the Florida Gold Incident Management Team and the Oklahoma Department of Emergency Management who managed fire operations. Additionally, SWOSU provided housing for emergency personnel at Mann Hall.

Mr. Ryan Haggard, Chair of the Parks and Recreation Management Program, SWOSU, gave a brief overview of SWOSU's Wildland Fire Management Program. Mr. Haggard stated that the Wildland Fire Management consists of two degree programs: 1) Wildland Fire Management Minor; and 2) Associates degree in Wildland Firefighting. Students in these programs learn how to do prescribed burns, conduct fire fuel reductions and how to deploy fire shelters. Additionally, this is the only program of its kind in the Midwest.

6. STUDENT FINANCIAL LITERACY.

- a. Ms. Aileen King and Mr. Colton Holmes, Northeastern State University (NSU), gave a brief overview of NSU's student financial literacy initiatives. Ms. King began by stating that NSU's financial literacy program is designed to help students learn financial sense and know how to do simple tasks such as balancing a checkbook and finding scholarship opportunities. NSU started with two programs, Prize Patrol and Money Matters, and has since grown to include the President's Ambassadors Network Award that provides one-on-one consultations with students, the Hawkcent Student Financial Literacy program that provides students the opportunity to learn about financial literacy and receive a scholarship, as well as several other initiatives and events to help students learn financial skills.
- b. Ms. Becky Heeney, The University of Oklahoma (OU), and Mr. Daniel Adams, MidFirst Bank, gave a brief overview of OU's student financial literacy initiatives. Ms. Heeney stated that OU created the MoneyCoach program to address student financial challenges. She stated that 43 percent of first-year students expressed a concern with being able to pay next year's tuition and fees and 32 percent stated that they did not plan to return for the next academic year because of financial reasons. OU partnered with MidFirst Bank to create the MoneyCoach program and they have a shared vision for financially preparing students. MidFirst Bank provides one-on-one financial coaching, financial literacy programming and financial success plans for students in the MoneyCoach program. In the 2017-2018 academic year, MoneyCoach provided coaching and financial literacy programming to over 3,000 students and 75 percent of those students stated that MoneyCoach was very effective in helping them create a financial plan.
- c. Ms. Angela Bacon, Oklahoma State University – Center for Health Sciences (OSU – CHS), gave a brief overview of OSU – CHS's student financial literacy initiatives. Ms. Bacon began by stating that OSU – CHS ensures students receive financial literacy assistance at every step of their medical education. Additionally, each student receives a personalized summary of their estimated student loan debt since 86 percent of students enrolled at OSU – CHS rely on financial aid. Additionally, Ms. Bacon stated that OSU – CHS has several scholarship opportunities for students as well as a low cost of attendance.
- d. President Steve Smith, Ms. Jamie Irwin and Ms. Melissa Juarez, Eastern Oklahoma State College (EOSC), gave a brief overview of EOSC's student financial literacy initiatives. President Smith stated that one of EOSC's financial literacy initiatives is a partnership with the Choctaw Nation to create the College Freshman Year Initiative (FYI). FYI was

created to empower Choctaw freshmen to make informed decisions and develop life skills. The program started in fall 2015 and has Success Coaches on campus to work with Choctaw students. Camp Chahta was created as an orientation session specifically for Choctaw freshman as part of FYI so students can move in early, resolve financial aid issues, take part in cultural events, learn financial literacy life skills and earn orientation credit. Camp Chahta has increased retention rates and there have been zero students who have participated that have failed to continue their education due to financial restrictions.

7. **INSTITUTIONAL PARTNERSHIPS.** President Jeanie Webb, Rose State College (RSC), and President Jerry Steward, Oklahoma City Community College (OCCC), gave a brief presentation on their new cost savings partnership. President Webb began by stating that she believes higher education institutions need to be good stewards of their financial resources and be proactive. As a result, RSC and OCCC have partnered to combine fiscal and educational resources to create better services for students and alleviate financial pressures. President Webb stated that this partnership has two initiatives: 1) a joint request for proposal for campus food services, cleaning and paper products, and general supplies; and 2) an exchange partnership to offer French and Russian language courses for students at both campuses. President Webb finished by stating that there may be more joint initiatives in the future.
8. **EXECUTIVE SESSION.** Regent White made a motion, seconded by Regent Holloway, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman and White. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

9. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, gave a brief budget report. She stated that the current fiscal year budget is on track. Additionally, the agency received the entire oil gross production tax amount in April, which leaves the rest of FY18 to distribute that amount to institutions.
10. **LEGISLATIVE UPDATE.** Ms. LeeAnna McNally, Vice Chancellor for Governmental Relations, gave a brief legislative report. She began by reviewing the following legislation:
 - SB1600 – FY19 appropriation of \$776,707,167 to the OSRHE, including \$7.5 million for concurrent enrollment.
 - SCR16 – Requires the OSRHE to submit a list of all employees, courses, hours taught and tenure policy to the legislature. Ms. McNally stated that the OSRHE has most of this information and is gathering the remaining data and will be submitting it to the legislature soon.
 - SB1212 – Amends statute to include wildlife refuges and management areas as places handgun permit holders can carry their gun without restrictions. Ms. McNally stated that Governor Mary Fallin vetoed this bill but she anticipates the issue will arise next year as well.
 - 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 she will continue to meet with legislators throughout the summer as well as continue to plan the upcoming Legislative Forum and a new legislative member orientation.

11. TASK FORCE REPORTS.

- a. **Online Education Task Force.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the Online Education Task Force will meet on May 25, 2018 and will discuss recent activities and potential recommendations.
- 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.

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

13. CALENDAR OF EVENTS. Chancellor Glen D. Johnson discussed several upcoming events:

- Friday, June 15, 2018 – State Regents’ Annual Employee Recognition Event – 3:30 p.m. at the CHK/Central Boathouse at 732 Riversport Drive, Oklahoma City.
- Wednesday, June 27, 2018 – State Regents Meeting – 10:00 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.

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

ATTEST:

Ron White, Chairman

Jody Parker, Secretary