**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

Improving our future by degrees

Agenda

May 31, 2019

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 31, 2019 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to **www.okhighered.org** State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on May 31, 2019.

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

A G E N D A

Friday, May 31, 2019 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Jay Helm, 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. **Student Advisory Board.**

    a. Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board. Page 3.

    b. Presentation and acceptance of the 2019 Annual Report of the Student Advisory Board. Page 5.

7. **Students.** A student reports on higher education's impact. Page 7.

FISCAL

8. **E&G Budget.** Approval of allocation of state appropriated funds to institutions and programs for FY2020 and Acceptance of FY20 Budget Principles and Guidelines. Page 9.

9. **Tuition.** Approval of FY20 Tuition and Mandatory Fee Principles and Guidelines. Page 11.

10. **Contracts and Purchases.** Approval of FY 2020 Purchases in excess of $100,000. Page 13.

11. **Investments.** Approval of investment managers. Page 17.

ACADEMIC

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

b.   Enter into executive session.

c.   Open session resumes.

d.   Vote to exit executive session.

CONSENT DOCKET

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

a.   Programs. Program Modifications. Approval of institutional requests. Page 135.

b.   Reconciliation. Approval of institutional requests. Page 155.

c.   Academic Nomenclature. Ratification of institutional requests. Page 157.

d.   Cooperative Agreements. Ratification of institutional requests regarding cooperative agreement programs from Rose State College with Gordon Cooper Technology Center. Page 159.

e.   Electronic Delivery.

        (1)   Oklahoma State University. Approval to offer the Master of Science in Teaching, Learning, and Leadership and the Bachelor of Science in Computer Science through online delivery. Page 161.

        (2)   University of Oklahoma. Approval to offer the Master of Social Work in Social Work through online delivery. Page 165.

        (3)   Northeastern State University. Approval to offer the Master of Education in Early Childhood Education through online delivery. Page 169.

        (4)   Rogers State University. Approval to offer the Bachelor of Science in Nursing: RN to BSN through online delivery. Page 173.

        (5)   University of Central Oklahoma. Approval to offer the Master of Business Administration in Business Administration through online delivery. Page 175.

f.   Prior Learning Assessment. Approval of the prior learning assessment matrix for technical education. Page 177.

g.   Operations.

REPORTS

b) Developmental Education Rates of College Freshmen by High School Site. Page 215.

c) Headcount, Semester Hours, and GPA by High School Site. Page 219.

d) Mean ACT Scores by High School Site. Page 221.

21. **Report of the Committees.** (No Action, No Discussion).

a. Academic Affairs and Social Justice and Student Services Committees.

b. Budget and Audit Committee.

c. Strategic Planning and Personnel Committee and Technology Committee.

d. Investment Committee.

22. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, June 26, 2019 at 10:30 a.m. and Thursday, June 27, 2019 at 9 a.m. at the State Regents Office in Oklahoma City.

23. **Adjournment.**

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of April 12, 2019 through May 16, 2019.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of April 12, 2019 through May 16, 2019:

- Met with Senator Gary Stanislawski and State Regent Designate Steven Taylor in Oklahoma City to discuss higher education issues.
- Met with Representative Rhonda Baker and Representative Tammy West in Oklahoma City to discuss higher education issues.
- Met with *The Oklahoman* Editorial Board in Oklahoma City to discuss higher education issues.
- Met with Regional University System of Oklahoma (RUSO) Regent Connie Reilly in Oklahoma City to discuss higher education issues.
- Participated in conference call with U.S. Department of Education Undersecretary Diane Jones to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Attended Carl and Carolyn Renfro Lectureship at Northern Oklahoma College in Tonkawa.
- Participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues.
- Met with Tulsa Community College (TCC) President Leigh Goodson in Tulsa to discuss higher education issues.
- Attended and provided remarks at Senate confirmation hearing for State Regent Designate Steven Taylor at the State Capitol in Oklahoma City.
- Attended and provided remarks at Senate confirmation hearing for Oklahoma A&M Regent Joe Hall at the State Capitol in Oklahoma City.
- Met with Oklahoma City Community College (OCCC) President Jerry Steward at the State Regents' offices in Oklahoma City to discuss higher education issues.
- Chaired Oklahoma Campus Compact (OkCC) Executive Committee meeting at the State Regents' offices in Oklahoma City.
- Participated in Oklahoma Educational Television Authority (OETA) Executive Committee conference call to discuss OETA issues.
- Met with former Oklahoma City University President Tom McDaniel in Oklahoma City to discuss higher education issues.

- Met with Regional University System of Oklahoma (RUSO) Regent Susan Winchester in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Chair Garrett King to discuss OETA issues.
- Met with House Speaker Pro Tempore Harold Wright, Representative Mark Lepak, and Senator Marty Quinn in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn, Southwestern Oklahoma State University (SWOSU) President Randy Beutler, Northwestern Oklahoma State University (NWOSU) President Janet Cunningham, and University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Participated in conference call with Quartz Mountain Executive Director Dr. Terry Mosley to discuss Quartz Mountain issues.
- Met with Secretary of Science and Innovation and Oklahoma State University Center for Health Sciences President Kayse Shrum to discuss higher education issues.
- Participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler, Northwestern Oklahoma State University (NWOSU) President Janet Cunningham, and University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Participated in conference call with Louisiana Governor John Bel Edwards and Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Met with House Appropriations and Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Nominating Committee conference call.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn, Northwestern Oklahoma State University (NWOSU) President Janet Cunningham, and University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues.
- Met with Northeastern Oklahoma A&M College (NEO) President Jeff Hale in Oklahoma City to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss SHEEO and higher education issues.
- Participated in conference call with Amanda Winter, National Governors Association Program Director for Postsecondary Education, to discuss higher education issues and upcoming NGA meeting on postsecondary education financing.
- Participated in conference call with Kansas Board of Regents President & CEO Blake Flanders to discuss State Higher Education Executive Officers Association (SHEEO) and higher education issues.
- Met with Senator Gary Stanislawski in Oklahoma City to discuss higher education issues.
- Met with Senator Dewayne Pemberton in Oklahoma City to discuss higher education issues.
- Attend Oklahoma Hall of Fame Media Announcement for 2019 Hall of Fame Inductees at the Gaylord-Pickens Museum in Oklahoma City.

AGENDA ITEM #6-a:

Student Advisory Board.

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

AGENDA ITEM #6-b:

> **Student Advisory Board.**

SUBJECT: Presentation and acceptance of the 2019 Annual Report of the Student Advisory Board

RECOMMENDATION:

> **It is recommended that the State Regents accept the 2019 Annual Report of the Student Advisory Board.**

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

- Oklahoma's Promise Eligibility – Work with the state legislature to consider the most economically vulnerable students when proposing changes to Oklahoma's Promise. The Student Advisory Board supports an increase in the income eligibility requirement of Oklahoma's Promise to reflect inflation since the policy was adopted.

- Oklahoma's Promise Funding – Work with the State Legislature to fund Oklahoma's Promise at the level of $77.3 million requested for Fiscal Year 2020 by the Oklahoma State Regents for Higher Education.

- Staff Advisory Board – Create a Staff Advisory Board that adequately represents the diversity of staff positions below the director's level across all regionally accredited institutions of higher education in Oklahoma to advise them on policies, procedures, and the general decisions made by the State

Regents. The structure of the Staff Advisory Board should be representative of the diversity of all institutions.

- State Chief Diversity Officer - Establish a Chief Diversity Officer that is charged with ensuring equitable representation and disbursement of programs, resources, and services provided by the State Regents. The State Regents should also communicate to the governor the value and necessity of having a person of color or an individual from a diverse background being appointed to its board and encourage the appointing governor to seek the input of the Oklahoma State Legislature's Black Caucus.

- Telehealth for Students - Coordinate the state-wide procurement of telehealth services for campuses which do not already provide healthcare access for their students. These campuses can then purchase telehealth services at a reduced rate.

- Transfer of Credits – Allow the Student Advisory Board (or another student board created explicitly for this purpose) to participate, along with faculty members, in the regular determination of transfer equivalencies towards degree requirements in order to ensure that student perspectives are accounted for, especially when those students intend to transfer credits among institutions of higher education in the state of Oklahoma. This will help students to save time, energy, effort, and money.

- Transgender Inclusivity - Encourage colleges and universities to adopt policies which treat transgender students with respect and inclusivity and allow them to pursue an education with the same rights and privileges of their cisgender peers. Specifically: allowing trans students to utilize changing facilities and bathrooms which correspond to their gender identity; allowing trans students access to housing which corresponds to their gender identity; allowing trans students access to join Greek organizations which correspond to their gender identity; and, limiting bureaucracy to allow trans students to update their school records to accurately reflect their chosen name.

- Tuition Costs - Put in place measures to cease the climbing rates at which college tuition is rising.

- Weapons on Campus - Support the current statutory provisions banning firearms and certain weapons on college campuses, including the exception afforded the college or university's president to exercise discretion in allowing certain persons to carry a weapon.

Supplement available upon request

AGENDA ITEM #7:

      Students.

SUBJECT: A student reports on higher education's impact.

      This is an oral presentation.

AGENDA ITEM #8:

      E&G Budget.

SUBJECT: Approval of allocation of state appropriated funds to institutions and programs for FY2020 and Acceptance of FY20 Budget Principles and Guidelines.

AGENDA ITEM #9:

   Tuition.

SUBJECT: Approval of FY20 Tuition and Mandatory Fee Principles and Guidelines.

AGENDA ITEM #10:

Contracts and Purchases.

SUBJECT: Approval of FY2020 Purchases in excess of $100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2020 purchases for amounts that are in excess of $100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

Core

1) University of Missouri, Great Plains Network in the amount of $179,060.00 for annual membership fees that provides Internet II connectivity. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the National Research and Education infrastructure, including Internet II, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).

2) EBSCO in the amount of $129,654.00 for FY20 annual subscription services to Academic Search Premier Database. The subscription will provide access to the Academic Journal Article databases to all public colleges and universities in Oklahoma. (Funded from 210-Core).

3) United States Postmaster in the amount of $101,100.00 to cover the OSRHE annual postage charges for FY20. (Funded from 210-Core).

4) Xerox Corporation in the amount of $102,660.40 for the FY20 lease on the production copiers in Central Services. (Funded from 210-Core).

OneNet

5) The Addison Group in the amount of $170,000.00 for professional IT services to assist with software engineering and development needs, as needed. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

6) Dobson Technologies Transport and Telecom in the amount of $918,347.00 for circuits to provide services to OneNet customers. The costs of these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

7) My Consulting Group in the amount of $165,400.00 for development support on the existing in-house billing system on an as-needed basis. The costs for these services will be recovered through OneNet user fees. (Funded From 718-OneNet).

8) Cable One in the amount of $140,084.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

9) BTC Broadband in the amount of $113,432.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

10) MBO Networks, LLC in the amount of $680,531.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

11) Cox Communications in the amount of $1,539,076.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

12) Cross Cable Television, LLC in the amount of $172,932.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 7 I 8-OneNet).

13) Windstream Oklahoma, LLC in the amount of $790,447.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

14) BCI Broadband Holdings, LLC in the amount of $102,018.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

15) Hilliary Communications in the amount of $258,476.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

16) Galt Foundation in the amount of $150,000.00 for temporary staffing for OneNet administration. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

17) Indian Nations Fiber Optics in the amount of $252,421.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

18) Skyrider Communications Incorporated in the amount of $343,788.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

19) American Telephone and Telegraph Corporation in the amount of $4,765,557.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

20) American Telephone and Telegraph Corporation in the amount of $180,000.00 for Cloud services provided to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

21) Pioneer Long Distance Inc. in the amount of $481,294.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

22) Pine Telephone Company in the amount of $240,578.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

23) Panhandle Telephone Cooperative in the amount of $125,425.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

24) Copper River in the amount of $316,636.40 for maintenance renewal to provide support for ADVA network equipment that is integrated into the OneNet network. The cost for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

25) Presidio in the amount of $800,000 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network. The costs for these services will be recovered through customer user fees. (Funded from 718-OneNet).

26) University of Indiana in the amount of $470,000 for network monitoring services provided by the Global Research Network Operating Center (GRNOC). The costs for these services will be recovered through OneNet user fees. (Funded from 718-0neNet).

27) Vendor to be determined in the amount of $118,000 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network. The costs for these services will be recovered through OneNet user fees. (Funded from 718-0neNet).

OCAN

28) Dobson Technologies Transport and Telecom Solutions in the amount of $170,000.00 for FY20 statewide fiber maintenance of the Oklahoma Community Anchor Network (OCAN). (Funded from 720-77520).

Multiple Funds

29) University of Oklahoma Health Sciences Center in the amount of $209,678.04 for FY20 lease of office space (12,334 sq. feet) located at 840 Research Parkway, Suite 450 Oklahoma City, Oklahoma. (Funded from 701-OCAP, 210-Core and 718-OneNet).

30) University of Oklahoma Health Sciences Center in the amount of $874,428.96 for FY20 lease of office space (51,437 sq. feet) located at 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma. (Funded from 701-OCAP, 210-Core and 718-OneNet).

31) Bank of America in the amount of $119,000.00 for FY20 P-Card expenditures. The funds for P-Card expenditures must be encumbered prior to using the P-Card for purchases. (Funded from 210-Core, 701-OCAP, 718-OneNet, 720-OCAN, 730-GEAR UP).

AGENDA ITEM #11:

       Investments.

SUBJECT: Approval of investment managers.

AGENDA ITEM #12-a:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Certificate in Communication Sciences and Disorders and the Certificate in Digital Studies.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the Certificate in Communication Sciences and Disorders in both Stillwater and Tulsa, via traditional and online delivery, and the Certificate in Digital Studies, 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 Communication Sciences and Disorders.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 5 students in Fall 2020; and
>   Graduates: a minimum of 3 students in 2020-2021.

> - **Certificate in Digital Studies.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 13 students in Fall 2024; and
>   Graduates: a minimum of 5 students in 2024-2025.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2018-2019 Academic Plan lists the following institutional priorities and new funding initiatives:

College of Agricultural Sciences and Natural Resources, CASNR
The main academic priorities in CASNR are improving undergraduate retention and graduation rates, increasing graduate program enrollment numbers, and enhancing graduate assistantship support.

College of Arts and Sciences, CAS
CAS has several initiatives aimed at improving undergraduate retention including a partnership with ITLE to offer professional development workshops for incoming teaching assistants and faculty and career focused options for students majoring in liberal arts disciplines. Efforts to improve the quality of instructional facilities in the life sciences through model biological sciences teaching laboratories have been initiated.

College of Education, Health and Aviation, EHA
The highest academic priorities in EHA are increasing the rate of degree completion in our undergraduate majors and continued enrollment growth in RN to BSN program, exercise science, and new graduate degree and certificate programs.

College of Engineering, Architecture and Technology, CEAT
A main academic priority in CEAT is increasing student success. Strategies, including higher academic standards for enrolling in CEAT as a freshman, are articulated in the new CEAT Strategic Plan. Improving CEAT retention will be a high priority with focus on the new CEAT Parker Living Learning community and increased investment in advising. A robust 2 ½ week Summer Bridge program will continue, along with special programming and academic support activities throughout the freshman year. Additionally, increasing faculty success is a pressing academic priority. The new CEAT Strategic Plan calls for increasing faculty success through growing the research enterprise, creating impact through innovation and interdisciplinary centers, and engaging faculty with highly qualified graduate students.

College of Human Sciences, COHS
COHS has a continuing goal to increase undergraduate enrollment in two targeted academic majors, Design, Housing & Merchandising and Hospitality and Tourism Management, while maintaining undergraduate enrollment in other majors. New strategies for interactions with prospective students will be maintained and broadened during 2018-2019. Also, COHS will increase undergraduate student enrollment, undergraduate student credit hours and/or generated revenue through the following strategies: 1) launching a new Family Financial Planning undergraduate certificate program and seeking program registration from the Certified Financial Planning® Board of Standards, 2) beginning curricular proposals for a Public Health Nutrition program.

Spears School of Business, SSB
Undergraduate core curriculum revision in SSB was introduced in the last year and will be fully implemented and refined during the upcoming year. The revised curriculum focuses on delivering content and skills that are needed by all business students and avoids extraneous material only needed by specific majors. Thus, more hours are made available to cover critical skills that were previously not covered (e.g., interpersonal skills), and some hours are returned to the major departments to refine their own curricula.
Changes in accreditation standards allow SSB to utilize more practice professionals in the classroom. These practice professionals typically teach more classes. Likely, they will bring a very valuable applied perspective to business classrooms and will enable the offer of competitive teaching loads to the research-focused faculty.

School of Global Studies and Partnerships, SGSP
With the reorganization of the School of International Studies to the School of Global Studies and Partnerships, and the move of the current MS in International Studies from the Graduate College to SGSP, the first priority is the transition to college status, including name change implementation throughout the OSU campus involving marketing, foundation relations, computer networks, and administrative systems. This also entails the addition of faculty to the program. Additionally, it is an academic priority to revise the masters' curriculum to bring the degree into compliance with OSRHE mandates related to offering at least 50 percent of courses within SGSP, and to reconfigure the degree to better prepare students for global careers. Finally, the immediate academic priority of SGSP is to arrest the decline in enrollment that has occurred since 2010, to develop new graduate certificates, and to develop an online program.

The Honors College
The first academic priority of the Honors College is to provide honors classes that take students on a rigorous and different intellectual journey from the type of courses they would encounter in the more traditional paths. Since the size of the Honors College incoming class for fall 2018 has increased by almost 25 percent, providing this enhanced academic experience is even more challenging.

The second academic priority is to provide high-impact experiences for students who enter college with significant amounts of AP or concurrent credit. Students who have such credit are rightly reluctant to take classes they perceived as repeats of such coursework, yet occasionally they are missing both the rigor and the sophistication of concepts and material they would have gained had they take these classes in the Honor College. For this reason, innovations to provide other experiences that build upon their basic knowledge from AP and concurrent and allow them to experience the rigor sophistication and depth appropriate for a university honors education

OSU-Tulsa
The most pressing academic priority for OSU-Tulsa is building a stronger relationship with Tulsa Community College. Over 85 percent of OSU-Tulsa's undergraduates transfer from TCC, and TCC sends the majority of its students to OSU (per OSRHE data). Over the past 18 months, program faculty, administrators and advisors at both institutions have worked together to develop almost twenty transfer maps between TCC and OSU-Tulsa. Each map includes important information for potential OSU students including: 1) Time and financial commitment, 2) Salary potential, 3) Class load, and 4) Year-by-year to-do lists. Additional maps will be rolled out as new transfer agreements between the institutions are negotiated.

A second academic priority is working with program faculty and administrators to streamline undergraduate and graduate programs and their delivery on the OSU-Tulsa campus, to create financial aid packages to support student enrollment (including work with area employers who offer tuition benefits for their employees), and to more effectively articulate the University's contributions to Tulsa and the surrounding communities.

Center for Health Sciences, CHS
A pressing academic priority for CHS is growing academic programs through both the addition of new programs and the increase in headcount and credit hours in existing programs. Acknowledging that in order to continue growing academic programs, as second priority services for graduate students will need to be formalized. Specifically, a career services model is under consideration to help connect students' academic progress with the workforce through internship and other programs.

Center for Veterinary Health Sciences, CVHS
A critical academic priority for the CVHS is to correct the probationary status with the American Veterinary Medical Association Council on Accreditation. Another academic priority is to build a classroom building to support the increased enrollment in CVHS.

New/Revised Academic Programs

College of Agricultural Sciences and Natural Resources, CASNR
CASNR is considering undergraduate and graduate certificates in various specialized areas of study, including food safety, agricultural leadership, ag systems management, sustainable ag production, horticulture, landscape design, precision agriculture management, food and agricultural forensics and biosecurity, and plant protection. Most certificate programs do not require additional faculty resources.

Also under consideration is a BSAG in Agricultural Systems Technology, additional faculty and funding support may be required to establish and grow the program, and a Master of Arts in Teaching (MAT) degree in Agricultural Education. The Department of Horticulture and Landscape Architecture may add a new undergraduate degree option in food safety and is examining the Landscape Management degree to see if it would be better placed as an option within the horticulture major. Additionally, the department may move its turfgrass management option to an undergraduate degree.

Multiple departments are examining undergraduate and/or graduate dual degree and transfer degree opportunities with international institutions such as China, Mexico, Ethiopia, and other strategic partners. At the graduate level, CASNR departments are considering 3+2 and 4+1 programs, both within similar disciplinary areas, such as agricultural economics, agribusiness, biochemistry and molecular biology, and entomology; across disciplines from CASNR entomology to CHS forensic science; and across institutions from CASNR departments to international institutions.

Potential degree name changes in CASNR include changing the MS-Agricultural Education to MS-Agricultural Education and Leadership and changing the MAg-Agricultural Leadership to MAg-Agricultural Education, Communications and Leadership. The Plant and Soil Sciences Department is considering a name change to better reflect the disciplinary areas of the department.

CASNR is conducting an external review of the undergraduate environmental sciences program. Potential outcomes could include movement of the interdisciplinary program into an academic department, restructuring of the undergraduate degree options, significant curricular revisions, and adjustment to faculty resources dedicated to the program.

College of Arts and Sciences, CAS
CAS is planning undergraduate certificates in Pre-Health Care Administration, Pre-medical Sciences, Digital Studies, Neurosciences, Broadcast Technology, and Research. A Post-baccalaureate Certificate in Communication Sciences and Disorders is planned. Graduate certificates are planned in Global Communication, Brand Communication, Sports Communication, Gender and Women's Studies, and Computational Science and Engineering (Interdisciplinary).

Planned undergraduate degrees include a BA in American Sign Language, a BS degree in Neuroscience (interdisciplinary), BA and BS degrees in Psychology (existing degree offered via online delivery), and a BS in Computer Science (existing degree offered via online delivery). Planned graduate degree programs include an MA in American Sign Language.

Resources will be needed to hire an additional advisor whose duties will include advising undergraduate certificate students in pre-medical science, neurosciences, and research. Additional hires will add faculty in Psychology and Computer Science to increase teaching capacity for students pursuing online degrees. One or two additional faculty will be hired in the Department of Languages and Literatures to support the new MA program in American Sign Language.

College of Education, Health and Aviation, EHA
EHA proposes new graduate certificates in Effective Teaching at the Elementary Level, Special Education, English Language Learners, and Gifted and Talented Education. New degrees to be proposed include a PhD in Curriculum Studies and a four-year, on-campus BS in Nursing.

New Minors that are proposed include Multi-Tiered Systems of Instructional Support, Counseling, and Public Health. Future minors in the works are in Special Education and School Psychology. New options that will be proposed include 1) Pre-Counseling and Mental Health and 2) Pre-Medicine and Health Professions.

College of Engineering, Architecture and Technology, CEAT
CEAT proposes an ME in Mechanical and Aerospace Engineering and a PhD in Petroleum Engineering; no new funds are needed for either program. Under discussion is an MS Biomolecular Engineering program in the School of Chemical Engineering.

Starting in July 2018, the Fire Emergency Management Program MS and PhD programs will move administratively from CAS to CEAT. The current budget for this program will follow it to CEAT and no new resources are needed for the transition.

College of Human Sciences, COHS
COHS proposes a BS in Early Childhood Education; an MS in Family and Community Services; an MS in Gerontology, Aging Services or similar title; an MS in Dietetics; and an MS in Retail Merchandising Leadership. No new funds are needed for any of these programs since they are replacing options in existing degrees. The MS degrees will be through electronic delivery in the Great Plains IDEA consortium.

A proposed embedded graduate certificate is in Dietetics and Human Nutrition. Additionally, a graduate certificate in Hospitality Revenue Management, a PhD in Human Development and Family Science, and a BS in Public Health Nutrition are proposed. No extra revenue is necessary for any of these programs.

Spears School of Business, SSB
SSB proposes undergraduate certificates in Business Foundations, MIS – Development, MIS – Data Science, MIS – Cybersecurity, Social Entrepreneurship, and New Business Ventures. Undergraduate and graduate certificates are proposed in 1) Energy Business and 2) Investments and Portfolio Management. A graduate certificate in Data Science is proposed, along with an MS in Finance.

Additional certificates are under consideration in collaboration with CAS (e.g., foreign languages) that will include coursework and study abroad programs from SSB.

School of Global Studies and Partnerships, SGSP
SGSP plans to add new courses in Global Studies to support the updated degree plan, which includes eliminating outdated and underutilized focus areas and adding two new focus areas 1) Public Diplomacy and Global Communication, and 2) Global Disaster and Crisis Management. Additionally, three graduate certificates will be created that will be embedded in the new curriculum, but will also be available as free-standing certificates for non-MSGS students, including a joint degree with the School of Media & Strategic Communication in Public Diplomacy, Global Leadership and Global Trade. To support changes above, two new faculty lines will be used as needed, along with joint faculty appointments.

The Honors College
The Honors College is developing a research track, which will allow students to build an Honors degree within the framework of the CAS proposed research certificate. Undergraduate research is one of the most important experiences that students can have irrespective of their major, so as the track is developed it needs to ensure that it is as easy for students in the humanities, the social sciences, or in professional studies to pursue appropriate research as it is for students in the STEM disciplines. Given it will be integrated into the current degree structure no additional resources will be needed for this program

Graduate College
Environmental Science is submitting a graduate certificate, Environmental Certification Program, for approval in August.

OSU-Tulsa

OSU-Tulsa will seek OSRHE approval to offer the undergraduate Hospitality and Tourism Management program in Tulsa. Development is underway on the undergraduate coursework that allows students to meet requirements that lead to pre-health/pre-medicine professional programs. For example, an option will be developed for a pre-professional therapy option with the Health Education and Promotion. An initiative is planned for fall 2018 to attract adults to earn a second bachelor's degree; a special emphasis will be on STEM fields.

Center for Health Sciences, CHS

The School of Biomedical Sciences has a graduate certificate in Medical Sciences and the School of Forensic Sciences has a PhD in Forensics Sciences awaiting approval from OSRHE. There are no new budget needs with these programs. However, a priority is hiring two new faculty in the School of Forensic Sciences.

A graduate certificate program may be drafted this year in the School of Forensic Sciences with an intent to provide training in firearms and tool markings, coursework requested by the Bureau of Alcohol, Tobacco, and Firearms.

A graduate certificate in Health Care Administration is currently pending the university review/approval process. This graduate certificate program is intended to provide multidisciplinary training for other graduate programs that want their students to have additional training in health care issues. Options within this proposed program include Healthcare Finance, Leadership and Organizational Development in Healthcare, and Global Health. No new faculty resources will be required. Additionally, in Health Care Administration an MS in Global Health to start in fall 2019 is currently being developed and an option in Clinical Administration may be proposed as an option in the MS in Health Care Administration.

From the School of Allied Health, the Athletic Training Program will submit a proposal for a PhD in Athletic Training to meet the growing demands of the profession. An MS in Physician Assistant Studies is to be administratively located in the CHS School of Allied Health. The continuing needs for primary healthcare providers in Oklahoma and specifically rural Oklahoma make this degree offering essential to the state. This program will complement and work closely with our College of Osteopathic Medicine students and enhance healthcare worker interdisciplinary collaboration. It will also complement the additional site for the College of Osteopathic Medicine program being developed in Tahlequah with the Cherokee Nation. This degree option will have a graduate project as partial fulfillment of a graduate degree. The Physician Assistant Program will require the hiring of a Program Director, Medical Director, 3 principal faculty, and administrative support. A doctorate in nursing practice, DNP, is also under development.

A proposal for an MS and/or a PhD in Neuroscience may be proposed during the upcoming year. It would be intended to strengthen the research capacity for the Center for Wellness and Recovery. A PhD in Interdisciplinary Research on Substance Use may also be proposed to fit well within the mission of the Center for Wellness and Recovery.

Center for Veterinary Health Sciences, CVHS

No new programs are under discussion or consideration.

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:

91	Degree and/or certificate programs deleted
133	Degree and/or certificate programs added

Program Review
OSU offers 272 degree and/or certificate programs as follows:

49	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
94	Baccalaureate Degrees
80	Master's Degrees
49	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Certificate in Communication Sciences and Disorders and the Certificate in Digital Studies at their January 25, 2019 meeting. OSU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);

- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Grad Cert in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Grad Cert in Program Evaluation (538);
- Grad Cert in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551); and
- Graduate Certificate in Comparative and International Education (554).

OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Communication Sciences and Disorders

Program purpose. The proposed program is a post-baccalaureate certificate designed for students who need pre-requisite course work to be eligible for admission into graduate programs in Speech-Language Pathology or Audiology.

Program rationale and background.   According to the American Speech-Language-Hearing Association (ASHA), the job opportunities in the field of Speech-Language-Pathology (SLP) are expected to grow nationally by 18 percent through 2026. Key factors for this substantial growth are the expanding population of seniors, early identification and diagnosis of communication disorders, and increased survival rates from traumatic injuries. With the employment growth, as well as other personal or professional reasons, many individuals are becoming more interested in the field of communication sciences and disorders but lack the undergraduate preparation needed for admission into a graduate program. The proposed program will fulfill a need for students who are applying to a graduate program in SLP or Audiology and have completed a bachelor's degree in another program. Pursuing a certificate will allow these students to be eligible for financial aid while completing pre-requisite courses and satisfying the ASHA guidelines for graduate admissions.

Employment opportunities. Overall, there is a critical need for Speech-Language Pathologists, Speech Language Pathology Assistants, and Audiologists. Although the proposed post-baccalaureate certificate will not qualify completers for employment within the field, it will prepare them to pursue a master's degree, which is required for licensure and certification. According to Oklahoma Employment Security Commission data, career opportunities for SLPs, SLP Assistants, and Audiologists are expected to increase statewide as much at 15 percent through 2026. In the Tulsa and Northeast areas of Oklahoma, expected career growth is as much as 22 percent. OSU is confident the proposed certificate will help to ease the financial burden for those individuals seeking a career in the communication sciences and disorders field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	5	Fall 2020
Minimum Graduates from the program	3	2020-2021

Duplication and impact on existing programs. Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this proposal has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the degree, employer demand for the degree, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student

population, evidence must demonstrate that the proposed program (whether it is a new program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

There are no Certificate in Communication Sciences and Disorders programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 29, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Communication Science and Disorders program will consist of 38 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	38
Total	**38**

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

Delivery method and support services. Courses required for the proposed program will be delivered primarily through Brightspace and will incorporate features within the software, including uploaded video lectures, links to additional reading tools, quizzes, and discussion boards to facilitate student-to-student and student-to-instructor conversations. Additionally, faculty may incorporate other learning management technology such as Piaza or Mentimeter to facilitate group discussion.

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

Program resource requirements. Program resource requirements for the Certificate in Communication Sciences and Disorders are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$35,654	$49,443	$83,192	$106,961	$118,845

Narrative/Explanation: OSU anticipates enrolling 3, 5, 7, 9, and 10 students in years 1 through 5. The amounts above were calculated based on students completing 38 credit hours in one academic year and 2017-2018 tuition rate of $312.75 per credit hour.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
TOTAL	**$35,654**	**$49,443**	**$83,192**	**$106,961**	**$118,845**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$35,354	$59,123	$82,892	$106,661	$118,545
Explanation: The courses included in the curriculum are already being taught by existing faculty as part of their normal course load. The amounts noted above are an estimated portion of the salary and benefits to support the program using the following: .12 FTE in years 1 and 2, .18 FTE in years 3 and 4, and .25 FTE in year 5.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$200	$200	$200	$200	$200
Explanation: The amounts above are budgeted for printing information sheets for prospective students. Additionally, some printing costs may be incurred for additional course handouts with the increased number of students in the courses.					
Telecommunications	$100	$100	$100	$100	$100
Explanation: The amounts above are budgeted for correspondence with prospective students.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$35,654**	**$59,423**	**$83,192**	**$106,961**	**$118,845**

Certificate in Digital Studies

Program purpose. The proposed certificate is designed to serve as an added credential to document students' digital skills to be more marketable in their job search.

Program rationale and background. The proposed certificate is designed to articulate with and complement a variety of undergraduate majors at OSU, specifically computer science, management science and information systems, mass communications, and geography. Additionally, the proposed certificate will provide students a pathway to acquire the "hard skills" necessary to become more marketable in the workplace. Although the program is not designed to provide a comprehensive

introduction to digital studies, the courses required in the program will allow students to examine and gain an understanding of the historical, cultural, ethical, and theoretical implications of new media technologies in society. Additionally, students will learn to use digital media to identify, evaluate, verify, and apply information to solve programs or create knowledge.

Employment opportunities. Studies have suggested that college graduates who possess both "soft" and "hard" skills are more competitive on the job market than students with only one of these skill sets. For example, a 2017 longitudinal study by economist Christos Makridis found that liberal arts majors who also had course work or experience in science, technology, engineering, and math earned about 10 percent more than their peers who took only liberal arts courses. The proposed program is not intended to prepare students for employment in a specific field. Rather, it is designed to be an added credential for students pursuing a bachelor's, or who already possess a bachelor's, and will prepare them to find employment in a variety of industries.

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 2024
Minimum Graduates from the program	5	2024-2025

Duplication and impact on existing programs. There are no Certificate in Digital Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 29, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	6
Electives	9
Total	**15**

Faculty and staff. Existing faculty will teach the proposed 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 Certificate in Digital Studies are shown in the following table.

Year of Program

A. Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$3,753	$18,765	$26,271	$37,530	$48,789
Narrative/Explanation: OSU anticipates enrolling 2, 5, 7, 10, and 13 students in years 1 through 5. The amounts above were calculated based on students completing 12 credit hours in one academic year and tuition and fees of $312.75 per credit hour.					
TOTAL	**$3,753**	**$18,765**	**$26,271**	**$37,530**	**$48,789**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$3,478	$18,490	$25,996	$37,255	$48,514
Explanation: The amounts above are calculated based on average salary of an Associate Professor multiplied by additional FTE needed to accommodate an increase in student credit hours.					
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	$75	$75	$75	$75	$75
Explanation: The amounts above are budgeted for paper and miscellaneous supplies.					
Printing	$100	$100	$100	$100	$100
Explanation: The amounts above are budgeted for recruitment materials and printing course materials.					
Telecommunications	$100	$100	$100	$100	$100
Explanation: The amounts above are budgeted for telephone correspondence.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$3,753**	**$18,765**	**$26,271**	**$37,530**	**$48,789**

Attachments

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN COMMUNICATION SCIENCES AND DISORDERS

Program Requirements		Credit Hours
Required Courses		**38**
PHYS 1014	Descriptive Physics	4
PSYC 1113	Introduction to Psychology	3
BIOL 1114	Introductory Biology	4
STAT 2013	Elementary Statistics	3
CDIS 2223	Speech and Language Development	3
CDIS 3113	Communication Disorders in Children	3
CDIS 3123	Audiology Diagnosis	3
CDIS 3203	Anatomy and Physiology of Speech Mechanism	3
CDIS 3313	Phonetics	3
CDIS 4023	Clinical Methods and Issues	3
CDIS 4313	Speech Science	3
CDIS 4423	Neural Bases	3
Total		**38**

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN DIGITAL STUDIES

Program Requirements		Credit Hours
Required Courses		**6**
*ENGL 2253 or AMST 3683	Theory and Practice of Digital Studies Introduction to Digital Humanities	3
*A&S 4113 or *A&S 4170	Research in Digital Studies Internship in Digital Studies	3
Electives		**9**
	Select 3-6 credit hours from the following	
ART 3803	Introduction to Digital Photography for Non-Majors	3
ART 2283	Studio Art Digital Survey	3
ART 2433	Digital Design	3
ART 4420	Graphic Design Studio	3
EDTC 3123	Applications of Education Technology	3
EDTC 4113	Applications of Media and Technology	3
ENGL 4143	Language and Technology	3
ENGL 4553	Visual Rhetoric and Design	3
ENGL 4573	Games and Writing	3
GEOG 2344	Digital Tools for Environmental Exploration	4
GEOG 4303	Fundamentals in GIS	3
HIST 4073	Digital Methods in History	3
MC 2023	Electronic Communication	3
MMJ 3153	Fundamentals of Audio and Video Production	3
MMJ 3873	Audio Production	3
MMJ 4573	Broadcast Documentary	3
	Select 3-6 credit hours from the following	
	Any CS or MSIS course	
Total		**15**

*Denotes new courses

AGENDA ITEM #12-b:

> **New Programs.**

SUBJECT: Oklahoma State University Center for Health Sciences. Approval to offer the Master of Science in Physician Assistant Studies and the Master of Science in Global Health.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University Center for Health Sciences' requests to offer the Master of Science in Physician Assistant Studies, via traditional and online delivery, and the Master of Science in Global Health, via traditional and online delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Master of Science in Physician Assistant Studies.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 67 students in Fall 2025; and
>   Graduates: a minimum of 22 students in 2025-2026.

> - **Master of Science in Global Health.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 60 students in Fall 2022; and
>   Graduates: a minimum of 40 students in 2022-2023.

BACKGROUND:

Academic Plan

Oklahoma State University Center for Health Sciences' (OSUCHS) 2018-2019 Academic Plan lists the following institutional priorities and new funding initiatives:

The School of Biomedical Sciences has a graduate certificate in Medical Sciences and the School of Forensic Sciences has a PhD in Forensics Sciences awaiting approval from OSRHE. There are no new budget needs with these programs. However, a priority is hiring two new faculty in the School of Forensic Sciences.

A graduate certificate program may be drafted this year in the School of Forensic Sciences with an intent to provide training in firearms and tool markings, coursework requested by the Bureau of Alcohol, Tobacco, and Firearms.

A graduate certificate in Health Care Administration is currently pending the university review/approval process. This graduate certificate program is intended to provide multidisciplinary training for other graduate programs that want their students to have additional training in health care issues. Options

within this proposed program include Healthcare Finance, Leadership and Organizational Development in Healthcare, and Global Health. No new faculty resources will be required. Additionally, in Health Care Administration an MS in Global Health to start in fall 2019 is currently being developed and an option in Clinical Administration may be proposed as an option in the MS in Health Care Administration.

From the School of Allied Health, the Athletic Training Program will submit a proposal for a PhD in Athletic Training to meet the growing demands of the profession. An MS in Physician Assistant Studies is to be administratively located in the CHS School of Allied Health. The continuing needs for primary healthcare providers in Oklahoma and specifically rural Oklahoma make this degree offering essential to the state. This program will complement and work closely with our College of Osteopathic Medicine students and enhance healthcare worker interdisciplinary collaboration. It will also complement the additional site for the College of Osteopathic Medicine program being developed in Tahlequah with the Cherokee Nation. This degree option will have a graduate project as partial fulfillment of a graduate degree. The Physician Assistant Program will require the hiring of a Program Director, Medical Director, 3 principal faculty, and administrative support. A doctorate in nursing practice, DNP, is also under development.

A proposal for an MS and/or a PhD in Neuroscience may be proposed during the upcoming year. It would be intended to strengthen the research capacity for the Center for Wellness and Recovery. A PhD in Interdisciplinary Research on Substance Use may also be proposed to fit well within the mission of the Center for Wellness and Recovery.

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:

1	Degree and/or certificate program deleted
9	Degree and/or certificate programs added

Program Review
OSUCHS offers 9 degree and/or certificate programs as follows:

3	Certificate
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
0	Baccalaureate Degrees
3	Master's Degrees
2	Doctoral Degrees
1	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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. OSUCHS's governing board approved delivery of the Master of Science in Physician Assistant Studies at their December 7, 2018 meeting and the Master of Science in Global Health at their January 25, 2019 meeting.

OSUCHS is currently approved to offer the following degree programs via electronic media:

- Grad Cert in Forensic Arson and Explosives Investigation (008);
- Master of Science in Health Care Administration (006); and
- Master of Athletic Training in Athletic Training (007)

OSUCHS requests authorization to offer these degree programs, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Physician Assistant Studies

Program purpose. The purpose of the proposed program is to provide students with the knowledge and skills needed to qualify to sit for the Physician Assistant National Certification Exam.

Program rationale and background. Physician Assistants (PA) provide care under the supervision of licensed physicians in family practice medicine, orthopedics, cardiology, emergency medicine, and other medical areas. The increasing demand for PAs is driven by shortages of doctors. Additionally, due to the expanded coverage created by the Patient Protection and Affordable Care Act, doctor's offices are becoming overcrowded and scheduling appointments is difficult. However, Oklahoma has a great challenge in providing access to primary care physicians, especially in many of the underserved and rural communities, where a PA may be the only medical provider for miles. The proposed program complements OSUCHS' work with their College of Osteopathic Medicine program being developed in Tahlequah with the Cherokee Nation, and will focus on serving the rural areas and underserved populations in the state.

Employment opportunities. Studies show that many more qualified potential students apply to PA programs than are accepted. According to the University of Oklahoma-Tulsa University School of Medicine's website, nearly 700 individuals apply to the physician assistant program each year. Of these applicants, only 100 are offered interviews and approximately 24 students are accepted. Northeastern State University also offers a PA program; however, it will not enroll its first cohort until Summer 2019. However, careers for PAs are rapidly growing across Oklahoma. EMSI employment data indicates that in 2018 there were 114 job openings for PAs. However, according to Oklahoma State Regent for Higher Education's Unitized Data System data, between 2013 and 2017 Oklahoma produced an average of 77 degrees. Furthermore, Oklahoma Employment Security Commission data indicate that through 2026, employment growth for PAs is expected to increase nearly 23 percent statewide. In the Tulsa area, the need for PAs is much higher, with an expected increase of 29 percent. OSU is confident that graduates of the proposed program will meet the growing demand, not only in rural and underserved counties, but across the state.

Student demand. The proposed degree 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	67	Fall 2025
Minimum Graduates from the program	22	2025-2026

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

Institution	Existing Program
University of Oklahoma Health Science Center	Master of Health Science in Physician Assistant Studies (086)
Northeastern State University	Master of Science in Physician Assistant Studies (155)

A system wide letter of intent was communicated via email on December 11, 2018. The University of Oklahoma (OU) requested a copy of the proposal, which was sent February 7, 2019. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and increasing workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 128 total credit hours each as shown in the following table. Thirty-one new courses will be added and the curriculum is detailed in the attachment (Attachment A). The new courses have been developed under the guidance of the Physician Assistant Education Association and in accordance with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requirements. Upon approval, the program will seek accreditation through ARC-PA. Graduates of the program will qualify to sit for the Physician Assistant National Certification exam and the jurisprudence exam required in the Oklahoma Physician Assistant Act, and other requirements by the State Board of Medical Licensure and Supervision.

Content Area	Credit Hours
Required Courses	128
Total	**128**

Faculty and staff. ARC-PA requires program faculty to include a program director, principal faculty, medical director, and instructional faculty. The program must have at least three full-time employees as principal faculty positions. OSUCHS currently has a program director and medical director on staff. Considering the requirements from ARC-PA and the anticipated cohort, three principle faculty and two administrative faculty will be required for the program. OSUCHS intends to hire 3 certified physician assistants as principle faculty. Many of the instructional faculty in the College of Osteopathic Medicine, biomedical sciences, and community guest lecturers will be able to support the program as well.

Delivery method and support services. Many of the PA courses are offered as traditional, lecture style classes; however, a few courses will be taught online. These courses will be provided through LCMS+, which is a healthcare education platform utilized by many other graduate programs at OSUCHS, as well as other health education programs across the U.S. Adequate space for classrooms and offices currently exists. The Tandy Center, Barson Building, and CAME Center will be utilized for classroom spaces, skill laboratories, and anatomy laboratory. Discussions for the clinical phase of the curriculum are underway and will be finalized upon approval of the program. Clinical sites will are anticipated to be within, but not limited to, northeast Oklahoma.

Financing. The proposed degree 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 degree program.

Program resource requirements. Program resource requirements for the Master of Science in Physician Assistant Studies are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$260,000	$0	$0	$0	$0
Narrative/Explanation: The amounts above are from institutional reserve funds.					
Student Tuition	$277,502	$647,506	$819,293	$882,722	$975,223
Narrative/Explanation: The amounts shown above are based on block tuition of $330.36 per credit hour. OSUCHS anticipates admitting 15 students in year 1 and 20 students each year in years 2 through 5.					
TOTAL	**$537,502**	**$647,506**	**$819,293**	**$882,722**	**$975,223**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$40,000	$41,200	$42,436	$43,709	$45,020
Narrative/Explanation: The amounts shown above will be used for salary expenses for an administrative assistant salary and include a 3 percent salary and benefit increase each year beginning in year 2.					
Faculty	$453,390	$453,390	$466,992	$466,992	$466,992
Narrative/Explanation: The amounts above will be used for salaries of the program director, medical director, and the principal faculty.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0

Equipment and Instructional Materials	$5,000	$20,000	$25,000	$30,000	$35,000

Narrative/Explanation: The proposed program will utilize equipment and instructional materials which are already available at OSUCHS; however, these funds are budgeted for additional equipment needs that may arise.

Library	$3,000	$10,000	$10,000	$10,000	$10,000

Narrative/Explanation: The amounts shown are budgeted for costs to cover the expenses for journals and textbooks specific to the PA professional. Practice exam questions will also be purchased for students as they near the end of their clinical rotations.

Contractual Services	$25,000	$50,000	$60,000	$60,000	$60,000

Narrative/Explanation: These funds will be used for access and maintenance fees for electronic medical records, as well as costs related to professional liability insurance for faculty and students. Additionally, funds will be used for accreditation application fees, assessment fees, accreditation annual fees, and other contractual services.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$2,000	$10,000	$10,000	$10,000	$10,000

Narrative/Explanation: The amounts shown are budgeted for costs of printing promotional materials and materials for course work.

Telecommunications	$0	$0	$0	$0	$0
Travel	$2,000	$5,000	$7,000	$9,000	$15,000

Narrative/Explanation: The amounts shown are budgeted for costs associated with clinical coordination and professional development.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$530,390**	**$589,590**	**$621,428**	**$629,701**	**$642,012**

Master of Science in Global Health

Program purpose. The purpose of the proposed program is to prepare graduates for work in health-related areas of government agencies, non-governmental organizations, and non-profit or academic settings.

Program rationale and background. Since the inception of the Master of Science in Health Care Administration (HCA) (006) in 2012, global health courses have been included as electives within the program. Over the last several years, dozens of students have requested a more in-depth study of global health issues. Also, many existing HCA students have indicated they selected the program only because of their desire to study global health and no other program is available within Oklahoma. Additionally, international students are more interested in global health issues and would prefer a dedicated global health program over electives within the HCA degree. Based on the demand for the discipline, OSUCHS developed a stand-alone global health degree.

Employment opportunities. Employer demand for graduates of the proposed program is expected to be strong. According to the Bureau of Labor Statistics, the number of epidemiologist/public health jobs in the U.S. in 2016 totaled 115,800. The job growth for this field is expected to be around 16 percent from 2016 to 2026. According to the Oklahoma Department of Commerce Ecosystem profiles, employment opportunities in public health related careers are expected to increase by more than 25 percent in the

eastern part of Oklahoma and 26 percent in the Tri-County Ports region. Furthermore, the Oklahoma Employment Security Commission data indicate an increase, both statewide and in the Tulsa/Northeast Oklahoma areas, of 6 to 14 percent for health educators/epidemiologists.

Student demand. The proposed degree 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	60	Fall 2022
Minimum Graduates from the program	40	2022-2023

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

Institution	Existing Program
Northeastern State University	Master of Public Health in Public Health (166) with an option in Global Health

A system wide letter of intent was communicated via email on January 29, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and increasing workforce needs, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	32
Total	**32**

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

Delivery method and support services.   Courses for the proposed program will be delivered via the Canvas learning management system. The Canvas platform allows students to access course materials, readings, PowerPoint slides and recorded lectures from computers and mobile devices. In addition to Canvas, the program will utilize WebEx and Zoom to allow students to participate in live lectures. The library, classroom, and lab space are adequate for the degree program.

Financing. The proposed degree 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 degree program.

Program resource requirements. Program resource requirements for the Master of Science in Global Heath are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$86,400	$172,800	$259,200	$259,200	$259,200
Narrative/Explanation: The amounts shown above are based on 20 students competing 12 credit hours in year 1, 40 students completing 12 credit hours in year 2, and 60 students completing 12 credit hours in years 3 through 5.					
TOTAL	**$86,400**	**$172,800**	**$259,200**	**$259,200**	**$259,200**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$14,300	$14,300	$14,300	$14,300	$14,300
Narrative/Explanation: The amounts shown above will be used for salary expenses for a Program Coordinator at .2 FTE plus .3 benefit rate.					
Faculty	$48,759	$73,165	$195,000	$195,000	$195,000
Narrative/Explanation: The amounts above will be used for faculty salaries. The following calculations were used to determine the faculty salary budget for the proposed program: Year 1 – ½ of .5 FTE of $150,000 plus .30 benefit rate. Year 2 – ½ of .75 FTE of $150,000 plus .30 benefit rate. Year 3 through 5 – 1.0 FTE of $150,000 plus .30 benefit rate.					
Graduate Assistants	$14,400	$14,400	$14,400	$14,400	$14,400
Narrative/Explanation: The proposed program will have one graduate assistant at the rate of $1,200 per month.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,500	$1,500	$1,500	$1,500	$1,500
Narrative/Explanation: The amounts above will be used for maintenance or to upgrade distance learning tools such as audio/visual equipment and other materials pertinent to online instruction.					
Library	$2,500	$2,500	$2,500	$2,500	$2,500
Narrative/Explanation: The amounts shown are budgeted for additional electronic journals in global health.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0

Telecommunications	$0	$0	$0	$0	$0
Travel	$1,000	$5,000	$5,000	$5,000	$5,000

Narrative/Explanation: The amounts shown are budgeted for costs associated with travel for faculty members to attend national conference on global health.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$82,459**	**$110,865**	**$232,700**	**$232,700**	**$232,700**

Attachments

OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Degree Requirements		Credit Hours
Required Courses		**128**
BIOM 5122	Clinical Anatomy for Allied Healthcare	2
BIOM 6791	Microbiology for the Physician Assistant	1
BIOM 6771	Pharmacology for the Physician Assistant	1
MAT 5412	Radiology Evaluation and Assessment	2
*PA 5104	Medical Science Foundations	4
*PA 5123	Clinical Care Foundations I	3
*PA 5112	Developing the Physician Assistant I	2
PA 5124	Cardiovascular System	4
PA 5113	Respiratory System	3
PA 5133	Hematology System	3
PA 5143	Genitourinary System	3
*PA 5111	Pediatrics	1
*PA 5121	Rural Health	1
*PA 5041	Lab Medicine	1
*PA 5213	Clinical Care Foundations II	3
*PA 5222	Developing the Physician Assistant II	2
PA 5223	Gastrohepatic System	3
PA 5224	Nervous System	4
PA 5233	Psychiatric System	3
PA 5232	Musculoskeletal-Integumentary System	2
*PA 5211	Addiction Course	1
*PA 5221	Obesity Course	1
*PA 5231	Geriatrics Course	1
*PA 5234	Clinical Care Foundations III	4
*PA 5242	Developing the Physician Assistant III	2
PA 5243	Endocrine System	3
PA 5253	Reproductive System	3
*PA 5252	Integrated Systems Review	2
BIOM 5000	Capstone	1

*PA 5404	Family Medicine I	4
*PA 5414	Family Medicine II	4
*PA 5424	Internal Medicine I	4
*PA 5434	Internal Medicine II	4
*PA 5444	Emergency Medicine I	4
*PA 5454	Emergency Medicine II	4
*PA 5302	Development the Physician Assistant IV	2
*PA 5464	OB/GYN	4
*PA 5474	Pediatrics	4
*PA 5484	Psychiatry	4
*PA 5494	Surgery	4
*PA 5544	Medicine Selective	4
*PA 5304	Developing the Physician Assistant V	4
Select 3 from the following		
*PA 5504	Medicine Elective I	4
*PA 5514	Medicine Elective II	4
*PA 5524	Medicine Elective II	4
*PA 5534	Surgery Elective	4
Total		**128**

*Asterisks denote new courses

OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN GLOBAL HEALTH

Degree Requirements		Credit Hours
Required Courses		**32**
HCA 5103	Introduction to Global Health	3
HCA 5143	Relief and Development in Global Health	3
HCA 5153	International Health Systems	3
HCA 5173	Emerging Global Infectious Diseases	3
HCA 5183	Global Environmental and Occupational Health	3
HCA 5193	Health Aspects of Disasters	3
HCA 5273	Understanding Global Burden of Disease	3
HCA 5020	Seminar in Global Health	3
HCA 5030	Problems and Issues in Global Health	3
HCA 5123	Research and Evaluation in Healthcare	3
HCA 5052	Directed Readings-Healthcare (Creative Component)	2
Total		**32**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #12-c:

> **New Programs.**

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in Information and Science Technology and the Graduate Certificate in Archaeoastronomy and Astronomy in Culture.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Bachelor of Science in Information and Science Technology and the Graduate Certificate in Archaeoastronomy and Astronomy in Culture, via traditional and online delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Bachelor of Science in Information and Science Technology.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 30 students in Fall 2023; and
>   Graduates: a minimum of 12 students in 2023-2024.
>
> - **Graduate Certificate in Archaeoastronomy and Astronomy in Culture.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 11 students in Fall 2023; and
>   Graduates: a minimum of 7 students in 2023-2024.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2018-2019 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 fourth 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 ONE.

- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at risk students.

- The Office of Admissions and Recruitment (OAR) has implemented a Customer Relationship Management (CRM) system, Slate by Technolutions. Slate has provided greatly enhanced ability to communicate with prospective students and track events and ongoing communication through the point of enrollment. It has also allowed OAR to create its own branded, easy-to manage-application for admission, which is adaptable by type of student. Slate has also become the primary admissions tool for the office, creating additional efficiencies and consistency in making admission decisions.

- The Office of Admissions and Recruitment has engaged with a consulting firm, Human Capital Research Corporation, an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.

- OAR has partnered with the Common Application, a freshman application for admission that allows students to simultaneously apply to many schools. This has opened OU to a much broader base of prospective students nationwide and worldwide.

- OU currently partners with CollegeNET as its communication tool (CRM) and admission application for graduate students. This system has allowed the academic departments participating in the admission process to greatly decrease the time to decision and centralizes much of the communication to applicants.

- The Office of Admission and Recruitment has signed on to partner with the Coalition Application for Access, Affordability and Success. This application provides a third option for prospective freshmen to access OU. We anticipate this application will be used more in Texas, as major cross-application universities in that state also recently signed on with the Coalition Application.

- In 2019, OU plans to make the switch of the graduate application and CRM from CollegeNET to Slate. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.

- The Office of Admissions and Recruitment is piloting an artificial intelligence web bot to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.

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
124	Degree and/or certificate programs added

Program Review

OU offers 313 degree and/or certificate programs as follows:

42	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
125	Baccalaureate Degrees
91	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 Science in Information and Science Technology and the Graduate Certificate in Archaeoastronomy and Astronomy in Culture at their December 11, 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);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447)
- Executive Master of Business Administration in Energy (451); and
- Master of Science in Finance (450).

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 policies.

ANALYSIS:

Bachelor of Science in Information Science and Technology

Program purpose. The proposed program is designed to provide a highly relevant educational experience that prepares students for current and emerging workforce needs in the information industry.

Program rationale and background. OU's School of Library and Information Studies (SLIS) currently offers a Bachelor of Arts in Information Studies (BAIS) (343). However, the program was designed nearly 20 years ago and SLIS faculty report that the needs of students and employers, as well as the expertise and course offerings in SLIS, have changed so dramatically that a new program in the discipline, rather than modifying the existing program, is warranted. The proposed program will ultimately replace the current Information Studies program and will better prepare students to be innovative information technology leaders who can solve current and evolving information science problems. The existing program has shown continuous growth over the past five years with 63 students enrolled in the Spring 2018 semester. Based on this data, SLIS anticipates a strong interest in the proposed program.

Employment opportunities. The proposed program is an applied information technology and data science degree that teaches students how to design and build information technology (IT) and data solutions with a user-centered approach. Graduates of the program will be able to find employment as IT project managers, software implementation specialists, network administrators, systems analysts, software programmers, website designers and developers, and documents and records managers. According to the Oklahoma Employment Security Commission, career opportunities for graduates of the proposed program are expected to increase 10 to 24 percent through 2026. OU is confident students graduating with the proposed degree will find employment within the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	30	Fall 2023
Minimum Graduates from the program	12	2023-2024

Duplication and impact on existing programs. There are no Bachelor of Science in Information and Science Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email on November 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.

Curriculum. The proposed Bachelor of Science in Information Science and Technology program will consist of 120 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	40-53
Major Requirements	45
Major Support Requirements	21
Free Electives	1-14
Total	**120**

Faculty and staff. Existing faculty will teach the proposed 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 Information Science and Technology are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$5,484	$10,968	$21,937	$32,905	$43,875
Explanation: The proposed program will be phased in to replace the existing BAIS program. Therefore, existing resources used to support the current program will be used to support the proposed program.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$15,796	$31,592	$63,184	$94,776	$126,367
Narrative/Explanation: The above tuition amounts were calculated based on student enrollment of 5, 10, 20, 30, and 40 students for years 1 through 5. The allocation between anticipated resident and non-resident student enrollment was based on enrollment in the existing BAIS program of 84 percent resident and 16 percent non-resident. OU's current tuition rate is $159.60 per credit hour for residents and $672.30 per credit hour for non-residents. Tuition waivers were estimated at 30 percent for both residents and non-residents. The tuition calculation assumes 15 major credit hours are completed each academic year.					
TOTAL	**$21,280**	**$42,560**	**$85,121**	**$127,681**	**$170,242**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$3,544	$7,087	$14,174	$21,261	$28,348
Explanation: The amounts above represent an allocation of existing costs for administrative and professional staff in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Faculty	$14,659	$29,319	$58,638	$87,956	$117,275
Explanation: The amounts above represent an allocation of existing costs for faculty in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Graduate Assistants	$1,694	$3,388	$6,777	$10,165	$13,554
Explanation: The amounts above represent an allocation of existing costs for graduate assistants in					

SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Student Employees	$155	$311	$622	$933	$1,244
Explanation: The amounts above represent an allocation of existing costs for student workers in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Equipment and Instructional Materials	$437	$875	$1,750	$2,625	$3,500
Explanation: The amounts above represent an allocation of existing costs for equipment and materials (e.g., computers, office supplies, memberships to access educational materials) in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Library	$76	$152	$305	$457	$610
Explanation: The amounts above represent an allocation of existing costs for library resources in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$39	$78	$156	$234	$312
Explanation: The amounts above represent an allocation of existing costs for support services (e.g., advertising, fleet, and motor pool) in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Commodities	$8	$16	$31	$47	$63
Explanation: The amounts above represent an allocation of existing costs for commodities such as postage that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Printing	$0	$0	$0	$0	$0
Telecommunications	$137	$273	$546	$819	$1,092
Explanation: The amounts above represent an allocation of existing costs for telephone needs in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Travel	$531	$1,061	$2,122	$3,184	$4,244
Explanation: The amounts above represent an allocation of existing costs for travel in SLIS that support the existing BAIS program. The allocation was made by using the total cost for this line item and multiplying it against the projected enrollment in the proposed program.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$21,280**	**$42,560**	**$85,121**	**$127,681**	**$170,242**

Graduate Certificate in Archaeoastronomy and Astronomy in Culture

Program purpose. The proposed program will provide new knowledge, research tools, and methods for use by academicians in a variety of fields, including those studying Native American cultures in Oklahoma. Additionally, the proposed graduate certificate will help to define, standardize, and formalize training in the field.

Program rationale and background. Archaeoastronomy and astronomy in culture is an interdisciplinary research field that first emerged in the 1960s and continues to grow in interest. Archaeoastronomy examines the role of astronomical knowledge within cultures. These may be ancient cultures, or they may also be more recent, such as those of certain American Indian nations. The field seeks to integrate aspects of positional astronomy, history of astronomy and science, world history, religious studies, indigenous studies, architecture, anthropology, and archeology. The International Astronomical Union recently created a new Working Group for Archaeoastronomy and Astronomy in Culture (WGAAC) that is tasked with promoting and facilitating research in the field. Dr. Steven Gullberg, Assistant Professor in the OU College of Professional and Continuing Studies, is one of the field's most accomplished researchers, has developed strong working relationships with other preeminent researchers in the field, and was recently named the Chair of WGAAC. Archaeoastronomy programs are very limited, with none offered in an online format. The proposed graduate certificate utilizes the college's experience and expertise and creates a new academic program unique to Oklahoma, the U.S., and the world. OU has also received both national and international support for the proposed program from professionals within the field.

Employment opportunities. The proposed program is a graduate certificate that will serve as an added credential for those individuals seeking to expand their knowledge and skills in archaeoastronomy. At the local/state level, the proposed graduate certificate will serve employer needs of Native American nations, as well as universities and others who employ anthropologists and archeologists conducting research of these cultures. In addition to researchers, a strong interest in the proposed program has been identified at the national level from the National Park Service as well as many museums. All have a distinct need for the specialized education regarding astronomy in culture. There is also a significant global need for archaeoastronomy. This international interest has been strongly conveyed in letters of support from researchers around the world.

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	11	Fall 2023
Minimum Graduates from the program	7	2023-2024

Duplication and impact on existing programs. There are no Graduate Certificate in Archaeoastronomy and Astronomy in Culture programs offered in Oklahoma. A system wide letter of intent was communicated by email on November 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.

Curriculum. The proposed Graduate Certificate in Archaeoastronomy and Astronomy in Culture program will consist of 12 total credit hours as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	6
Electives	6
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 Archaeoastronomy and Astronomy in Culture are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$21,789	$38,551	$43,579	$46,931	$46,931
Narrative/Explanation: The amounts above assume 50/50 resident and non-resident enrollment. OU anticipates enrolling 3, 8, 10, 11, and 11 students in years 1 through 5. The amounts above also include a $40 per credit hour college instructor fee.					
TOTAL	**$21,789**	**$38,551**	**$43,579**	**$46,931**	**$46,931**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$13,300	$13,300	$13,300	$13,300	$13,300
Explanation: These amounts represent .05 FTE contributed annual from four existing staff positions: academic programs director, recruiter, advisor, and instructional designer.					
Faculty	$2,925	$5,175	$5,850	$6,300	$6,300
Explanation: Courses will be taught by faculty with an average of $225 cost per enrollment.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$2,000	$2,000	$2,000	$2,000	$2,000

Explanation: The amounts above represent costs for departmental book purchases and academic technology equipment.

Library	$0	$0	$0	$0	$0
Contractual Services	$3,000	$4,500	$0	$3,000	$4,500

Explanation: The amounts above represent costs for completion of course development in years 1 and 2 and periodic course revision in years 4 and 5.

Other Support Services	$1,089	$1,928	$2,179	$2,346	$2,347

Explanation: The amounts above represent 5 percent programmatic return to college central services budget.

Commodities	$500	$500	$500	$500	$500

Explanation: The amounts above will cover costs of miscellaneous office supplies.

Printing	$800	$800	$800	$800	$800

Explanation: The amounts above will cover costs of printing brochures and other materials to market the program.

Telecommunications	$0	$0	$0	$0	$0
Travel	$3,115	$9,645	$9,645	$9,645	$9,645

Explanation: The amounts above will cover costs for field work trips for years 1 through 5 and additional international conference travel in years 2 through 5.

Awards and Grants	$1,089	$1,928	$2,179	$2,347	$2,347

Explanation: The amounts above represent 5 percent programmatic return to college-wide scholarship funds

TOTAL	**$27,818**	**$39,776**	**$36,453**	**$40,238**	**$41,739**

Attachments

UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN INFORMATION SCIENCE AND TECHNOLOGY

Degree Requirements		Credit Hours
General Education		**40-53**
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 1643	Pre-calculus for Business, Life and Social Sciences	3
	Natural Sciences (one course must include a lab) Biological Science (selected from BIOL, BOT, HES, MBIO, or ZOO) and Physical Science (selected from AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, or PHYS)	7
PS 1113	American Federal Government	3
	Additional Social Science Course	3
HIST 1483 or HIST 1493	U.S. History 1492-1865 U.S. History 1865-Present	3
	Western Civilization and Culture Elective (excluding HIST 1483 and HIST 1493)	3
	Understanding Artistic Forms	3
	Non-Western Culture Elective	3
	Additional Upper-Division Humanities	6
Major Requirements		**45**
	Information Studies Core	
LIS 2003	Introduction to Information Studies	3
LIS 4063	Information and Communication Technology	3
LIS 4683	Database Design for Information Organizations	3
LIS 4643	Introduction to Data Analysis	3
LIS 4663	Information Studies Capstone	3
LIS 4823	Internship in Information Studies	3
	Data Science and Analytics Select 2 of the following	
LIS 4673	Introduction to Information Visualization	3
LIS 4623	Introduction to Data Mining for Information Professionals	3

LIS 4970	Data Stewardship	3
LIS 4970	Information Retrieval and Text Mining	3
Design and Development Select 2 of the following		
LIS 4633	Design and Implementation of Web-based Information Services	3
LIS 4613	Dynamic Web Development	3
LIS 4453	Digital Collections	3
Information and People		
LIS 1013	Acquiring Knowledge in a Digital Age	3
LIS 4523	Online Information Retrieval	3
Information Science and Technology in Context Select 2 of the following		
LIS 4553	Competitive Intelligence	3
LIS 4143	Government Information	3
LIS 4213	Social Informatics	3
LIS 4303	Children's Literature	3
LIS 4970	Health Informatics	3
Technical Writing Select 1 of the following		
ENGL 3153	Technical Writing	3
ENGL 3173	Histories of Writing, Rhetoric, and Technology	3
ENGL 3183	Digital Composing	3
Major Support Requirements		**21**
ECON 1113	Principles of Economics - Macro	3
ECON 1123	Principles of Economics - Micro	3
MATH 1743	Calculus I for Business, Life and Social Sciences	3
COMM 2613	Public Speaking	3
CS 1313	Programming for Non-Majors	3
ECON 4223 or MATH 2123 or MATH 4793 or SOC 4163	Econometric Analysis Calculus II for Business, Life and Social Sciences Advanced Applied Statistics Advanced Social Statistics	3
Select 1 of the following		
ANTH 4713	Statistical Concepts in Anthropology	3
BIOL 2913	Introduction to Quantitative Biology	3
BIOL 4933	Introduction to Matlab Programming for Life Sciences	3
COMM 2513	Introduction to Statistics	3

ECON 2843	Elements of Statistics	3
MATH 4753	Applied Statistical Methods	3
SOC 3123	Social Statistics	3
PSY 2003	Understanding Statistics	3
PSY 2113	Research Methods I: Statistics	3
Free Electives		**1-14**
	If needed, select courses to bring total credit hours completed to 120.	
Total		**120**

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN ARCHAEOASTRONOMY AND ASTRONOMY IN CULTURE

Certificate Requirements		Credit Hours
Required Courses		**6**
*LSIS 5403	Introduction and Research Methods for Archaeoastronomy	3
*LSIS 5423	Archaeoastronomy of Chaco Canyon and Cahokia	3
Electives		**6**
	Select 6 credit hours from the courses below	
*LSIS 5443	Latin American Archaeoastronomy	3
*LSIS 5463	World Archaeoastronomy	3
*LSIS 5493	Fieldwork in Archaeoastronomy	3
LSIS 5700	Advanced Topics in Integrated Studies	3
LSIS 5960	Directed Readings	3
LSIS 5990	Independent Study	3
	Other elective courses may be approved by the program's lead faculty and the graduate liaison	
Total		**12**

*Denotes new courses

AGENDA ITEM #12-d:

> **New Programs.**

SUBJECT: Oklahoma Panhandle State University. Approval to offer the Certificate in Welding Technology.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma Panhandle State University's request to offer the Certificate in Welding Technology, with the stipulation that continuation of the certificate will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Certificate in Welding Technology.** The certificate is embedded within the Associate in Applied Science in Technology (050) and will be included in the regular program review due in 5 years.

BACKGROUND:

Academic Plan

Oklahoma Panhandle State University's (OPSU) 2018-2019 Academic Plan lists the following institutional priorities and new funding initiatives:

A major priority for the 2018/2019 academic year will be the completion of the strategic plan and the creation of a scorecard with key performance indicators to assess the university's progress toward achieving its goals. Major areas of priority identified as strategic planning process goals include:
- Student Learning
  - o Improved credit accumulation in the first year
  - o Increased retention between freshman and sophomore year
  - o Increased professional development for faculty in support of student learning
- Resource Optimization
  - o Improved budget management by department heads
  - o Improved learning facilities
  - o Master Plan development
- Graduate Production
  - o Enrollment management improvements to better coordinate efforts to recruit students, in particular students from key demographics
  - o Implement systematic program review with key industry stakeholders to ensure the university provides opportunities that serve our community and employer need
- Life Long Learning Opportunities
  - o Improve alumni engagement through CRM and staff additions to better promote university among alumni

       o   Evaluate continuing education programs with community stakeholders and industry to provide continuing education programming for the university service area
       o   Partner with local industry to provide scholarship opportunities for students

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

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

29	Degree and/or certificate programs deleted
15	Degree and/or certificate programs added

Program Review
OPSU offers 31 degree and/or certificate programs as follows:

4	Certificates
4	Associate in Arts or Science Degrees
1	Associate in Applied Science Degrees
22	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 OPSU'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
OPSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OPSU's governing board approved delivery of the Certificate in Welding Technology at their January 20, 2017 meeting. OPSU requests authorization to offer this certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Welding Technology

Program purpose. The proposed program will prepare students to take the state certification exam.

Program rationale and employment opportunities. According to OPSU, demand for welders in their service area is high with the agriculture, beef, and pork industries utilizing welders in the production of

wells and pipelines. Students interested in entering the welding field will be able to use this certificate to be competitive in their job search. The Oklahoma panhandle does not have a technology center and students interested in a welding career must leave the local area to receive the necessary training. Embedded with the Associate in Applied Science (AAS) in Technology (050) program, students can pursue the certificate, obtain employment upon completion, and then continue their education to finish the AAS degree. Additionally, the curriculum is accredited by the National Center for Construction Education and Research (NCCER).

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Technology (050) program.

Duplication and impact on existing programs. There are no Certificate in Welding programs offered in Oklahoma. A system wide letter of intent was communicated by email March 16, 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 certificate program will consist of 30 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	20
Guided Electives	10
Total	**30**

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

Support services. The library, facilities, and equipment are adequate for the proposed certificate.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science (050) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

OKLAHOMA PANHANDLE STATE UNIVERSITY
CERTIFICATE IN WELDING TECHNOLOGY

Certificate Requirements		Credit Hours
Required Courses		**20**
UCSS 1111	Student Success Seminar	1
MATH 1513 or MATH 1473 or MATH 1523	College Algebra Quantitative Reasoning Modeling and Basic Statistics	3
HPE 2012	First Aid	2
INDT 1012	Drafting Technology	2
INDT 1103	Applied Electricity I	3
INDT 1222	General Metal Processing	2
INDT 1432	Construction Skills and Safety	2
INDT 1433	Welding Level I	3
INDT 2423	Welding Level II	3
Guided Electives		**10**
	Select 10 credit hours from the following	
INDT 1013	Woodworking Fundamentals	3
INDT 1032	Engineering Drafting	2
INDT 2013	Machine Wood Technology	3
INDT 2100	Select Topics	Variable
INDT 2113	Introduction to CAD	3
INDT 2203	AC/DC Circuits	3
Total		**30**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #13:

> **Program Deletions.**

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Western Oklahoma State College (WOSC) requests authorization to delete the program below:
- Associate of Applied Science in Fire Technician (058)

POLICY ISSUES:

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

ANALYSIS:

WOSC requests authorization to delete the Associate in Applied Science in Fire Technician (058) effective immediately. This program was approved at the April 16, 1999 State Regents' meeting. WOSC reports:
- This program was suspended on May 30, 2015 due to lack of content expertise.
- There are currently no students enrolled in the program.
- 25 courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #14-a:

> **Intensive English Program.**

SUBJECT: Approval of extension request for Intensive English Programs. The Language Company-Edmond and The Language Center-SWOSU.

RECOMMENDATION:

> **It is recommended that the State Regents approve an extension of the review schedule for The Language Company in Edmond, Oklahoma and The Language Company at Southwestern Oklahoma State University in Weatherford, 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 Language Center (TLC) in Edmond, Oklahoma has been an approved IEP in Oklahoma since 1995. At their September 4, 2014 meeting, the State Regents granted TLC-Edmond continued approval without qualification with re-examination in five years. On July 18, 2016, TLC was granted approval to operate an auxiliary site at Southwestern Oklahoma State University in Weatherford, Oklahoma, on a provisional basis pending a full program review in Spring 2019. However, TLC-Weatherford reports the center has been unable to offer college-preparatory English as a second language courses due to a delay in Department of Homeland Security (DHS) approval.

State Regents' policy allows IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the USDE to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents. All TLC locations are accredited by the Accrediting Council for Continuing Education and Training (ACCET), a national accrediting agency, through December 2020. Due to the heavy financial burden of accreditation site visits, the delay in DHS approval for TLC-Weatherford, and State Regents' policy allowance, TLC requests an extension for both TLC-Edmond and TLC-Weatherford to coincide with their national accreditation site visit. TLC-Weatherford anticipates offering intensive English courses in Fall 2019.

In agreement with the IEP Administrator, State Regents' staff recommends an extension for both TLC-Edmond and TLC-Weatherford through December 2020 to align their review cycle with ACCET's accreditation cycle.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #14-b:

Intensive English Program.

SUBJECT: Approval of Intensive English Program. English Language Center-Edmond.

RECOMMENDATION:

It is recommended that the State Regents approve the English Language Center in Edmond, Oklahoma for three years.

BACKGROUND:

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

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

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

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

POLICY ISSUES:

Consistent with State Regents' Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have

earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

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

ANALYSIS:

As allowed by policy, the English Language Center (ELC) requested continued approval based upon achieving accreditation from an accrediting body specializing in intensive English instruction recognized by the USDE. ELC submitted verification of accreditation from the Accrediting Council for Continuing Education and Training (ACCET), and supporting documents. ELC received zero weaknesses and four strengths and was found to have met the professional criterion for each ACCET standard and substandard. State Regents' staff reviewed the documents and determined that the IEP is in compliance with all standards listed in the Intensive English Program Approval and Review policy and recommends approval for three years to coincide with the ACCET review cycle. ELC's next review will be Spring 2022.

AGENDA ITEM #15-a:

> **Policy.**

SUBJECT: Approval of revisions to the Professional Programs policy.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

In 2018, the State Regents revised the Professional Programs policy to expand the OSUCOM's maximum class size from 115 to 165. A partnership between the OSUCOM and the Cherokee Nation, which will result in an additional site in Tahlequah, Oklahoma, the Oklahoma State University Center for Health Sciences at the Cherokee Nation (OSUCHS-CN), will provide the space necessary to accommodate the 50 added slots.

POLICY ISSUES:

The current admission parameters for Oklahoma's two public colleges of medicine are detailed below:

Institution	Maximum Number of Admission Slots	Maximum Number of Admissible Out-of-State Students
University of Oklahoma College of	200	25 Percent or 50 Students

Medicine		
OSUCOM	165	15 Percent or 20 Students, whichever is Greater

ANALYSIS:

The OSUCOM wishes to increase the maximum number of admissible out-of-state students to 25 percent or 41 students, whichever is greater.

These proposed revisions will allow OSUCHS to accept the same percentage of out-of-state students as the University of Oklahoma's College of Medicine. Additionally, this increase will also potentially create more opportunities to admit out-of-state Native American students to the OSUCHS-CN. This will help OSUCHS-CN advance its plan to recruit from tribal communities, train students within the tribal health system, and ultimately place them in tribal communities. Federal data show medical school students in this type of system are four times more likely to practice at a tribal nation facility.

The proposed revisions were approved by OSU's governing board on January 25, 2019. An excerpt of the policy that includes the proposed changes is attached. It is recommended that the State Regents approve the amendments to this policy.

[Policy Excerpt]

3.24   PROFESSIONAL PROGRAMS

3.24.1   Purpose

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

3.24.2   Definitions

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

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

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

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

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

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

OSUCOM – ~~15~~25 percent or ~~20~~ 41 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students

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

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

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

3.24.4   Program Standards for the OU College of Medicine

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

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

3.24.5   OU College of Allied Health

A.   Doctor of Audiology

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

B.   Doctor of Physical Therapy

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

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

C.   Doctor of Science in Rehabilitation Sciences

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

3.24.6   OU Doctor of Public Health

A.   Functions

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

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

B.   Standards for Admission

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

1.   A Master of Public Health (MPH) degree from a CEPH accredited school. Applicants with other master's or doctoral degrees from non-CEPH accredited programs will be considered on an individual basis; however, if accepted, these students may be required by the advisory committee to take additional courses that guarantee competency in the MPH core.

2.   A minimum of three years of work experience in a public health-related field.

3.   Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.

4.   A transcript showing a graduate level GPA of at least a 3.5, based upon a 4.0 scale. For those applicants below a 3.5 GPA, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other relevant experience in making recommendations for admission.

C.   Standards for Retention

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

D.   Standards for Graduation

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

3.24.7   OSU College of Osteopathic Medicine

A.   Functions

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

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

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

1.   To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.

2.   To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.

3.   To provide a program of public service to Oklahoma communities which are deficient in physician manpower by means of the college-affiliated outpatient clinics, hospitals, and other health-related centers.

4.   To offer programs in continuing education for osteopathic physicians and related professionals in order to guarantee the continuation of high standards of osteopathic medical practice for the citizenry of Oklahoma.

5.   To cooperate with scientific, educational, and public health agencies in the development of programs which contribute to the improvement of health service and are responsive to general public needs.

6.   To engage in scientific research designed to improve the quality of health care with special emphasis given to the application of osteopathic concepts and principles.

B.   Grading and Promotion Standards

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

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

2. A student who receives a "D" or a "U" in any course may have the privilege of taking a single re-examination in that course or completing special projects or studies in the deficient area(s). If the student passes, the final grade may be no higher than a "C." At the discretion of the department head, appropriate remedial action may be required prior to the re-examination.

3. A student may not be promoted from either the first, second, or third year with a "U" grade being the grade of record for any course taken during that year to be applied toward satisfaction of graduation requirements. All "U" grades must be satisfactorily cleared in accordance with existing academic policy before a student may be promoted from one academic year to the next.

4. A student may not be promoted to the third year of study without passing the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1.

C. Graduation Criteria and Standards

1. A fourth-year student must have completed all scheduled course work including required courses and clerkships, scheduled electives, and preceptorship in order to be eligible for graduation.

2. All students graduating in 2008 and later must take and pass the COMLEX Level 2 Computer Exam (CE) and Performance Exam (PE) as a requirement for graduation.

3. No fourth-year student may be considered for graduation with a "U" grade being the grade of record on any course taken during that year. All "U" grades must be satisfactorily cleared in accordance with existing academic policy before a fourth-year student may be graduated.

4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.24.8 OU College of Dentistry

A. Functions

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

follows:

1. To prepare dentists for the State of Oklahoma through an approved dental education program in dental education leading to a D.D.S. degree.

2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.

3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.

4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.

5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

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

C. Advanced Standing Program for Foreign Trained Dentists

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

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

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

1. The applicant must present official transcripts from previous dental education;

2. Present acceptable TOEFL scores;

3. Complete a comprehensive clinical skills assessment;

4. Pass Part I of the National Board Dental Examination; and

5. Interview.

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

1.   General orientation;

2.   Pre-clinic orientation; and

3.   Clinical and didactic integration.

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

D.   Standards for Retention

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

1.   Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).

2.   Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.

3.   Pass Part I of the National Board Dental Examination prior to the third year.

E.   Standards for Graduation

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

1.   Complete each prescribed course with a minimum grade of "C."

2.   Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.

3.   Pass Part II of the National Board Dental Examination.

3.24.9 Program Standards for the OU Doctor of Pharmacy Program

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

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

3.24.10 SWOSU Doctor of Pharmacy

A.   Functions

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

B.   Standards for Admission

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

1.   Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.

2.   Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.

3.   A minimum CGPA of 2.50.

4.   Submission of valid ACT or SAT scores.

5.   Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

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

C.   Standards for Retention

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

1.   Must maintain at least a 2.00 CGPA (based on a four-point scale) during any given academic year.

2.   Complete each prescribed course in the curriculum with a minimum grade of "C."

3.   Complete at least 12 hours during the fall and spring semesters.

D.   Standards for Graduation

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

1.   Complete each prescribed course with a minimum grade of "C."

2.   Maintain at least a 2.00 CPGA in the professional program.

3.   Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.24.11 NSU College of Optometry

A.   Functions

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

1.   To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.

2.   To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.

3.   To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.

4.   To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.

5.   To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with other external clinical agencies as may be necessary to carry out the authorized functions of the professional

program.

6.   To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.

7.   To engage in departmental and other research activities designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.

8.   To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.

B.   Standards for Admission

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

1.   The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.

2.   The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.

3.   The applicant must have taken the Optometric Admission Test (OAT).

4.   The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.

C.   Retention

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

D.   Authorized Fees and Tuition Charges

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

E.   Standards for Graduation

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

F.   Degrees and Certificates

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

3.24.12 OSU College of Veterinary Medicine

A.   Functions

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

1.   To offer a four-year course of professional training leading to the degree of Doctor of Veterinary Medicine.

2.   To offer a two-year upper-division technical training program leading to the degree of Bachelor of Science.

3.   To offer courses in the basic sciences leading to the Master of Science and Doctor of Philosophy degrees.

4.   To offer graduate clinical training either with or without advanced degree objectives.

5.   To offer service courses for students of the several colleges of OSU and other appropriate institutions.

6.   To offer continuing education programs for the veterinary medical and related professions.

7.   To maintain and operate clinics and hospitals to serve the instructional program.

8.   To maintain and operate an animal care and procurement center for the College of Veterinary Medicine and for the university.

9.   To work cooperatively with the state in the maintenance and operation of a diagnostic service for the benefit of the state of Oklahoma.

10.   To conduct basic and applied veterinary medical

research.

B.   Admission Standards

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

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

1.   The number of first-year resident students admitted shall be no fewer than 58 and the number of first-year nonresident students shall not exceed 48. Under no circumstances will any nonresident applicant be admitted with admissions qualifications that are below any admitted resident applicant. See the State Regents' *Policy Statement on Contract Fees for Nonresident Students located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition* for a definition of out-of-state contract students.

2.   The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.

3.   Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.

4.   A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels.

5.   A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.24.13 OU College of Law

A.   Functions

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

1.   To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.

2.   To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.

3.   To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.

4.   To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.

5.   To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.

6.   To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.

7.   To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B.   Admission

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

standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.

3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.

4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.

5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enter because of military service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

3.24.14 Program Standards for Teacher Education Programs

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

3.24.15 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

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

2. Procedures for Program Approval

Institutions desiring to offer associate degree nursing programs should first make application to the State Regents to establish eligibility. Following establishment

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

3. Educational Standards

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

    a. Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.

    b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.

    c. The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.

    d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.

    e. Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.

4. Accreditation

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

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

B.   Baccalaureate Degree Nursing Programs

     1.   Institutions Eligible to Offer Programs

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

     2.   Procedures for Program Approval

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

     3.   Educational Standards

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

          a.   Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.

          b.   Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.

          c.   The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.

          d.   Students who complete the curriculum will be expected to meet the graduation standards of the

institution and shall be awarded the bachelors degree.

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

    4.   Accreditation

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

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

    C.   Functions

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

- Clinical scholars.

- Health care and policy leaders.

- Evidence-based practice experts.

- Quality improvement leaders.

- Informatics leaders.

D.   Program Standards

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

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

3.24.17 LU School of Physical Therapy

E.   Functions

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

1.   To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.

2.   To educate the graduates of the DPT program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession.

3.   To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.

4.   To prepare the DPT graduates as clinical generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, impairment, functional limitation and disability.

5.   To prepare the DPT graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists.

6.   To promote the importance of life-long learning and self-directed professional development.

7.   To provide the DPT graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the University's and the School of Physical Therapy's record of scholarship, clinical practice and community responsibility.

F.   Standards for Admission

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

1.   Completed requirements for a baccalaureate degree at an accredited college or university with a minimum GPA of 3.0 on a scale of 4.0.

2.   Complete the DPT Program specified prerequisite courses with a "C" or better grade in each course and an overall GPA of 2.5 for the prerequisite courses. Prerequisite courses must have been completed within the last 10 years. The State Regents' *Academic Affairs Procedures Handbook* includes a list of the Prerequisite courses for admission to the DPT program.

3.   Submit official undergraduate and graduate transcript(s) directly from all previously attended institutions to the School of Physical Therapy.

4.   Submit three recommendations from academic advisors or individuals who can address the potential for success of the applicant.

5.   Submit an autobiographical statement.

6.   Submit scores from the Graduate Record Examination (GRE) directly to the School of Physical Therapy.

7.   Submit documentation of 50 clinical observation hours with a licensed physical therapist.

8.   Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admissions Committee Members.

G.   Standards for Retention

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

1.   Must earn a grade of "C" or better in each course and must have a GPA of 3.0 each semester to be a student in good standing.

2.   Students with a GPA less than 3.0 but greater than or equal to a 2.6 will be placed on academic probation.

3.   Students on academic probation must achieve a minimum GPA of 3.0 in the subsequent semester and continue to improve cumulative GPA each semester for continued enrollment in the program.

4.   Students on academic probation must achieve a cumulative GPA of 3.0 by the end of the didactic coursework requirement in the summer semester of Year

III to proceed to complete clinical education requirements for graduation.

5. Students enrolled in the clinical education courses must achieve the minimum performance standards set for each of the performance criteria.

6. Students must complete the courses in the sequence that the curriculum offers as presented in the DPT program course of study.

H. Standards for Graduation

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

3.24.18 Program Standards for Health Education with External Clinical Components

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

I. General Principles

1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.

2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a four-year program.

3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide

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

J.   Standards Relating to the Academic Calendar

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

K.   Standards Related to Licensure and Accreditation

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

L.   Relationships between Academic Institutions and Clinical Agencies

1.   Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.

2.   Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.

3.   Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.

4.   Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

M.   Standards Relating to Awarding Academic Credit

1.   Colleges and universities desiring to award academic

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

2. Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.

3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.

4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' *Credit for Prior Learning* policy.

3.24.19 Program Standards for Business Education

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

N. Education Standards

The program curriculum shall:

1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.

2. Include an entrepreneurial component that promotes enterprise development.

3. Include a student internship component or similar experience that ties classroom learning to business

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

4. Integrate technology into course content and delivery.

5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

O. Accountability

Institutions shall conduct business program reviews that:

1. Collect data to compare program performance with a cohort of like institutions.

2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.

3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents' *Academic Program Review* policy). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).

4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

P. Graduation Requirements

The program shall:

1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.

2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.

3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on appropriate assessments prior to graduation.

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

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997; March 29, 2018; ==May 31, 2019== *. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Revised December 3, 2009. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU Doctor of Physical Therapy: Approved March 7, 2013.*

AGENDA ITEM #15-b:

   Policy.

SUBJECT: Posting of revisions to the Academic Program Approval policy.

RECOMMENDATION:

   It is recommended that the State Regents' post the revised Academic Program Approval policy, as described below.

BACKGROUND:

Revisions to the Academic Program Approval policy adopted by the State Regents in previous years are summarized below:

- September 5, 1997 – Revisions included provisions to raise the visibility and importance of integrating technology into program delivery and also provisions for criteria designed to avoid unnecessary duplication.
- January 29, 1999 – Revisions included a new section on program suspension. The revisions were designed to allow an institution to recommend an academic program be placed on suspension, but be reinstated with State Regents' re-approval as was current practice. Additionally, certificates were better defined and eliminated the requirement of course modification reporting.
- June 29, 2006 – Moved some procedural information to the Procedures Handbook.
- February 7, 2008 – Revisions included increased guidance to better inform State System institutions and provide consistent practices relative to comments, questions, protests regarding new programs, and sequence of steps were specified with timelines. These efforts provided appropriate time and process for institutions to voice and resolve issues prior to the consideration of a new program by the State Regents.
- June 21, 2012 – Revisions included the addition of definitions for academic plan, consortial agreement, dual degree program, joint degree program, and reverse transfer. Substantive changes were also added to guide institutions seeking to establish collaborative efforts regarding alternative forms of program delivery. Additionally, language was added which specifies the information required when institutions submit new program requests that are outside of their current approved programmatic function.
- June 29, 2017 – Revisions included the addition of guidance to State System institutions when submitting requests for new program/s and provide guidance in linking academic planning with resource allocation.

In Spring 2019, a committee of internal staff crafted the first draft of the Academic Program Approval policy to incorporate necessary changes as a result of the approval of the changes to the Functions of Public Institutions policy. Additionally, formatting and editorial changes were made to provide clarification regarding governing board approval for the deletion, suspension, and reinstatement of

programs. Subsequently, the Council on Instruction (COI) Academic Programs Committee continued work on revisions to the policy over the following months and made other changes as described below.

The Academic Program Approval draft policy was approved by COI at their April 18, 2019 meeting and by the Council of Presidents at their May 1, 2019 meeting.

POLICY ISSUES:

The primary purpose of the Academic Program Approval policy is to provide guidance to State System institutions when submitting requests for new programs and provide guidance in linking academic planning with resource allocation. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate effort. Specific changes to the policy are summarized below.

Related policies include the Academic Program Approval policy and the Functions of Public Institutions policy.

ANALYSIS:

Proposed policy changes include incorporating necessary changes as a result of the approval of the changes to the Functions of Public Institutions policy. Additionally, formatting and editorial changes were made to provide clarification regarding governing board approval for the deletion, suspension, and reinstatement of programs. A summary of proposed changes is provided below. The draft policy that includes underscores for added language and strikeouts for proposed deletions is attached.

3.4.1 – Purpose	No changes.
3.4.2 – Definitions	No changes.
3.4.3. – Instructional Programs and Courses	Non-substantive changes to better represent Level III nomenclature and to clarify that institutional governing board approval is required for programmatic requests.
3.4.4 – Program Request Procedures	Deleted section B as the Academic Plan is not a procedure, updated language in the new section E to be consistent with the Functions of Public Institutions policy, and include language regarding reviews of doctoral program requests.
3.4.5 – New Program Request Criteria	Non-substantive formatting changes and updated section A to align with the Functions of Public Institutions policy.

It is recommended that the State Regents post the proposed policy revisions to the Academic Program Approval policy.

ACADEMIC PROGRAM APPROVAL

Purpose

Policies regulating the criteria and procedures for program approval detail the State Regents' and the institutions' respective roles in the process. These roles are successive and complementary. In carrying out their constitutional responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty are the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are applied consistently.

To facilitate the discharge of these responsibilities, the following policy will be used in submitting and evaluating requests for new academic programs as defined below. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts.

Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region. These needs are both societal and occupational in nature. The State System recognizes and supports the tradition of liberal arts education and the need for higher education programs which offer individual and societal benefits that are independent of market demand considerations. Such programs provide immeasurable returns to the state by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization. Similarly, the State System recognizes and supports providing the educational services to meet the occupational needs of the state and its citizenry.

The primary purposes of this policy are:

A.   To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

B.   To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.

C.   To provide to citizens a variety of high-quality opportunities for intellectual growth.

D.   To make programs reasonably accessible to academically qualified citizens of the state.

E.   To utilize the state's and the institutions' resources effectively and efficiently.

F.   To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.

3.4.2   Definitions

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

"Academic Plan" is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution's accomplishments, priorities, and aspirations about current and future plans including, but not limited to, academic efficiencies and priorities, learning sites, strategic plan, enrollment projections, and technology.

"Consortial Agreement" is an agreement between two or more institutions enabling a student to take coursework simultaneously at a "host institution" and have those courses count toward a certificate or the academic degree program at the "home institution" for the purpose of completing a degree. For the purpose of this policy, the student's home institution is the institution that will grant the student's certificate or degree and the host institution is the institution that offers coursework toward an academic program in an agreement with another institution, but will not award the certificate or degree.

"Course of Study" is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate. For the purpose of this policy, instructional programs and courses of study will be considered synonymous.

"Dual Degree Program" is a program in which a student is enrolled in two or more institutions and is awarded separate degrees bearing the names, seals, and signatures of each individual institution.

"Embedded Certificate" is a postsecondary credential comprised of a course of study in which the curriculum required is a subset of a single existing undergraduate or graduate degree and is designed to provide specific skills and knowledge that can be readily transferred to the workforce.

"Joint Degree Program" is a program in which a student may study at two or more institutions and is awarded a single academic degree bearing the names, seals, and signatures of each of the participating institutions.

"Program" is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

"Reverse Transfer" is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents'

policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

"Related Courses" for this policy refers to courses that share the same two-digit Classification of Instructional Program code.

"Stand-alone Certificate" is a postsecondary credential comprised of a course of study and is not identified as a subset of courses that are required for completion of a single existing undergraduate or graduate degree program.

"Substantive Change" is a modification to academic certificate or degree program requirements from those that were last approved by the State Regents, which will change the requirements for a student to complete the program of study. Substantive changes include, but are not limited to, changes in total number of required credit hours for the program, changes in required courses for the program, and changes in admission standards for the program.

3.4.3   Instructional Programs and Courses

Instructional programs require State Regents' approval for any program of study that results in a certificate or degree, and any designated pattern of courses within an existing major including a new option, specialization and concentration that will be identified on the transcript, diploma, or degree. Minors are a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. Within the State System, no consistent or uniform use of the terms "major," "option," "emphasis," or "degree" exists. In the interest of clarity, this policy will use the following terminology in referring to different levels of aggregation levels of courses.

A.   Levels of Instructional Programs

1.   Level I

Aggregations of courses referenced in State Regents' policy. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

2.   Level II

Aggregations of courses that appear in the institutional catalog or on the student's diploma. These vary greatly from institution to institution and include (not inclusive): Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Recreation, Master of Education, Associate in Applied Science and Doctor of Engineering.

3.	Level III

Aggregations of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature includes the discipline area. Examples include: (Certificate in) Horticulture, (Bachelor of Arts in) English, (Associate in Science in) Physical Science, (Graduate Certificate in) Cybersecurity Technology, (Master of Education in) Secondary Education, and (Doctor of Philosophy) in Engineering.

4.	Level IV

Aggregations of courses under an umbrella degree program (Level III) that reflect subsets of the larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, may be listed on the student's diploma, and will usually share a common core of related course requirements (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Level III Bachelor of Business Administration degree program might have the following Level IV options: Finance, Management, Accounting, Information Systems, and General; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.

All four levels of courses of study require approval from the institutional governing board and the State Regents' approval. Substantive changes in programs, including deletion, require approval of from the institutional governing board and the State Regents. Modifications to programs, excluding program deletion or suspension, will not be considered for recommendation if the program is out of compliance with the *Academic Program Review* policy. Substantive changes in programs that impact an embedded certificate must be submitted simultaneously. Nonsubstantive changes may be approved by the chief academic officer of the institution, but must be reported to the State Regents in a timely manner.

Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged. Guidelines for proposing consortial, dual, or joint degree programs are provided in the State Regents' *Academic Affairs Procedures Handbook*.

B.	Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents' policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion.

Upon request, institutions shall submit a current list of courses offered.

C.   Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires <u>institutional governing board and</u> State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students.   Any request for an exception to this policy must be made in writing to the Chancellor.

Requests for suspension of existing programs <u>require institutional governing board approval. Suspension requests</u> are approved by the Chancellor and ratified by the State Regents. If the program is recommended for suspension it will be placed in an inactive status. While suspended no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. The program will be reinstated or deleted within three years.

To reinstate a suspended program, the institutional President must submit a letter to the Chancellor requesting reactivation of the program. The letter must include steps taken during inactivation that addresses the reasons behind the initial suspension request.

D.   Uniform Course Numbering

In order to provide for a more effective and efficient system of the transfer of student's credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:

1.   The first digit will denote the course level.

2.   The second and third digits will be used to identify the course within a department.

3.   The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents' action.

3.4.4   Program Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a new academic program:

A.   Letter of Intent for New Program Requests

The institutional President must submit a "letter of intent" to initiate a new program, including stand-alone and embedded certificates, to the Chancellor. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new program when received, as well as submit comments, questions and protests. Institutions will have 45 calendar days from the

date of the systemwide "letter of intent" to request a copy of the new program request for review. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the new program request. The "letter of intent" must indicate the locations or campuses where the program will be offered and the delivery method. The "letter of intent" will remain active for one year following the receipt of the letter of intent. If the institution's program request is not received during the one-year time period following the receipt of the "letter of intent," a new "letter of intent" must be initiated. After received, program proposals not acted upon by the State Regents within two years will be declared inactive and require a new "letter of intent" to be initiated.

B. ~~Academic Plan~~

~~Demonstrate consistency with institution's academic plan.~~

C.B. Governing Board Approval

The institutional governing board does not need to approve the "letter of intent" prior to submission to the State Regents. The institutional governing board must approve the program request prior to the institutional president formally submitting the program proposal to the Chancellor for the State Regents' consideration.

D.C. Submission of a New Program Request

Upon the Chancellor's receipt of the New Program Request from an institution, copies of the New Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 calendar days from the date the copy is sent to provide written comments, submit questions, or protest the proposed program. All written comments, questions, and protests must be submitted by the President to the Chancellor.

Requests for an embedded certificate will not be considered for recommendation if the main program in which the certificate is embedded is out of compliance with the *Academic Program Review* policy.

E.D. Content of the New Program Request Submission

The submission will include a description of the Institution's Program Development Process, and will individually address each of the criteria in the New Program Request Criteria section of this policy and include supporting data and documentation.

For programs that will use an alternative form of delivery, including but not limited to consortial, dual, or joint degrees, refer to the Academic Program Request Form in the State Regents' Academic Affairs Procedures Handbook and the Academic Program Request Form which are available online.

F.E. State Regents' Staff Review of the Program Request

1. The State Regents' staff will review the institution's program request and will submit a recommendation for State Regents' action. The State Regents may take one of four actions:

2. a. Disapprove the program ~~with a written explanation to the institution of the reasons for this action~~;

3. b. Defer the program request until the institution meets specified criteria or provides additional information;

4. c. Provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or

5. d. Approve the program without qualification.

2. Should an institution's request for a program be approved provisionally by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period.

   Institutions receiving provisional approval for a function exception request with the associated degree program request may not submit another function exception request until the function exception's operation and associated degree program's operation has received final approval.

   Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

   Should there be no action on the program within 2 years of submission, the proposal will become inactive.

3. Doctorate program requests require an external evaluation. The proposal will be reviewed by a team of out-of-state qualified external evaluators. Team members will be selected from a list of potential evaluators submitted by the two research institutions and, if applicable, the institution requesting the program. Team members will be required to sign a conflict of interest form verifying that the individual team member has no direct or indirect association with the institution proposing the doctoral program. Evaluators will be supplied with the necessary documents needed to conduct a desk review of the proposed program. The team may take one of the following three actions:

   a. Support approval of the program without recommendations.

   b. Support approval of the program with recommendations.

   c. Recommend disapproval of the program.

   The institution requesting the proposed doctoral program will be responsible for the costs associated with the review.

Detailed forms for program requests and reviews are available in the State Regents' *Academic Affairs Procedures Handbook and are available online.*

3.4.5   New Program Request Criteria

A.   Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission.

There are certain circumstances when institutions may request approval to offer programs outside their current function stated in the *Functions of Public Institutions* policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. Institutions requesting programs outside their approved programmatic function must thoroughly address all criteria specified in ~~this~~ section 3.2.6 of the *Functions of Public Institutions* policy. ~~along with the remaining criteria.~~

1.   Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections.

2.   Regional institutions requesting new or additional degrees outside of the institution's programmatic function must address the areas as indicated in this section. Program requests above the master's level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.). Regarding associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that documents consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible.

3.   Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be

addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible.

For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented.

B.   Curriculum

The curriculum should be structured to meet the stated objectives of the program, and the institution must explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives. The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements. The curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the new program request. Where appropriate, the new program request will also include a description of how technology is used to accomplish educational objectives.

Where appropriate, the new program request must describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

The curriculum required for an embedded certificate shall be a subset of required courses in a single existing degree. Up to 50 percent of the coursework required in an embedded certificate shall come from related or guided elective courses and/or general education courses.

C.   Academic Standards

The admission, retention, and graduation standards should be clearly stated, must be equal to or higher than the State Regents' *policy requirements*, and should be designed to encourage high quality. At least 25 percent of the coursework applied to the embedded certificate must be satisfactorily completed at the awarding institution.

D.   Faculty

Faculty resources will be demonstrated to be adequate and appropriate for the proposed program, given the institution's mission, approved function and the character of the program to be developed. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core

programmatic faculty possess the academic and research credentials appropriate to support the program.

E.   Support Resources

Access to qualitative and quantitative library resources must be appropriate for the proposed program, given the institution's mission, approved function and the character of the program, and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Books, periodicals, microfilms, microfiche, monographs, and other collections will be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

The integration of instructional technology in the program's delivery is often appropriate for further engaging the student as an active learner and enhancing the overall learning experience. Access to global sources of information as well as to other students and faculty through computing networks has become an important learning tool for all students, regardless of program. Where appropriate, the new program request will include a description of how instructional and information technology resources are incorporated into this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The new program request must address the availability of classroom, laboratory, and office space, as well as, any equipment needs.

F.   Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution should demonstrate demand for the proposed program.

1.   Student Demand

Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity.

2.   Employer Demand

Evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area in relation to existing production of graduates for that area should be provided. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

G.   Complement Existing Programs

The proposed program should complement and strengthen existing programs at the institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on the existing strengths of the institution rather than be composed entirely of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.

H.   Unnecessary Duplication

The prevention and elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and utilize existing resources more efficiently.

Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the new program request has the responsibility to provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is unnecessary. In making this determination, the following criteria will be evaluated:

1.   Demand for the Program

Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

a.   Student Demand

Present evidence demonstrating student demand for the program and the extent to which that demand is not being adequately met by existing programs.

b.   Employer Demand

Present evidence demonstrating demand from employers for graduates of this program and the degree to which that demand is not being adequately met by existing programs.

c.   Demand for Services or Intellectual Property of the Program

Present evidence demonstrating the demand for the services (e.g., contracts, consulting, or community service) or the intellectual property (e.g., inventions and creative works) that would be produced by the students and faculty of the program and the degree to which this demand is not being adequately met by existing programs.

2. Alternative Forms of Delivery and Consortial, Dual, ~~or Joint~~ or Joint Degree Programs

The new program or certificate request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means, or program delivery in order to improve quality and more effectively utilize resources.

Embedded certificates may be offered through alternative forms of delivery, including electronic delivery, even if the main program is not approved for distance education. Institutions requesting online delivery of an embedded certificate are required to follow the procedures outlined in the *Distance Education and Traditional Off-Campus Courses and Programs* policy.

I. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to ~~support and~~ support and sustain a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Proposed programs may be financially supported in several ways. Institutions must provide evidence of adequate funding which may include, but not be limited to:

1. Reallocation of Existing Resources

The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. Tuition and Fees from Students New to the Institution

The institution must provide evidence of a projected increase in total student enrollments to the campus.

3. Discontinuance or Downsizing of an Existing Program or Organizational Unit

The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

J.   Program Review and Assessment

The institution must set forth program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures will include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. <u>Revised June XX, 2019.</u>

AGENDA ITEM #15-c:

> **Policy.**

SUBJECT: Posting of revisions to the Teacher Education policy.

RECOMMENDATION:

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

BACKGROUND:

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

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

POLICY ISSUES:

The policy changes are pursuant to 70 O.S. §6-185, and align with provisions found in the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The requirements modify language regarding coursework for students majoring in early childhood, elementary and special education. The teacher education policy draft was approved by the Council on Instruction at their March 14, 2019 meeting and by the Council of Presidents at their April 3, 2019 meeting.

ANALYSIS:

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

requirements, professional standards, and effective practice.

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

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

3.21.B. – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Adds statutory language, requiring subject area concentrations for teacher candidates in early childhood, elementary, and special education to qualify as a generalist.
3.21.4 C. – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Deletes the requirement indicating "professional education courses (methods courses)" cannot be used in the minimum twelve hour blocks. Adds language giving the Office of Educational Quality and Accountability authority to determine if the subject area concentrations meet accreditation requirements.

It is recommended that the State Regents post the proposed revisions to the Teacher Education policy.

Attachment

[Policy Excerpt]

3.21   TEACHER EDUCATION

3.21.1   Purpose

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

3.21.2   Definitions

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

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

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

"Inductee" is any certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher or induction committee. Inductees shall include those individuals having completed the program of the college or school of education of the accredited institution of higher education from which the person has been graduated, and shall have successfully completed the competency examination in areas of approval in which the inductee seeks certification, those individuals eligible for the alternative placement teaching certificate, and those individuals issued an emergency or provisional certificate.

"Induction" is a program in a school district for the purpose of providing professional support, mentorship and coaching to educators at the beginning of their careers or as they transition to new roles within a school or district.

"Mentor Teacher" is any teacher who has been appointed to provide guidance, support, coaching, and assistance to an inductee (novice teacher) employed by the school district. A mentor teacher shall be a current or former classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher.

"Retention/Graduation Grade Point Average (hereinafter referred to as GPA

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unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. Refer to the State Regents' Grading policy. This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

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

3.21.3   Criteria for Admission to Teacher Education Programs

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

A.   Achieve a GPA of 3.0 or higher in all general education courses.

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

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

The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.

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

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

Baccalaureate degree graduates from regionally or nationally accredited universities in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from this these testing requirements.

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

3.21.4   Degree Requirements and Guidelines for Articulation of Teacher Education

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Programs

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

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

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

A.   Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 credit hours in general education course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.

B.   Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10 and 70 O.S. §6-185. Additionally, teacher candidates in early childhood, elementary, and special education must have subject area concentrations which allow qualification as a generalist.

C.   Institution officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies, standards, and related assessments. OEQA has final approval in determining if the subject area concentration meets accreditation requirements. ~~However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.~~

D.   College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.

E.   Teacher preparation programs at the preservice level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may

occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

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

1.   Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality training for teacher candidates shall include guidance from professional resources such as the:

   a.   Report of the National Reading Panel

   b.   Response to Intervention Guidelines

   c.   Council for Exceptional Children

   d.   International Dyslexia Association

   e.   International Literacy Association

   f.   National Council of Teachers of English

   g.   National Association for the Education of Young Children

2.   Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.

3.   Teacher education students enrolled in an elementary, early childhood or special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the institutions that offer elementary, early childhood, or special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction. The results of the assessment shall be reported annually by the institution to

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the OEQA.

3.21.5 Professional Teacher Education Guidelines

    A.   Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.

    B.   Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.

    C.   Paraprofessional courses, such as those designed for early childhood care and similar career programs, may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.

    D.   Awarding credit for prior learning (i.e., CLEP, AP, IB) will follow guidelines established in the State Regents' *Credit for Prior Learning policy*.

3.21.6 Guidelines for Teacher Preparation Faculty

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

    A.   Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is required.

    B.   It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of diverse school environments, ranging from large, urban to small, rural.

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

should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

3.21.7   Guidelines for Participation on Induction Committees

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

A.   Induction programs may involve a committee of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.

B.   Teacher education faculty may serve on novice teacher induction committees. It is recommended that teacher education faculty who participate on these committees have expertise and experience in the teaching field of the teacher inductee.

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4.   Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994; revised January 29, 2015; revised April 26, 2018. Guidelines for Participation on Residency Year Committees: Approved January 29, 2015, revised October 25, 2018. Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved June 27, 2019.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #15-d:

Policy.

SUBJECT: Posting of revisions to the term of office served by the Faculty Advisory Chair.

RECOMMENDATION:

It is recommended that the State Regents post changes to the Faculty Advisory Council Chair terms which will remove months that the council does not meet.

BACKGROUND:

The purpose of the Faculty Advisory Council (FAC) is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the Faculty Advisory Council shall attempt to accurately represent the positions of faculty and develop the best proposals and recommendations to the State Regents.

On June 26, 1990, seven representatives were nominated by a statewide assembly of faculty convened by the Chancellor. The group held its first meeting on October 6, 1990, and bylaws drafted by the first Faculty Advisory Committee were approved by the State Regents on December 17, 1990. In June of 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council. FAC members serve two-year terms. Two members represented the research tier (one from OU and one from OSU); two represented the regional tier; two represented the community colleges; and one represented the independent institutions.

On February 7, 2008, the State Regents expanded membership to double the representation from each type of institution from two to four members representing the research tier (two from the University of Oklahoma and two from Oklahoma State University), from two to four representing the regional tier, from two to four representing the community colleges and from one to two representing the Oklahoma independent institutions.

POLICY ISSUES:

These actions are consistent with the intent of the State Regents and administrative operations.

ANALYSIS:

Elections currently take place each calendar year where a chair and chair-elect are elected. The proposed revision to the FAC Chair terms eliminates the three months that the council does not meet (June, July and August). The elimination of these months allows for the Council Chair to serve three consecutive active months instead of serving terms (April, May, June and July, August, September) during months the council is not active.

Current Faculty Advisory Council Chair terms of office are three months beginning in January of the election year. The proposed revision includes adjusting the Chair's three month term of office to begin in September rather than January.

For these reasons, it is recommended that the State Regents approve changes to the Faculty Advisory Council Committee Chair terms, removing the three months that the council does not meet (June, July and August) and adjusting the Chair's three month term of office to begin in September rather than January.

Attachment

[Policy Excerpt]

2.15   *Faculty Advisory Council*

The Oklahoma State Regents for Higher Education recognize the value of a formal structure for faculty input and a strengthened linkage to an important constituency-faculty. Consequently, the State Regents have created a Faculty Advisory Council (FAC) to assist the State Regents.

2.15.1   ARTICLE I - NAME

The name of this group is the Faculty Advisory Council (FAC) to the Oklahoma State Regents for Higher Education.

2.15.2   ARTICLE II - PURPOSE

The purpose of the FAC is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the FAC shall attempt to accurately represent the positions of faculty and develop the best proposals and recommendations to the State Regents.

2.15.3   ARTICLE III - MEMBERSHIP

A.   The FAC consists of 14 members elected by tier by the State Faculty Assembly at its fall annual meeting and appointed by the Chancellor.

B.   Member of the FAC must be a faculty member at a college or university within the state of Oklahoma and should, at the time of election, be the president or designee of his/her institution's faculty organization. In the event an institution does not have an official faculty organization, an individual receiving the consent and support of the faculty of that institution will be eligible for election to the FAC.

C.   The term of office of the FAC member is two years, beginning January 1 in the year following election.

D.   The membership of the FAC is elected from delegates attending the General Faculty Assembly and is comprised of:

Four members elected at large from delegates representing the two research universities in The Oklahoma State System of Higher Education: two from the University of Oklahoma and two from Oklahoma State University.

Four members elected at large from delegates representing the regional universities in the State System.

Four members elected at large from delegates representing the community colleges in the State System and the OSU Technical Branches in Oklahoma City and Okmulgee. Representation will reflect a balance of two members from the metropolitan institutions (Oklahoma City Community College, Tulsa Community College, Rose State College, and OSU-Oklahoma City) and two members from the remaining community colleges.

E.   Two members elected at large from delegates representing the regionally accredited independent colleges and universities in the state.

F.   Delegates to the annual General Faculty Assembly will be the current president/chairman or designee of the faculty organization from each of the colleges and universities in Oklahoma.

G.   During the Assembly, elections for FAC membership shall be held for:

- two research university positions;

- two regional university positions;

- two community college positions; and

- one independent colleges/universities position.

H.   In the event a tie vote occurs in an election for a membership position, the delegate from the institution which has not been previously represented on the FAC or which has the longest time gap in representation shall be declared the new member. If this method does not identify a new member, the new member will be chosen by the toss of a coin.

I.   A member of the FAC who wishes to resign before his/her term expires must notify the Chancellor and the FAC in writing in a timely fashion.

J.   A member who will be unable to attend meetings for an extended period of time but does not wish to resign from the FAC may be granted a leave-of-absence by the Chairman of the FAC if it is determined the work of the FAC would not be seriously hindered by the action.

K.   A member will be removed from office if he/she does not continue to meet the requirements listed in this Article and/or fails to perform the duties described in Article IV. Proof of deficiencies warranting removal will be conclusively established by eight FAC members voting in favor of removal and with the concurrence of the Chancellor. The member subject to removal shall have the opportunity to respond to a motion for removal in person and/or in writing prior to a removal vote being taken.

L.   Replacement appointments to fill leave-of-absence, resignation, or removal vacancies will be made by the Chancellor consistent with the membership requirements in this Article and with the advice of the FAC. Alumni members who may not be the president/chairman of a faculty organization will be eligible for selection as a replacement FAC member. If a resignation or removal replacement occurs during a member's first year of service, the appointee will serve until the next General Faculty Assembly is convened, at which time the service tier represented will vote to continue or replace the appointment for the remainder of the term.

2.15.4   ARTICLE IV - DUTIES

A.   Members are encouraged to visit and become familiar with other institutions in the state.

B.   The FAC will serve as an avenue for the faculty community to express input to the State Regents.

C. The FAC will elect an individual to serve as chair according to the following guidelines:

- Two elections will take place each calendar year, one in December and one in May, where a chair and chair-elect will be elected;

- The chair and chair-elect will be selected from the representing tiers and cannot succeed themselves or serve twice in one calendar year;

- Terms of office are three months beginning in ~~January~~ September of the election year; omitting the months June, July and August.

- In the absence of the chair, the chair-elect will represent the FAC; and in the absence of the chair-elect, the former chair will represent the FAC.

D. The chair will work with the State Regents' office through a staff liaison designated by the Chancellor.

E. The Chancellor shall, with the advice of the FAC, appoint a reporter from his/her staff to take official minutes of the FAC meetings and maintain a file of FAC actions.

F. Members of the FAC will be called upon by the Chancellor to provide informal counsel and advice and to make presentations at public hearings, legislative meetings, etc.

G. The FAC, by a majority vote of its members, may submit recommendations to the Chancellor on matters relating to the duties and responsibilities of the State Regents.

H. Members of the FAC are encouraged to attend regularly scheduled meetings of the State Regents.

I. The FAC will work with the Chancellor and the designated liaison in developing an annual list of priorities and goals for rendering advice to the State Regents.

J. The FAC will submit an annual written report of its activities to the Chancellor and will also maintain regular contact with the state's faculty organizations to apprise them of significant developments.

K. Clerical and administrative assistance to the FAC will be provided by the Chancellor's office and the designated liaison in the conduct of the FAC business.

L. The Chair or designated spokesman for the FAC may develop a written and oral presentation to the State Regents on at least a quarterly basis or more frequently as needed. Written reports will be submitted in timely fashion to the Chancellor for inclusion in the official bound agenda for the Regents. For purposes of compliance with the state's Open Meeting Act, reports and recommendations for Regents' action should be submitted to the Chancellor at least three weeks prior to State Regents' meetings.

2.15.5 ARTICLE V - AUTHORIZATION

The FAC will operate under guidelines established by the FAC with the concurrence of the Chancellor.

2.15.6 ARTICLE VI - MEETINGS

A.   A schedule of regular meetings of the FAC will be filed annually with the State Regents' office.

B.   A record of the FAC meetings shall be kept on official file in the office of the State Regents.

C.   An individual designated by the Chancellor shall be invited to attend official meetings of the FAC.

2.15.7 ARTICLE VII - AMENDMENTS

This document may be amended by a majority vote of the FAC and concurrence of the Chancellor.

2.15.8 ARTICLE VIII - ALUMNI MEMBERS

Alumni members of the FAC are entitled to receive the minutes of the FAC upon request.

Alumni members are encouraged to offer their input to the FAC for the continued improvement of higher education in Oklahoma.

Alumni members are encouraged to attend the General Faculty Assembly and/or the regular December meeting of the FAC.

Alumni members, particularly those whose terms have recently expired, are encouraged to visit state faculty organizations for the purpose of explaining actions taken by the FAC relative to key higher education issues.

Alumni members, provided they are currently members of a college or university faculty, are eligible for appointment by the Chancellor to fill temporary vacancies or un-expired terms on the FAC in the manner provided by Article III, Section 8.

Approved by State Regents December 17, 1990; amended April 28, 1995, June 27, 2002, November 1, 2002, February 7, 2008, and June 27, 2019.

AGENDA ITEM #16:

Oklahoma Tuition Aid Grant.

SUBJECT: Approval of the 2019-2020 Oklahoma Tuition Aid Grant Award Schedule.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2019-2020 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. The program currently serves over 20,000 students with a total budget with carryover of almost 17 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:

As shown in the attached document, the proposed award schedule reflects the following:

- 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.

- From FY2015 to FY2019, state appropriations for OTAG were reduced by 22 percent from $19.3 million to $15 million.

- For FY2019, funding for OTAG was sufficient to serve only about 44% of potentially eligible students.

- 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 unchanged at $1,000 for thirty-seven years (since 1982).

- 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 (2016 taxes were used for the 2018-2019 FAFSA beginning October 1, 2017.) This change required an adjustment of the OTAG application deadline.

- To accommodate the FY2019 funding level, awards for 2018-2019 were 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 was extended to February 15, 2018 for spring only awards. For 2017-2018, the application deadline was set at December 1, 2016.

- 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 5576, which is consistent with eligibility for federal Pell Grants in 2019-2020.

Attachment

OKLAHOMA TUITION AID GRANT PROGRAM
PROPOSED 2019-2020 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 Oklahoma Tuition Aid Grant program (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 – 5500	45%
5501 – 5576	40%

- Shaded area represents initial 2019-2020 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5576 are ineligible in 2019-2020.
- 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.

2019-2020 Awarding Priorities:
Only undergraduates will be considered for awards in 2019-2020.
1. Undergraduate applications with receipt dates of December 1, 2018 or earlier and EFC's from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFC's from 0 through 1700 received through December 1, 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 December 1, 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.

AGENDA ITEM #17:

> **Commendations.**

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

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Bryce Fair,** associate vice chancellor for Scholarships and Grants, was presented the 2019 Partner Award by the Oklahoma Association of Student Financial Aid Administrators at the association's annual conference in Tulsa.

- **Kyle Foster**, assistant director of Academic and Student Affairs Degree Completion Initiatives, graduated from the Linking OKC's Young Adult Leaders (LOYAL) 2018-2019's class. LOYAL is one of Leadership Oklahoma City's 3 programs for developing leaders in the OKC metropolitan area.

- **Chancellor Glen D. Johnson** provided remarks to Council of Extended Campus Administrators at the State Regents office in Oklahoma City; provided remarks on behalf of Bruce Benbrook at the Leadership Oklahoma Excellence in Leadership Gala at Southern Hills Golf and Country Club in Tulsa; provided remarks at the Love's Cup Awards Dinner at the Chevy Bricktown Events Center in Oklahoma City; provided remarks to Oklahoma Farm Bureau Board of Directors in Oklahoma City; provided remarks at retirement dinner honoring University of Central Oklahoma (UCO) President Don Betz at UCO in Edmond; provided introduction of Argus Hamilton at OKC Metro Alliance's "Live, Laugh and Recover" luncheon in Oklahoma City and provided greetings from the State Regents at Southeastern Oklahoma State University's (SEOSU) two commencement ceremonies at SEOSU in Durant, Oklahoma.

- **Irala Magee**, assistant vice chancellor for Scholarship and Grant Administration, participated in Governor Stitt's Memorial Marathon Challenge for state employees. Ms. Magee won her category in the half-marathon and attended the Winner's Circle Breakfast hosted by Governor Stitt in the Blue Room at the State Capitol.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #18:

Executive Session.

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

AGENDA ITEM #19-a:

Programs.

SUBJECT: Program Modifications. Approval of institutional requests

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
        21 degree program requirement changes
        2 degree program name changes
        1 degree program option name change
        1 degree program option addition
        1 degree program option deletion

University of Oklahoma Law (OU-Law)
        1 degree program requirement change

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

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

Seminole State College (SCC)
        1 degree program name change
        1 degree program option addition
        1 degree program option deletion
        1 degree program option name change
        1 degree program requirement change

Tulsa Community College (TCC)
        7 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU - Master of Business Administration (025)
Degree program option deletion
- Delete option Energy Executive.
- The proposed deletion is due to the State Regents' approval of the Executive Master of Business Administration in Energy (451) at their September 6, 2018 meeting.
- There are currently 52 students enrolled in the option with an expected graduation date of Spring 2020.
- Students were given the option to change to the new program or remain in the current program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Graduate Certificate in Human Resource Diversity and Development (389)
Degree program name change, degree program requirement changes
- Change program name to Human Resource Development and Workforce Diversity.
  - The proposed change more effectively aligns with certificate programs in human resources and is better recognized in the industry.
- Remove 3 credit hours of Elective.
- Add HR 5833.
- The proposed change will add relevant learning outcomes to the program.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

OU - Bachelor of Arts in Liberal Studies (231)
Degree program name change and degree program option name change
- Change program name to Integrated Studies
- For the Liberal Studies option:
  - Change option name to Integrated Studies.
- The proposed changes align the name with the school name and update them to reflect current nomenclature.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Science in Construction Management (243)
Degree program requirement changes
- Add CNS 5033.
- Change credit hours required for Other Electives from 9-15 to 6-15.
- Change credit hours required for Core Courses from 3-9 to 3-12.
- The proposed changes will address new student learning outcomes and will better prepare students for employment in the industry.

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

OU - Master of Arts in English (069)

    Degree program requirement changes
- For students concentrating in Rhetoric and Writing Studies:
  - Remove ENGL 5313 and one course in History of Rhetoric/Composition Theory.
  - Add ENGL 6103.
- For students concentrating in Literary Studies:
  - Remove one course in Composition, Rhetoric, and Literacy.
  - Add ENGL 5113.
- Change requirements for Electives to 18-21 credit hours of approved courses.
- Remove ENGL 5960.
- The proposed changes better prepare students for career opportunities and for doctoral work.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Doctor of Philosophy in English (070)

    Degree program requirement changes
- For students concentrating in Rhetoric and Writing Studies:
  - Remove one course in Research Methods in Composition, Rhetoric, and Literacy.
  - Remove one 6000 level research seminar.
  - Remove three courses in Composition, Rhetoric, and Literacy.
  - Remove two courses in Secondary Area of Concentration.
  - Add ENGL 5113, ENGL 6103, and ENGL 5403.
  - Remove Directed Readings.
  - Add 3 credit hours of ENGL 6880.
  - Change credit hours required for Dissertation from 36 to 30.
  - Change credit hours required for Additional Coursework from 27-61 to 30-58
- For students concentrating in Literary Studies:
  - Remove one course in Literary Criticism and Theory and one course in Composition, Rhetoric, and Literacy.
  - Add ENGL 5313 and ENGL 5113.
- Change requirements for Electives to 18-21 credit hours of approved courses.
- Remove Directed Readings.
- Add 3 credit hours of ENGL 6880.
- Change credit hours required for Dissertation from 36 to 30.
- Change credit hours required for Additional Coursework from 27-61 to 30-58.
- The proposed changes provide students with more flexibility and will better prepare students for their dissertation.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Arts in Environmental Studies (422)

    Degree program requirement changes

- Change Major Support Requirements to 7 credit hours of Biological and Physical Science courses.
- Change credit hours required for Environmental Sciences from 12 to 9.
- Change credit hours required for Environmentally-Related Skills from 12 to 6 and allow Mathematics or Statistics.
- Add ENST 4983.
- The proposed changes better align with other programs in the College of Arts and Sciences and add a capstone seminar.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Environmental Studies (423)

Degree program requirement changes
- Change Major Support Requirements to 7 credit hours of Biological and Physical Science courses.
- Change credit hours required for Environmental Sciences from 12 to 9.
- Change credit hours required for Environmental Humanities from 12 to 6.
- Change credit hours required for Environment Social Sciences from 12 to 6.
- Change credit hours required for Environmentally-Related Skills from 12 to 6 and allow Mathematics or Statistics.
- Add ENST 4983.
- Add 6 credit hours of Environmental Research Experience to be selected from ENST 2940, ENST 2950, ENST 3940, and ENST 3950.
- The proposed changes better align with other programs in the College of Arts and Sciences and add a capstone seminar.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Arts in German (100)

Degree program requirement change
- Remove reading competency in a second language requirement.
- The proposed change removes an outdated requirement that no longer serves the current pedagogical purpose of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Public Administration (197)

Degree program requirement changes
- Add PSC 5003 and PSC 5363.
- Remove PSC 5813.
- Remove 3 credit hours of course work in each of the following areas: Organizations, Management, Public Policy, and American Political Process.
- Change credit hours required for Electives form 3 to 12.
- The proposed changes are the result of a program review in preparation for accreditation and will improve student learning objectives.
- No new courses will be added and no courses will be deleted.

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

OU - Master of Social Work (211)
Degree program requirement changes
- For all options:
    - Remove Direct Practice and Administration and Community Practice concentrations.
    - Add SWK 5513, SWK 5523, SWK 5973, SWK 5816, and SWK 5826.
    - Change credit hours required for Electives from 6 to 9.
- For the Social Work Advanced Standing option:
    - Add SWK 5023.
- The proposed changes are in response to accreditation and assessment requirements and will better prepare students for the workforce.
- Three new courses will be added and nine courses will be deleted.
- Total credit hours for the degree will change from 33 to 36.
- No funds are requested from the State Regents.

OU - Doctor of Philosophy in Spanish (217)
Degree program requirement changes
- Specify that elective graduate courses may come from SPAN (except SPAN 6980), MLLL, or other related fields as approved by the Advisory Conference Committee.
- Specify that students must complete at least 2 credit hours of SPAN 6980.
- The proposed changes clarify the degree requirements but do not substantially change them.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Accountancy in Accounting (265)
Degree program requirement changes
- Add ACCT 5703 or other appropriate 5000/6000-level tax course.
- Change credit hours for Graduate Business Electives from 15 to 12 and require courses to be selected from: BAD, ECON, ENT, FIN, LS, MGT, MIT, MKT, SCM, ACCT (maximum of 3 credit hours).
- The proposed changes will better prepare students to sit for the Certified Public Accountant exams in Oklahoma and Texas.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Graduate Certificate in The Business of Energy (421)
Degree program requirement change
- Remove ENGB 5131.
- The proposed change removes unnecessary content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 13 to 12.
- No funds are requested from the State Regents.

OU - Master of Science in Finance (450)
Degree program requirement changes

- Remove 11 credit hours of Foundations Courses.
- Remove 6 credit hours of Financial Data and Decision Making Electives.
- Remove FIN 5332 and FIN 5382.
- Remove 14 credit hours of Advanced Topics in Finance.
- Add FIN 5102, FIN 5112, and 24 credit hours of Approved Electives.
- The proposed changes align the curriculum with peer institutions.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 37 to 32.
- No funds are requested from the State Regents.

OU - Master of Education in Professional Counseling (248)
Degree program requirement changes and degree program option addition
- Add option Clinical Professional Counseling.
  - The proposed option prepares students for the National Counselor Exam.
- For the Professional Counseling option:
  - Remove EDPC 5633.
  - Require EDPC 5923 to be completed twice.
  - The proposed change allows faculty to better monitor students completing their internship clock hours.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 42-46 to 45-60.
- No funds are requested from the State Regents.

OU - Bachelor of Interior Design (126)
Degree program requirement changes
- Remove ID 1153, ID 1151, ID 1102, ID 1251, ID 2763, ID 3223, ID 2543, ID 4712, ID 4753, ID 4793, ID 4713, ID 4723, ID 4743, ID 4722, ID 4772, ID 2793, ID 4774, ID 1253, ID 2532, ID 2533, ID 4783, ACCT 2113, ARCH 4563, AHI 2213, AHI 2223, ECON 1113, MKT 3013, and ARCH 4453.
- Add ID 1164, ID 1134, ID 1173, ID 1264, ID 1234, ID 2364, ID 2334, ID 2464, ID 3433, ID 3473, ID 3573, ID 3564, ID 4573, ID 3664, ID 4663, ID 4773, ID 4764, and ID 4865.
- Add 3 credit hours of Art History Elective.
- Add 6 credit hours of upper-division Professional Electives.
- Add 3 credit hours of Business Elective.
- Add 3 credit hours of Social Science Elective.
- The proposed changes align the curriculum with accreditation requirements.
- Eighteen courses will be added and 21 courses will be deleted.
- Total credit hours for the degree will change from 120 to 125.
- No funds are requested from the State Regents.

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OU - Bachelor of Science in Astrophysics (020)
Degree program requirement changes
- Add ASTR 4523.
- Remove PHYS 3302.
- The proposed changes will better prepare students for research and advanced education in the field.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Plant Biology (021)
  Degree program requirement changes
  - For students pursuing the Plant Biology concentration:
    - o Require students to complete PBIO 3534.
    - o Remove PBIO 4283/PBIO 4224 and PBIO 3333/PBIO 4843.
    - o Add PHYS 2424.
    - o Remove CHEM 3064 as an alternative course to CHEM 3152.
    - o Remove 3 credit hours of upper-division science course outside of plant biology.
    - o Change credit hours required for upper-division Plant Biology Electives from 6-7 to 9.
  - For students pursuing the Biotechnology concentration:
    - o Add BIOL 1134, BIOL 4843, PHYS 2424, PHYS 1311, PHYS 1321, CHEM 3053, CHEM 3152, CHEM 3153, and CHEM 3653.
    - o Remove PBIO 4263, PBIO 4413, PBIO 4283, PBIO 5264, PBIO 5293, PBIO 2402, PBIO 3451, PBIO 4810, PBIO 4873, and BIOL 2013.
    - o Remove HSCI 2423 as an alternative course to HSCI 3333.
    - o Remove 3-4 credit hours of statistics/biochemistry/computer science/physics.
    - o Remove 1-3 credit hours of Plant Biology Electives.
    - o Add 3 credit hours of upper-division laboratory course in PBIO, MBIO, or research.
  - The proposed changes maximize flexibility in course selection and eliminate barriers to on-time graduation.
  - No new courses will be added and no courses will be deleted.
  - Total credit hours for the degree will not change.
  - No funds are requested from the State Regents.

OU - Master of Arts in Sociology (213)
  Degree program requirement change
  - Change credit hours required for SOC 5832 from 2 to 1 (5831).
  - The proposed change aligns the course credit with the amount of course content.
  - No new courses will be added and no courses will be deleted.
  - Total credit hours for the degree will change from 35 to 34.
  - No funds are requested from the State Regents.

OU - Master of Education in Adult and Higher Education (113)
  Degree program requirement changes
  - For the Intercollegiate Athletics Administration concentration:
    - o Change credit hours for Electives from 15 to 12.
    - o Add EDAH 5633/EDAH 5563/EDAH 5683.
  - The proposed changes ensure students are better prepared for their careers.
  - No new courses will be and no courses will be deleted.
  - Total credit hours for the degree will not change.
  - No funds are requested from the State Regents.

OU - Bachelor of Arts in Journalism Advertising (134)
  Degree program requirement changes
  - Add JMC 3343.
  - Change Major Support Courses to allow ECON 1113 or ECON 1123.
  - The proposed changes reflect updates in the advertising industry.

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

OU - Master of Arts in Liberal Studies (232)
      Degree program requirement changes
- Add LSIS 5113 and LSIS 5133.
- Remove 9 credit hours of Independent Study and 9 credit hours of Electives.
- Add 12 credit hours of Integrated Studies Track to be selected from: Diversity Track, Interdisciplinary Research Methods Track, Self-Design Track, and Volunteerism and Social Entrepreneurship Track.
- The proposed changes address challenges in offering courses and will encourage programmatic growth.
- Five new elective courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU-Law - Master of Legal Studies in Oil, Gas, and Energy Law (157)
      Degree program requirement change
- Remove LAW 6532 and LAW 6521.
- Add LSO 6573.
- The proposed changes combine two courses into one.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Master of Education in Curriculum and Instruction (110)
      Degree program requirement changes and degree program option additions
- Add options:
  - English as a Second Language
  - Theatre Pedagogy
- The proposed options are designed to fill a rapidly growing need among public schools.
- Add ESL 5103, ESL 5203, ESL 5303, THTR 5363, THTR 5373.
- Five new courses will be added and no courses will be deleted.
- Total credit hours will not change.
- No funds are requested from the State Regents.

UCO - Master of Business Administration (008)
      Degree program option addition
- Add option Professional MBA.
- The proposed option is designed as an online degree to serve students unable to enroll in face-to-face classes.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Science in Forensic Science (179)
      Degree program requirement changes, degree program option additions and degree program option deletion

- Delete option Biology/Chemistry.
  - There are currently 7 students enrolled in the option.
  - Students may complete their degree under the proposed deleted option or change to one of the two proposed new options.
- Add options:
  - Molecular Biology
  - Chemistry
- Add FRSC 5930 as an alternative course to FRSC 5990.
- Change credit hours required for General Electives from 15 to 15-18.
- The proposed changes are the result of updates to the Forensic Science Education Programs Accreditation Commission's standards.
- One new course will be added and no courses will be deleted.
- No funds are requested from the State Regents.

UCO - Master of Education in Adult and Higher Education (156)
Degree program requirement changes and degree program option name change
- For the Training option:
  - Change option name to Talent Development.
  - Remove ADED 5423 from Required Courses and add ADED 5433.
- The proposed name change better reflects the preferred nomenclature within the industry.
- The proposed curricular change will better meet the needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Industrial Safety (148)
Degree program requirement changes, degree program option name change, and degree program name change
- Change program name to Occupational Safety.
- For the Industrial Safety option:
  - Change option name to Occupational Safety.
- Remove CMSC 1053/CMSC 1103, SFTY 4412, SFTY 4613, and SFTY 4900 from Required Courses.
- Add SFTY 3103, SFTY 3343, SFTY 3443, SFTY 3733, SFTY 4403, SFTY 4633, SFTY 4643, and SFTY 4873/SFTY 4950.
- Remove 18 credit hours of Concentration.
- Require students to complete the Safety Senior Exam.
- The proposed curricular changes align the degree with current industry standards.
- The proposed name changes reflect the broader scope of the curriculum.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Arts in Applied Liberal Arts (154)
Degree program requirement changes
- Change credit hours required for Foreign Language from 2-8 to 0-8.
- Add BIO 4103/CHEM 1003.
- The proposed changes are based on input from faculty, students and the program's advisory board to address low enrollment.
- No new courses will be added and no courses will be deleted.

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

UCO - Bachelor of Science in Career, Technical, and Workforce Development (116)
  Degree program requirement changes
- For all options:
  - Remove AESS 4163 and CTWD 4112 from Required Core.
  - Add AESS 4823.
- For the Family and Consumer Sciences option:
  - Remove FMKT 1203 and FMKT 1303.
  - Add CTWD 4112, FACS 4123/FMKT 2203, and FACS 4143/NTRN 1613.
- For the Trade and Industrial option:
  - Remove AESS 4823.
  - Add AESS 4323, AESS 4463, and CTWD 4112.
  - Add AESS 4163 as an alternative course to CTWD 4663.
- For the Workforce Development option:
  - Remove AESS 4823.
  - Add AESS 4323 and AESS 4463.
  - Change credit hours required for Electives from 9-12 to 6.
  - Change credit hours required for Occupational Proficiency from 18 to 18-24.
- The proposed changes align the curriculum with industry needs.
- 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.

UCO - Bachelor of Arts in Communication (207)
  Degree program requirement changes
- Remove MCOM 3233 from Required Courses.
- Add MCOM 3393 as an alternative course to MCOM 3373 and MCOM 3633/MCOM 4823 as alternative courses to MCOM 3413.
- Add MCOM 3573.
- The proposed changes provide students more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Computer Science (027)
  Degree program requirement changes
- Add CMSC 2621 to Required Courses.
- Change credit hours required for Elective CMSC or SE courses from 17 to 16.
- Add MATH 1513 as an alternative course to MATH 1533 and require students to earn a C or better.
- The proposed changes will provide students with more hands-on practice in programming.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Arts Education in Dance Education (191)
  Degree program requirement changes

- Remove THRT 1331 and THRT 1341.
- Add 1 credit hour of DANC 4900 (Teaching) and 1 credit hour of DANC 4900 (Choreography).
- The proposed changes will expand students' experiences and expertise and better prepare them for teaching.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Education in Elementary Education (093)
Degree program requirement changes
- Add ECED 4422, ELED 4432, and TESL 4222.
- Remove IME 3312.
- The proposed changes update the curriculum to align with the Council for the Accreditation of Educator Preparation 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.

UCO - Bachelor of Science in Family Life Education (180)
Degree program requirement changes
- Change credit hours required for FMCD 4712 from 2 to 3 (4713).
- Add FMCD 4433/FMCD 2453 as alternative courses to FMCD 3423.
- Remove SPED 4123.
- Remove TESL 4960 as an alternative course to FMKT 2323.
- Add SAS 4303/SAS 4343 as alternative courses to SAS 4273.
- Add FMCD 4122.
- The proposed changes provide students more flexibility in course selection.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Forensic Science (101)
Degree program requirement changes
- For the Digital Forensics option:
  - Change credit hours required for FRSC 4464 from 4 to 3 (4463), for FRSC 4634 from 4 to 3 (4633), and for FRSC 4654 from 4 to 3 (4653).
  - Add FRSC 4673.
  - Add CMSC as an alternative course to ISOM 3343.
- The proposed changes are the result of updates to the Forensic Science Education Programs Accreditation Commission's accreditation requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Funeral Service (103)
Degree program requirement changes
- Remove ACCT 2223/ACCT 2113.
- Add FNRL 2513.

- The proposed changes are the result of updates to The American Board of Funeral Service Education requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Certificate in Funeral Service (102)
Degree program requirement changes
- Remove ACCT 2113.
- Add FNRL 2513.
- The proposed changes are the result of updates to The American Board of Funeral Service Education requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Arts in Geography (106)
Degree program requirement changes
- Add GEO 4893 to Geography Core.
- Remove GEO 2303 from Geography Core.
- Change credit hours required for Topical Core from 12 to 15.
- The proposed changes update the curriculum to allow students to strengthen their area of specialty.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Mathematics (122)
Degree program requirement changes
- For all options:
    - Add MATH 1513 as an alternative course to MATH 1533 and require students to earn a C or better.
- For the Statistics option:
    - Add MATH 4143 as an alternative course to MATH 3183.
    - Remove 3 credit hours of upper division MATH Electives.
    - Remove STAT 4253 and STAT 4313.
    - Add 9 credit hours of Electives.
- The proposed changes provide students an opportunity to take courses in the growing field of data science.
- Two new elective courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Arts in Education in English Education (098)
Degree program requirement changes
- Remove ENG 3013/ENG 3033 as alternative courses to ENG 4333.
- Require students to take both ENG 3193 and ENG 3213.
- Add ENG 3123.
- Remove ENG 4283 and ENG 4343.
- The proposed changes will improve the program in preparation for accreditation visits.

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

UCO - Bachelor of Arts in Music (223)

Degree program requirement changes
- Add MUS 4891 as an alternative course to ACM 3221/MUS 3811.
- Require students to earn a C or better in all major applied courses.
- Require students to earn a C or better in all other courses in the major.
- The proposed changes will allow students to specialize in scholarly research, as well as strengthening the rigor of the program.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Music (126)

Degree program requirement changes
- For the Vocal Performance option:
  - Remove MUS 4443/MUS 4333.
  - Add MUS 1113.
  - Remove MUS 2562, MUS 3312, MUS 3493, MUS 4412, MUS 4422, and MUS 4582.
  - Require all students to complete 16 credit hours of Applied Voice.
  - Require all students to complete MPER 2731, MPER 2831, MPER 2931, and MPER 2941, MPER 3811, and MPER 4812.
  - Require all students to complete 6 credit hours of Choral Ensemble.
  - Remove 16 credit hours of Major Courses.
  - Add 35-36 credit hours for Area of Study to be selected from:
    - Area 1
      - Require MUED 2121 DANC 2431/DANC 2541, MUS 3281 (must be taken twice), MUS 3482, MUS 3532, MUS 4443, and MUS 4523.
      - Require FRCH 1114, GERM 1114, FRCH 1224/GERM 1224.
      - Require all students to complete 3 credit hours of Opera Courses to be selected from MUS 2841 (must be taken at least once) and MPER 3511 (must be taken at least once).
      - Require all students to complete 6 credit hours of Choral Ensemble.
    - Area 2
      - Require DANC 1621, DANC 2431, DANC 2441, MUED 2121, MUS 1742, MUS 1752, MUS 3281 (must be taken twice), MUS 3482, MUS 3532, MUS 4523, and MUS 4543.
      - Require FRCH 1114, GERM 1114.
      - Require all students to complete MUS 2841 and MPER 3511.
      - Require all students to complete 6 credit hours of Choral Ensemble.
- The proposed changes will improve recruitment and retention by adding a musical theatre/classical mix option.
- 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.

UCO - Bachelor of Music Education (127)

Degree program requirement changes
- Remove MUS 2821 and MUS 3512.
- Add MUS 3xx1 (to be taken 2 times).
- Require students to take MUS 4451 two times.
- The proposed changes combine courses to increase class enrollment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Software Engineering (211)

Degree program requirement change
- Add CMSC 2621.
- Add MATH 1513 as an alternative course to MATH 1533 and require students to earn a C or better.
- The proposed change provides students with more hands-on experience in programming.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Arts in Strategic Communications (206)

Degree program requirement changes
- Remove MCOM 3103 and MCOM 4533.
- Add MCOM 2033 and MCOM 3393.
- The proposed changes better prepare students for employment within the industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes
- Remove THRT 1331, THRT 1341, and THRT 2613/THRT 2303.
- Add 8 credit hours of Guided Electives.
- Remove TESL 4113.
- Add TESL 4232/IME 3312.
- The proposed changes provide students with a diverse range of theatre arts electives.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Science in Biology (170)

Degree program requirement changes
- Remove 2 credit hours of BIO 5990.
- Add BIO 5892.
- The proposed changes allow students to complete a non-thesis option.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Science in Business Analytics (218)

Degree program requirement changes
- Change credit hours required for MSBA 5222 from 2 to 3, for MSBA 5302 from 2 to 3 (5303), and for MSBA 5406 from 6 to 4 (5404).
- The proposed changes are recommendations from the program advisory board.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Arts in Composition and Rhetoric (216)
Degree program requirement changes
- Add ENG 5013, ENG 5643, and ENG 5743.
- Change credit hours required for Approved Electives from 12 to 9.
- Remove 3 credit hours of General Electives.
- Remove ENG 5601.
- Add ENG 5793 as an alternative course to ENG 5990.
- Require at least 21 of the 33 credit hours to be in graduate English courses.
- The proposed changes align the curriculum with similar programs at peer institutions.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 34-39 to 33.
- No funds are requested from the State Regents.

UCO - Master of Arts in Creative Writing (214)
Degree program requirement changes
- Add ENG 5013, ENG 5643, and ENG 5743.
- Change requirements for Literature Courses to 9 credit hours of ENG 5910 (Seminar/Special Topics).
- Change credit hours required for Approved Electives from 6 to 3.
- Change credit hours required for CSDY 5990 (Capstone) from 4 to 3.
- Require at least 21 of the 33 credit hours to be in graduate English courses.
- The proposed changes align the curriculum with similar programs at peer institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 34 to 33.
- No funds are requested from the State Regents.

UCO - Master of Arts in Crime and Intelligence Analysis (197)
Degree program requirement change
- Require students to have earned a C or better in at least 6 credit hours from the following: CJ 4113, CJ 4043, SOC 3633, or CJ 3633.
- The proposed change better ensures students have the knowledge and skills needed to succeed in the graduate program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Arts in Criminal Justice Management and Administration (149)
Degree program requirement change
- Require students to have earned a C or better in CJ 4113.
- The proposed change better ensures students have the knowledge and skills needed to succeed in the graduate program.

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

UCO - Master of Arts in Literature (215)
Degree program requirement changes
- Add ENG 5013, ENG 5643, and ENG 5743.
- Change requirements for Literature Courses to 9 credit hours of ENG 5910.
- Add 12 credit hours of Approved Electives.
- Add ENG 5xx3 as an alternative course to ENG 5990.
- Require at least 21 of the 33 credit hours to be in graduate English courses.
- The proposed changes align the curriculum with similar programs at peer institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 34 to 33.
- No funds are requested from the State Regents.

UCO - Master of Science in Family and Child Studies (181)
Degree program requirement changes
- For the Family Life Educator option:
  - Change credit hours required for FMCD 5712 from 2 to 3 (5713).
- For the Family and Child Studies - Infant/Child Specialist option:
  - Require students to complete FMCD 3313 for admission into the program.
  - Change credit hours required for FMCD 5712 from 2 to 3 (5713).
  - Remove SPED 5910.
  - Add FMCD 5122 and FMCD 5523.
  - Remove ECED 5063 as an alternative course to FMCD 5712.
- The proposed changes will better prepare students for employment.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 39-46 to 39-48.
- No funds are requested from the State Regents.

UCO - Master of Science in Nursing (204)
Degree program requirement changes
- Remove NURS 5113, NURS 5133, NURS 5153, and NURS 5332 from Required Courses.
- Change credit hours required for NURS 5412 from 2 to 4 (5414).
- Add NURS 5163 to Required Courses.
- Remove 9 credit hours of Specialty Courses and 9 credit hours of Education Courses.
- Add 15 credit hours of Pathway Courses to be selected from NURS 5113, NURS 5133, NURS 5153, NURS 5333, NURS 5343, NURS 5443, NURS 5243, NURS 5363, NURS 5713, NURS 5733, NURS 5423, NURS 5613, and NURS 5603.
- The proposed changes are based on a review of the curriculum with consideration of the new American Association of Colleges of Nurses Vision for Nursing Education Position Statement.
- Six new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Master of Science in Speech-Language Pathology (168)
Degree program requirement change

- Add SLP 5422.
- The proposed change aligns the curriculum with the Council on Academic Accreditation standards.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 46 to 48.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Actuarial Science (172)
Bachelor of Science in Biomedical Engineering (186)
Bachelor of Science in Chemistry (025)
Bachelor of Science in Electrical Engineering (231)
Bachelor of Science in Engineering Physics (147)
Bachelor of Science in Education in Mathematics Education (121)
Bachelor of Science in Mechanical Engineering (232)
Bachelor of Science in Education in Science Education (026)
  Degree program requirement change
- Add MATH 1513 as an alternative course to MATH 1533 and require students to earn a C or better.
- The proposed change will better serve students transferring to UCO.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SCC - Associate in Applied Science in Business Technology (114)
  Degree program name change, degree program option addition, degree program option deletion, degree program option name change, and degree program requirement change
- Change program name to Business Operations.
- Add option Entrepreneurship.
- Delete option Administration.
- For the Office Information Technology option:
    - Change option name to Office Applications and Management.
    - Remove CAP 1013, ACCT 2233, BA 1733, CAP 2103, and CAP 2643.
    - Add BA 2133 and BA 2403.
- For the Accounting option:
    - Remove BA 2243, CAP 2103, CAP 2263, and CAP 2643.
    - Add ACCT 1413.
- For all options:
    - Remove ACCT 1413, BA 2133, and BA 2133 from Technical-Occupational Core.
    - Add BA 1123, BA 1223, BA 1423/BA 1323, CAP 2103, CAP 2643, and CS 1003 to Technical-Occupational Core.
    - Remove ENG 1313 as an alternative course to ENG 1213.
    - Remove MATH 1413 and add BA 1603.
- The proposed changes update the curriculum to be more relevant to current technology and employer needs.
- Five courses will added and five courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Art (001)
  Degree program requirement changes

- Indicate ART 1063 as a preferred General Education Humanities course.
- Remove 2-3 credit hours of Recommended Electives.
- Remove 9 credit hours of Lecture courses and 12 credit hours of Studio courses.
- Add ART 1013, ART 183, ART 1123, ART 2083, ART 1023, ART 1063, and ART 2503.
- Add 6 credit hours of Controlled Electives to be selected from ART 1033, ART 1133, ART 2063, ART 2073, ART 2093, ART 2143, ART 2153, ART 2223, ART 2233, ART 2263, ART 2313, and ART 2323.
- The proposed changes will allow for more seamless transfer into 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.

TCC - Associate in Applied Science in Physical Therapist Assistant (101)
Degree program requirement changes
- Remove PHTA 1221, PHTA 2432, and PHTA 2442.
- As PHTA 2433 and PHTA 2441.
- The proposed change combines courses to help reduce the number of hours required for the degree.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 68 to 67.
- No funds are requested from the State Regents.

TCC - Certificate in Information Technology (133)
Degree program requirement change
- Remove CSCI 2283, CSYS 2503, CSYS 2603, CSYS 2853, CSYS 2863, and CSYS 2873.
- Add CSYS 1393.
- Add 3 credit hours of Controlled Electives to be selected from: CSYS 2743, DGMD 1113, CSYS 2613, CYSY2793, and CSYS 2293/MKTG 2293.
- The proposed changes are the result of program consolidation to eliminate low enrollment in courses and to update course offerings to meet industry needs.
- One new course will be added no courses will be deleted.
- Total credit hours for the certificate will change from 39 to 27.
- No funds are requested from the State Regents.

TCC - Certificate in Quality Control Technology (188)
Degree program requirement changes
- Remove 3 credit hours of CSCI/CSYS courses.
- Remove ENGL 1113, MGMT 1353, MATH 1454/MATH 1513, and QCTT 2433.
- Add ENGT 1513, ENGT 1313, ENGT 2463, and ENGT 2153.
- The proposed changes are recommendations from the Engineering Advisory Board.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 30-31 to 27.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Digital Media (216)
Degree program requirement changes
- Remove ENGL 1083, MCOM 1613, MCOM 2143, and MCOM 2433.
- Remove 6 credit hours of Electives.

- Add DGMD 1113, DGMD 1223, DGMD 2353, DGMD 2303, and MUSC 1053.
- The proposed changes update the curriculum to better prepare students for the workforce.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Digital Media (217)

Degree program requirement changes
- Remove MCOM 1613, MCOM 2143, and MCOM 2433.
- Remove 6 credit hours of Electives.
- Add DGMD 1113, DGMD 1223, DGMD 2303, MCOM 1113, and MUSC 1053.
- The proposed changes update the curriculum to better prepare students for the workforce.
- 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.

TCC - Certificate in Geographic Information Systems (278)

Degree program requirement change
- Change credit hours required for GIS 2344 from 4 to 3 (2343).
- The proposed change is the result of updating course content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 17 to 16.
- No funds are requested from the State Regents.

AGENDA ITEM #19-b:

> **Reconciliation.**

SUBJECT: Reconciliation. Approval of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents approve the request for degree program inventory reconciliation as described below.**

BACKGROUND:

Oklahoma State University (OSU) requested a degree program modification change for the Bachelor of Science in Career and Technology Education (196) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSU submitted a degree program modification request for the Bachelor of Science in Career and Technology Education (196), which was approved at the October 25, 2018 State Regents' meeting. The modification indicated to remove EDTC 4113 and add CTED 4113. OSU reports that there was an error on the modification request submitted and that EDTC 4113 should not have been removed and replaced with CTED 4113. This action will correct this error and reconcile institutional practice with official degree program inventory.

AGENDA ITEM #19-c:

Academic Nomenclature.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University-Oklahoma City (OSU-OKC) requested authorization to consolidate the Division of Business Administration and the Division of Agriculture and Technologies to a single division. OSU-OKC's governing board approved the request at their June 22, 2018 meeting.

POLICY ISSUES:

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

ANALYSIS:

OSU-OKC requests approval to consolidate the Division of Business Administration and the Division of Agriculture and Technologies to a single division named the Division of Business and Agriculture Technologies. The proposed change will lead to efficiencies and cost savings in personnel, maintenance budgets, and facilities management. Faculty and staff from both divisions were included in a process of shared governance regarding the consolidation and the new division name. No additional funding is requested from the State Regents for this change.

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

AGENDA ITEM #19-d:

Cooperative Agreements.

SUBJECT: Ratification of institutional requests regarding cooperative agreement programs from Rose State College with Gordon Cooper Technology Center.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Rose State College (RSC) submitted a request to add a CAP with Gordon Cooper Technology Center specified in Attachment A, for the Associate in Applied Science in Cyber Security/Digital Forensics (111).

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

<div align="right">**CAP Addition**
Attachment A</div>

Institution	Program Code	Program Name	Career Technology Center	Up to the following credit hours		
				Contract Hours	PLA Hours	Transfer Credit
RSC	111	Associate in Applied Science in Cyber Security/Digital Forensics	Gordon Cooper Technology Center	6		

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #19-e (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the Master of Science in Teaching, Learning, and Leadership and the Bachelor of Science in Computer Science through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the existing Master of Science in Teaching, Learning, and Leadership (057) and the Bachelor of Science in Computer Science (052) via online delivery.

BACKGROUND:

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

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);

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- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Grad Cert in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Grad Cert in Program Evaluation (538);
- Grad Cert in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551); and
- Graduate Certificate in Comparative and International Education (554).

OSU's governing board approved offering online the existing Master of Science in Teaching, Learning, and Leadership (057) at their October 26, 2018 meeting. OSU 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:

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

Master of Science in Teaching, Learning, and Leadership (057)

Demand. OSU's College of Education, Health, and Aviation reports the number one question they receive from prospective students is regarding online delivery. Prior to requesting approval for online delivery, the School of Teaching, Learning and Educational Sciences has offered some options in an accelerated 2-year cohort model in which students enrolled in two classes one night per week at OSU's Tulsa campus. This allowed students to reduce their drive time and allowed the program to serve more students in the northeastern part of the state. However, prospective students still inquired about online delivery. Faculty have maintained a list of 42 prospective students who have made direct inquiries about an online program in the last three years. OSU is confident that offering the program online will allow the program to meet the needs of students across the state.

Delivery method. Courses required for the proposed program will be delivered in both face-to-face and online format. Those courses offered online will be delivered primarily through Brightspace (Desire2Learn) and will incorporate features within the software, including uploaded video lectures, links to additional reading tools, quizzes, and discussion boards to facilitate student-to-student and student-to-instructor conversations. Faculty will also utilize Zoom, flipgrid, online videos, and other online teaching tools. The library, classroom, and lab space are adequate for the degree program.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on November 28, 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 OSU's request to offer the existing degree program through online delivery, as described above.

Bachelor of Science in Computer Science (052)

Demand. According to U.S. Department of Labor predictions, computer science related jobs are one of the fastest growing and highest paying jobs. The Bureau of Labor Statistics lists the job outlook for computer science majors as high as 28 percent through 2026. Similarly, Oklahoma Employment Security Commission data indicate a growth as high as 24 percent for computer science related occupations. OSU also reports that EAB market research lists computer science as one of the most highly sought-after majors. Additionally, EAB identified nontraditional students as a prime consumer group for online instruction. To meet the demand for computer science graduates, more programs that do not require face-to-face, on-campus attendance are needed. Offering the existing Bachelor of Science in Computer Science in an online format will provide the opportunity for a larger group of students to earn this high-demand degree.

Delivery method. Courses required for the proposed program will be delivered in both face-to-face and online format. Those courses offered online will be delivered primarily through Desire2Learn (D2L). D2L offers an array of electronic features that support online learning including a content repository, discussion tool, gradebook, and assignment dropbox. In addition, OSU has integrated Skype for Business video conferencing so that faculty can easily interact with students in a virtual environment. OSU faculty can also utilize the Institute for Teaching and Learning Excellence to assist with the development of high quality instructional videos, graphics, and animations, as well as provide instructional design and consultation services to ensure that faculty are effectively prepared for online teaching. The library, classroom, and lab space are adequate for the degree program.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on February 8, 2019. 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 OSU's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #19-e (2):

> **Electronic Delivery.**

SUBJECT: University of Oklahoma. Approval to offer the Master of Social Work in Social Work through online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve University of Oklahoma's request to offer the existing Master of Science in Social Work (211) via online delivery.**

BACKGROUND:

The University of Oklahoma (OU) is currently approved to offer the following degree programs via 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);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451); and
- Master of Science in Finance (450).

OU's governing board approved offering online the existing Master of Science in Social Work (211) at their January 30, 2019 meeting. OU 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:

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

Master of Social Work (211)

Demand. Social workers can find employment in a variety of agencies and organizations at local, state and national levels. Additionally, the Master of Social Work (MSW) degree allows graduates to gain advanced licensure as a Licensed Clinical Social Worker or Licensed Master Social Worker. Data from the Bureau of Labor Statistics' Occupational Outlook Handbook indicates that the career growth for Social Workers is much faster than average and will increase 16 percent through 2026. In Oklahoma, the need for master's level Social Workers is much higher. According to Oklahoma Employment Security Commission (OESC) data, career opportunities for masters-level social work occupations are expected to increase as much as 27 percent statewide through 2026. OU is confident that providing the existing MSW degree online will address the high demand for master's level Social Workers in the state.

Delivery method. The Master of Social Work (211) program will utilize several technologies to delivery content that is similar to what is provided to traditional students. Courses will be delivered via the learning management system (LMS), Canvas. This LMS allows students to access posted, voiced PowerPoint presentations and videos, submit assignments online, receive feedback on graded work, and contact other students. Additionally faculty will incorporate Zoom as well as other recording technologies

related to the Simulation Center. Students will also have full access to the library through electronic search engines, online assistance, and interlibrary loan services. The library, classroom, and lab space are adequate for the degree program.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on January 29, 2019. 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 OU's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #19-e (3):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the Master of Education in Early Childhood Education through online delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the existing Master of Education in Early Childhood Education via online delivery.**

BACKGROUND:

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

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Grad Cert in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Grad Cert in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);

- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (167);
- Graduate Certificate in Public Health Leadership (167); and
- Graduate Certificate in Global Health (168).

NSU's governing board approved offering online the existing Master of Education in Early Childhood Education (117) at their February 8, 2019 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.

Master of Education in Early Childhood Education (117)

Demand. NSU's Master of Education in Early Childhood Education (117) prepares practicing teachers and professionals from a variety of licensing agencies to take on leadership roles. Taking into consideration the eleven Tulsa area Head Start sites, three Educare sites, the fact that 99 percent of Oklahoma school districts offer four-year old programs, and all Oklahoma public school districts offer full-day kindergarten, the need for highly qualified teachers to take on leadership roles is greater than ever. According to Oklahoma Employment Security Commission data, career opportunities for Education Administrators at preschool and childcare centers are expected to increase 12 percent through 2026.

Additionally, students currently enrolled in the program routinely request the program to be offered online. NSU surveyed 300 school administrators, faculty, staff, current NSU undergraduate students, and family childcare association members to determine the interest in an online graduate degree in early childhood education. Survey results indicated that of the 137 respondents, 88 percent were in favor of an online master's degree in early childhood education from NSU. Providing the existing Master of Education in Early Childhood Education (117) via online delivery will allow NSU to address the growing need for highly qualified leaders in education.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 20, 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.

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AGENDA ITEM #19-e (4):

Electronic Delivery.

SUBJECT: Rogers State University. Approval to offer the Bachelor of Science in Nursing: RN to BSN through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's request to offer the existing Bachelor of Science in Nursing: RN to BSN (118) via online delivery.

BACKGROUND:

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

- Associate in Science in Computer Science (097);
- Associate in Arts in Business Administration (004);
- Associate in Arts in Liberal Arts (023);
- Bachelor of Technology in Applied Technology (107);
- Bachelor of Science in Business Info Technology (108);
- Bachelor of Arts in Liberal Arts (109);
- Bachelor of Science in Business Administration (113); and
- Master of Business Administration in Business Administration (213).

RSU's governing board approved offering online the existing Bachelor of Science in Nursing: RN to BSN (118) at their September 12, 2018 meeting. RSU 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:

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

Bachelor of Science in Nursing: RN to BSN (118)

Demand. Nursing continues to be one of the most in-demand professions. As part of The Future of Nursing campaign, Oklahoma has formed a State Action Coalition with the singular objective of having at least 80 percent of the nursing workforce hold a bachelor's degree. Additionally, during the Spring 2018 meeting, RSU stakeholders agreed they would prefer to have more of their employees earn a bachelor's degree. However, many registered nurses are unable to pursue a bachelor's degree due to their full-time work schedule. RSU conducted a survey and found that RSU nursing students want more online courses. Offering the existing Bachelor of Science in Nursing: RN to BSN (118) program online will reduce barriers for working professionals and increase degree completion.

Delivery method. The existing degree program will be delivered through the Jenzabar learning management platform used by RSU for distance education. A third party platform will also be utilized provided by the Elsevier education portal Evolve. Elsevier is the publishing company used by RSU for nursing textbooks. Zoom will also be utilized in course delivery. All courses in the program will be created to meet Quality Matters standards.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on September 6, 2018. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on January 23, 2019. Neither UCO nor any other State System institution 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 RSU's request to offer the existing degree program through online delivery, as described above.

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AGENDA ITEM #19-e (5):

> **Electronic Delivery.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Central
> Oklahoma's requests to offer the following existing program via online delivery:
> Master of Business Administration in Business Administration (008).**

BACKGROUND:

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

- Bachelor of Arts in Criminal Justice (028)
- Master of Arts in Criminal Justice Management Administration (149)
- Bachelor of Science (105) General Studies Option
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007); and
- Bachelor of Business Administration in Management (020).

UCO's governing board approved offering online the existing Master of Business Administration in
Business Administration (008) at their February 8, 2019 meeting. UCO 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:

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

Master of Business Administration in Business Administration (008)

Demand. UCO reports the existing Master of Business Administration (MBA) program has over 100 students enrolled in the traditional, on-campus options. The new Professional MBA option, which UCO is proposing to add beginning Fall 2019 (see current Modification agenda item) will be offered 100 percent online and will be attractive to potential students across Oklahoma and beyond who are not able to take classes on-campus or in the metro area. The option will be marketed to industries that require master's degrees for senior management positions in areas such as accounting, financial services, energy, engineering, and health care. According to Oklahoma Employment Security Commission data, careers in these areas are growing. Earning an MBA will allow graduates to be more competitive when seeking advancement opportunities within their chosen field.

UCO conducted a survey of senior business, math, and science majors who had the minimum grade point average requirement for admission into the MBA program. A majority of the students responding to the survey indicated they anticipated pursuing an MBA program within five years of graduating. Seventy-five percent of those students indicated they would prefer an online MBA over a traditional, on-campus option.

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

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 20, 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 UCO's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #19-f:

> **Prior Learning Assessment.**

SUBJECT: Approval of the prior learning assessment matrix for technical education.

RECOMMENDATION:

> **It is recommended that the State Regents approve the removals, modifications and additions to the system faculty's prior learning assessment matrix for technical education.**

BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) has provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative agreement programs (CAP) within a cooperative alliance.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These CAPs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree or college level certificate, and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to policy governing cooperative program agreements (CAP) to strengthen higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, and increased academic rigor,

transparency, and accountability. At their January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutional technical faculty members were tasked to review technical assessments utilized for technology center programs.

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments. Under 3.15.3.C.8 of the policy, use of a system wide inventory of industry, technical, and other assessments associated with technology center programs evaluated for college credit was allowed as an acceptable option for awarding credit at state system institutions. Further, the policy required that this system wide technical assessment inventory be developed through a faculty-driven process of review, and be maintained and updated by the State Regents (3.15.F). Institutional technical assessments may also be developed by qualified faculty and must also be submitted to the State Regents for review and inclusion in the statewide inventory (3.15.K).

Over several months, assessments used at technology centers were reviewed by institutional faculty for college credit. The result of these intensive reviews is a prior learning assessment matrix for technical education. This inventory matrix includes 1) the name of the assessment, 2) the institution that will accept this assessment for college credit, 3) the college course equivalent, and 4) the amount of college credit hours available for successful completion of the assessment. The entire prior learning assessment matrix is included in a supplement. Following the faculty review, the listing for each institution was reviewed by the chief academic officer of the institution, and the entire listing was reviewed and approved by the Council on Instruction at its May 14, 2015, meeting and by the State Regents at their May 29, 2015 meeting.

Since the inventory was last approved at the October 20, 2016 State Regents' meeting, the following requests for changes and additions have been submitted:

Tulsa Community College (TCC)
        4 technical assessment additions
        1 technical assessment deletion

POLICY ISSUES:

These actions are consistent with the State Regents' Credit for Prior Learning policy.

ANAYLSIS:

It is recommended that the following modifications and additions to the system faculty's prior learning assessment matrix for technical education be approved.

TCC—National Registry of Emergency Medical Technician (NREMT)
        Technical assessment addition
- Add EMSP 1119.
- This assessment will be valid through May 2021.
- This change is being made at the request of TCC faculty.

TCC—Paramedic Certification (NRT)
        Technical assessment addition

- Add EMSP 2115.
- Add EMSP 2129.
- Add EMSP 2114.
- Add EMSP 2229.
- Add EMSP 2314.
- Add EMSP 2325.
- This assessment will be valid through May 2021.
- This change is being made at the request of TCC faculty.

TCC—Electronics Assembler (CMS)
   Technical assessment addition
- Add ELET 1212.
- This assessment will be valid through May 2021.
- This change is being made at the request of TCC faculty.

TCC—FAA Private Pilot Certificate
   Technical assessment addition
- Add AVST 1113.
- Add ADVS 1222.
- This assessment will be valid through May 2021.
- This change is being made at the request of TCC faculty.

TCC—Child Development Associate (CDA)
   Technical assessment deletion
- Remove CHLD 1101.
- Remove CHLD 1102.
- Remove CHLD 1202.
- Remove CHLD 1302.
- Remove CHLD 1402.
- This change is being made at the request of TCC faculty.

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AGENDA ITEM #19-g (1):

> **Operations.**

SUBJECT: Ratification of purchases in excess of $25,000 for FY19.

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between March 29, 2019 and May 3, 2019.**

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

POLICY ISSUES:
The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of $25,000.

ANALYSIS:
For the time period between March 29, 2019 and May 3, 2019 there are 2 purchases in excess of $25,000 but not in excess of $100,000.

OneNet

1) Presidio Holdings in the amount of $63,200.38 for OneNet's Juniper Network equipment maintenance contract renewals to bring all the Juniper maintenance contracts into the same contract period. Currently there are various end dates and start dates for these contracts, and this is an effort to bring all the maintenance contracts in line with the fiscal year start date. The costs for these services are recovered through OneNet user fees. (Funded from 718-OneNet).

2) Central Oklahoma Telephone in the amount of $45,069.60 for Fast Ethernet and Gigabit Ethernet circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet user fees. (Funded from 718-OneNet).

AGENDA ITEM #19-g (2):

> **Operations.**

SUBJECT: Attorney General. Approval of a contract with the Office of the Attorney General for legal services.

RECOMMENDATION:

> **It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Attorney General for Fiscal Year 2020.**

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. For Fiscal Years 2015, 2016, 2017, 2018 and 2019 the Assigned Attorney was Matt Stangl. For Fiscal Year 2020, the Assigned Attorney will again be AAG Matt Stangl. Mr. Stangl was a staff attorney in the Office of the General Counsel for the University of Oklahoma from 2007 to 2013.

POLICY ISSUES:

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

ANALYSIS:

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

• The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.

• The contract has enabled the State Regents to provide legal services support to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.

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

The annual cost of the contract is $65,525.04 annually, and will be billed at $5,460.42 per month. This includes the assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2019 was also $65,525.04, so there has been no increase in the annual cost for the past four fiscal years. A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the time expended and the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The Chancellor will direct that the assigned AAG not include within the scope of the activities any matters pertaining to the University Center of Southern Oklahoma (f/k/a Ardmore Higher Education Program) or the Office of Educational Quality and Accountability. The contract also provides that it may be terminated by either party upon 60 days written notice. Approval of the contract is recommended.

CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2020

1. **PARTIES:**

This Agreement is between the Office of Attorney General and the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2. **AUTHORITY:**

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

3. **CONTRACT DURATION:**

This Agreement commences July 1, 2019, and covers fiscal year 2020 ending June 30, 2020.

4. **CONSIDERATION:**

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

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

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

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

5. **OFFICE LOCATION:**

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

6. **SUPERVISION:**

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

7. **TERMINATION:**

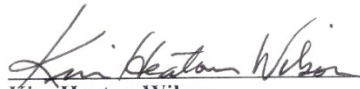This agreement may be terminated by either party upon 60 days written notice.

8. **AGENCY DESIGNEES:**

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

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

OFFICE OF THE ATTORNEY GENERAL

By: _____

Glen D. Johnson, Ph.D.
Chancellor

By: _____

Kim Heaton Wilson
Unit Chief, Legal Counsel Unit

DATE: _____

DATE: 2-22-19

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Approved
As To Form
Initials OSH.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #19-g (3):

      Operations.

SUBJECT: Ratification of appointment of the Director of Student Performance Data.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

Director of Student Performance Data. It is recommended that the State Regents ratify the appointment of Edurne Lopez to serve as the Director of Student Performance Data. This position is responsible for the research, analysis, development and communication of Oklahoma's student performance data information for the Oklahoma State Regents for Higher Education and its partners. The Director of Student Performance Data will analyze data to identify trends, evaluate them and provide insight that educates and aids in decision making, provide useful and accurate data for legislative and institutional requests, provide data analyses, and write reports.

Ms. Lopez most recently worked as a data scientist for Locke Supply. She has several years of experience in research and data analysis, including serving as a consultant for EAB, a survey manager for IMG-Crown in conjunction with a Department of Energy grant, an energy policy and budget analyst for AST in conjunction a Department of Energy grant, and an economist for the National Electrical Manufacturer's Association. Ms. Lopez earned her Master's in Applied Economics from the University of Maryland and her Bachelor of Science in Economics from Portland State University.

Ms. Lopez assumed the position of Director of Student Performance Data on May 6, 2019. This position reports to Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development. A copy of the job description and Ms. Lopez's resume are attached.

JOB DESCRIPTION
Director of Student Performance Data
FLSA: Exempt
Position #100325
Grade 11
Cost Center: SYSRES 19000
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

The Director of Student Performance Data will be tasked with the research, analysis, development and communication of Oklahoma's student performance data information for the Oklahoma State Higher Education System and its partners. The Director will analyze data to identify trends, evaluate them and provide insight that educates and aids in decision making. The Director will be required to advocate for the use and communication of data and should display inquisitiveness and a proactive approach to providing information. Work with the State Regents' Unitized Data System (UDS) and the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

RESPONSIBILITIES AND DUTIES

- Coordinate the implementation of college completion software, metrics, research and data dashboards as assigned by the Vice Chancellor of Strategic Planning and Analysis and Workforce and Economic Development.
- Develops and implements information systems standards.
- Review raw data, verify it for accuracy, provide analysis, and write reports that include summary tables, graphs, and charts.
- Maintains professional proficiency by attending seminars and workshops.
- Represents OSRHE and presents to state and national institutional research organizations, policy conferences and student information technology forums.
- Provide higher education student performance overview for OSRHE websites.
- Support institution-level requests related to student performance data.
- Support training and use of tools that provide student performance data information.
- Create and communicate regular topic updates to institutions and external partners.
- Track metrics and publish related reports on a regular basis.
- Provide useful and accurate data for last minute legislative requests.
- Provide support to other infrastructure project work as required.
- Support other initiatives as they develop.
- Serve as team member for business continuity and disaster recovery.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.

MINIMUM QUALIFICATIONS

Bachelor's degree in computer science or management information systems and three (3) years of experience in software development OR an equivalent combination of education and experience. Knowledge of modern computer technologies, programming languages, software development techniques, and security practices. Thorough understanding of database principles, design, and programming with Structure Query Language (SQL) required. Skill in creating, understanding, and applying system requirements. Experience developing and utilizing appropriate testing techniques and protocols. Strong analysis and troubleshooting skills. Ability to work successfully in a team environment. Must be a self-starter and able to work independently when required.

Clear focus and commitment to a high level of customer service. Strong verbal and written communication skills.

PREFERRED QUALIFICATIONS

Master's degree preferred. Experience with Microsoft and Oracle technologies and web-based application development with VB.NET / ASP.NET preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor of Strategic Planning and Analysis and Workforce and Economic Development.

I can perform the essential function(s) of this position with or without reasonable accommodation.

EDURNE USSEGLIO

Data Scientist | Locke Supply, OKC   **January 2019 – Present**
- Analysis of plumbing, HVAC, and electrical pricing data using Excel, R, SQL and in-house pricing software
    - o Set pricing structure for maximum profits
    - o Gather external data for analysis in relation to internal data
    - o Coordinate with branch associates and software team to gather intelligence on products and sales processes

Adjunct Professor of Business/Economics | Oklahoma City Community College   **Beginning Summer of 2019**
- Introduction to Economics, Principles of Macro and Microeconomics, Statistics for Business and Economics

Consultant | EAB   **Dec 2014 – January 2019**
- Survey data collection on and off the field
- Data interpretation through graphical, written and verbal summaries to non-technical audience
- Present findings of data research to public and private sector clients

Survey Manager | IMG-Crown in support of Department of Energy (DOE)   **Dec 2017 – May 2018**
- Respectfully manage, train and guide 6 data analysts on Office of Energy Statistics (OES) petroleum supply surveys. Resume review, hiring and training of analysts, and annual reviews
- Consistent, clear, and ongoing communication with analysts and federal clients on aggregate and micro data anomalies, including weekly data summary client meetings
- Implemented data trackers (Access) to organize data inquiries and terminal/pipeline acquisitions which drastically improved priorities, deadlines and delegation of tasks

Energy Policy & Budget Analyst | AST in support of DOE   **Aug 2015 – November 2017**
- Develop & maintain programs' spend plan to track awarded funds (grants and cost/share)
- Geovision Study writing team member (economics and finance subject matter expert)
- Research industrial manufacturing sector's energy use trends or macroeconomic snapshot ([Primary Metals](#), [Chemicals](#), [Paper](#))

Economist | National Electrical Manufacturers Association (NEMA)   **Aug 2014 – Mar 2015**
- Thorough data analysis/checks of 21 surveys' sales and unit data (monthly, quarterly, semiannual, and regional)

Survey Data Analyst | IMG-Crown in support of DOE   **Jan 2012 – Aug 2014**
- Investigate data inconsistencies on weekly and monthly petroleum supply surveys
- Improvement of Excel workbooks to include fluctuations in petroleum supply

Masters in Applied Economics | University of Maryland   **Graduated August 2017**
- Empirical Analysis I-III, Econometric Modeling & Forecasting, Topics in Applied Macroecon, International Macroecon and Finance, Microecon, Health Econ, Finance, Development Econ, Program Analysis & Evaluation

Bachelor of Science in Economics | Portland State University, Portland, OR   **June 2011**
- Energy Econ, Resource & Environmental Econ, International Econ, Financial Accounting

- Excel, PowerPoint, STATA, R, Power BI, Access, SAS, SQL, Research databases
- Curious and excited by learning new languages.

AGENDA ITEM #19-h (1):

Non-Academic Degrees.

SUBJECT: Tulsa Community College. Ratification of request to award a posthumous degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Tulsa Community College's request to award posthumous degrees.**

STAFF ANALYSIS:

A request has been made from Tulsa Community College (TCC) to award an Associate in Science degree posthumously to Ms. Areale L. Louie. At the time of her death, Ms. Louie was six credit hours from completing her Associate of Science in Enterprise Development degree.

POLICY ISSUES:

The request for posthumous degrees is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

The proposed diplomas for the posthumous degrees are attached for State Regents' ratification.

The Oklahoma State Regents For Higher Education

Acting Through The

Tulsa Community College

Have Admitted Posthumously

Areale L. Louie
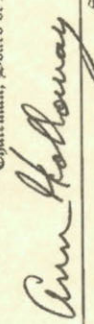
To The Degree Of

Associate in Science

and all honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance
of this Diploma duly signed and sealed.

Issued at the Tulsa Community College, Tulsa, Oklahoma on the
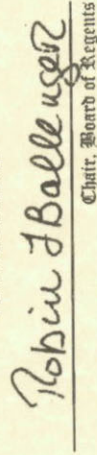twelfth day of May, two thousand nineteen.
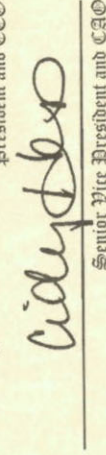
FOR THE STATE REGENTS

_____
Chairman, Board of Regents

_____
Secretary

_____
Chancellor

FOR THE COLLEGE

_____
Robin J Ballenger
Chair, Board of Regents

_____
President and CEO

_____
Senior Vice President and CAO

AGENDA ITEM #19-h (2):

> **Non-Academic Degrees.**

SUBJECT: Oklahoma City Community College. Ratification of request to award posthumous degrees.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma City Community College's request to award posthumous degrees.**

STAFF ANALYSIS:

A request has been made from Oklahoma City Community College (OCCC) to award an Associate in Science degree posthumously to Mr. Truong H. Nguyen and an Associate in Applied Science in Business Administrative Office Technology to Ms. Kelli Anne Plasters. At the times of their deaths, both students were in good academic standing and enrolled in the final requirements of their degree; Mr. Nguyen had completed a total of 60 credit hours with a retention grade point average of 3.28, and Ms. Plasters had completed a total of 46 hours with a retention grade point average of 2.95.

POLICY ISSUES:

The request for posthumous degrees is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

The proposed diplomas for the posthumous degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through

Oklahoma City Community College

have admitted posthumously

Truong H. Nguyen

to the degree of

Associate in Science

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this award duly signed and sealed.

Issued at Oklahoma City Community College on the
eighteenth day of May, two thousand and nineteen.

For the State Regents

_____
Chairman

_____
Secretary

_____
Chancellor

For the College

_____
Chairman, Board of Regents

_____
President of the College

_____
Vice President for Academic Affairs

The Oklahoma State Regents for Higher Education

acting through

Oklahoma City Community College

have admitted posthumously

Kelli Anne Masters

to the degree of

Associate in Applied Science
Business-Administrative Office Technology

and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized the issuance of this award duly signed and sealed.

Issued at Oklahoma City Community College on the eighteenth day of May, two thousand and nineteen.

For the State Regents

_____ Chairman

_____ Secretary

_____ Chancellor

For the College

_____ Chairman, Board of Regents

_____ President of the College

_____ Vice President for Academic Affairs

AGENDA ITEM #19-h (3):

Non-Academic Degrees.

SUBJECT: Northeastern Oklahoma A&M College. Ratification of request to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Northeastern Oklahoma A&M College's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Northeastern Oklahoma A&M College to award an Associate in Science degree posthumously to Mr. Jesse Hernandez. At the time of his death in late 2018, Mr. Hernandez was about to successfully complete 16 hours in Fall 2018 and was enrolled in 16 hours for the Spring 2019 semester, at the completion of which he was scheduled to graduate with an Associate in Science in Business Administration.

POLICY ISSUES:

The request for a posthumous degree is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

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

The Oklahoma State Regents for Higher Education

Acting Through The

Northeastern Oklahoma A and M College

Have admitted posthumously

Jesse Hernandez

to the Degree of

Associate in Science

And all the honors, privileges and obligations belonging thereto.

And in witness thereof have authorized the issuance of this honorary

diploma duly signed and sealed.

College at Miami, Oklahoma, on the 9th day of May, 2019.

FOR THE COLLEGE:

FOR THE STATE REGENT:

AGENDA ITEM #19-h (4):

> **Non-Academic Degrees.**

SUBJECT: Langston University. Ratification of request to award an honorary degree.

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from Langston University (LU) to award an Honorary Doctor of Fine Arts degree to Mr. Dave Hollister.

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

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

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

The Oklahoma State Regents for Higher Education

Acting Through

LANGSTON UNIVERSITY

have admitted

DAVE HOLLISTER

to the degree of

HONORARY DOCTOR OF FINE ARTS

and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized

the issuance of this diploma duly signed and sealed

Issued at Langston, Oklahoma on

the eighteenth day of May, two thousand and nineteen

CHAIRMAN, BOARD OF REGENTS

PRESIDENT OF THE UNIVERSITY

REGISTRAR

CHAIRMAN

SECRETARY

CHANCELLOR

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #20-a:

   Programs.

SUBJECT: Current status report on program requests.

RECOMMENDATION:

   This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2018 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 (2018-2019).

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.   Electronic Delivery for Existing Program Requests Under Review
   4.   Approved New Program Requests
   5.   Approved Electronic Media Requests
   6.   Requested Degree Program Deletions
   7.   Approved Degree Program Deletions
   8.   Requested Degree Program Name Changes
   9.   Approved Degree Program Name Changes
   10. Requested Degree Designation Changes
   11. Approved Degree Designation Changes
   12. Cooperative Agreements
   13. Suspended Programs
   14. Reinstated Programs
   15. Inventory Reconciliations
   16. Net Reduction Table

Supplement available upon request.

AGENDA ITEM #20-b (1):

      Annual Reports.

SUBJECT: Acceptance of the Chiropractic Education Scholarship Program 2018-2019 Year End Report.

RECOMMENDATION:

      This is an information item only.

BACKGROUND:

The State Regents allocated $28,317 from appropriations made by the 2018 Oklahoma Legislature for the 2018-2019 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading to a Doctor of Chiropractic degree. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved twenty-eight students for participation in the Chiropractic Education Scholarship Program for the 2018-2019 academic year. The award distribution to each participating institution for the 2018-2019 academic year is indicated below.

Institution	2018-2019	
	Awardees	Amount
Cleveland College Kansas City, KS	11	$11,007
Parker College Dallas, TX	11	$7,412
Logan College of Chiropractic Chesterfield, MO	2	$2,468
Palmer College Port Orange, FL	2	$1,402
New York Chiropractic Seneca Falls, NY	1	$802
Sherman College Spartanburg, SC	1	$600
TOTAL	**28**	**$23,691**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Acceptance of the Future Teachers Scholarship Program 2018-2019 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $70,793 from appropriations made by the 2018 Oklahoma Legislature for the 2018-2019 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2018-2019 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Special Education, English/Language Arts, Elementary Education, Early Childhood Education, Health Education, Physical Education, Career and Technical Education, Library Sciences, Arts and Music, Business, Humanities, and Computer Science. Sixty-nine students at twenty-one institutions were approved for program participation for the 2018-2019 academic year. Expenditures totaled $59,165.

The attached report reflects the award distribution to each participating institution for the 2018-2019 academic year.

Oklahoma State Regents for Higher Education
Future Teachers Scholarship
2018-2019 Year End Report

Institution	Awards	Students
Cameron University	$3,169	4
East Central University	$3,858	5
Eastern Oklahoma State College	$357	1
Northeastern State University	$13,500	14
Northwestern Oklahoma State University	$1,311	3
Oklahoma Panhandle State University	$750	1
Oklahoma State University	$5,750	5
Rose State College	$357	1
Southeastern Oklahoma State University	$2,165	2
Southwestern Oklahoma State University	$1,500	1
Tulsa Community College	$357	1
University of Central Oklahoma	$10,313	16
University of Oklahoma	$5,274	5
University of Science and Arts of Oklahoma	$1,391	1
Western Oklahoma State College	$357	1
Oklahoma Baptist University	$918	1
Oklahoma Christian University	$1,103	1
Oklahoma City University	$840	1
Oral Roberts University	$3,375	3
Southern Nazarene University	$1,365	1
University of Tulsa	$1,155	1
Totals	**$59,165**	**69**

AGENDA ITEM #20-b (3):

> **Annual Reports.**

SUBJECT: Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2018-2019 Year End Report.

RECOMMENDATION:

> **This is an information item only.**

BACKGROUND:

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

ANALYSIS:

Five students received awards during the 2018-2019 academic year at an award level of $1,000. The recipients attended four different Oklahoma institutions—two at Oklahoma State University, one at the University of Oklahoma, one at the University of Central Oklahoma, and one at the University of Tulsa.

TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2018-2019

Nominating High School	Institution	Award
Booker T. Washington	Oklahoma State University	$1,000
Booker T. Washington	University of Central Oklahoma	$1,000
East Central High School	University of Oklahoma	$1,000
East Central High School	Oklahoma State University	$1,000
Tulsa School of Arts and Sciences	University of Tulsa	$1,000
Total		**$5,000**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2019

AGENDA ITEM #20-b (4):

> **Annual Reports.**

SUBJECT: Acceptance of the William P. Willis Scholarship 2018-2019 Year End Report.

RECOMMENDATION:

> **This is an information item only.**

BACKGROUND:

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

ANALYSIS:

The attached report shows the award distributions to twenty-seven students totaling $52,100 for the 2018-2019 academic year.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with $1 million provided over the first four fiscal years. For many years the trust fund provided adequate earnings for the program scholarship costs. However, due to statutory restrictive investment requirements, the program trust fund balance and earnings have declined in recent years. The fund balance as of March 31, 2019 was about $787,000. Interest accrued to the fund for FY2019 through March 31 was only $13,700 compared to expenditures of $52,100. For FY2019, the State Regents approved an additional allocation of $35,397 to minimize further decline of the trust fund balance.

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2018-2019 Year End Report

Institution	Award	
Cameron University	$	2,400.00
Carl Albert State College	$	2,000.00
Connors State College	$	2,000.00
East Central University	$	2,400.00
Eastern Oklahoma State College	$	2,000.00
Langston University	$	2,400.00
Murray State College	$	2,000.00
Northeastern Oklahoma A&M College	$	1,000.00
Northeastern State University	$	4,800.00
Northern Oklahoma College	$	2,000.00
Northwestern Oklahoma State University	$	2,400.00
Oklahoma Panhandle State University	$	2,400.00
Oklahoma State University	$	3,000.00
Redlands Community College	$	2,000.00
Rogers State University	$	2,400.00
Rose State College	$	2,000.00
Seminole State College	$	2,000.00
Southeastern Oklahoma State University	$	1,200.00
Southwestern Oklahoma State University	$	2,400.00
Tulsa Community College	$	1,000.00
University of Central Oklahoma	$	2,400.00
University of Oklahoma	$	1,500.00
University of Science and Arts of Oklahoma	$	2,400.00
Western Oklahoma State College	$	2,000.00
Total	**$**	**52,100.00**

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

AGENDA ITEM #20-b (5):

Annual Reports.

SUBJECT: National Guard Tuition Waiver 2018-19 Year End Report and Institutional
Reimbursement.

AGENDA ITEM #20-b (6-a):

> **Annual Reports.**

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

RECOMMENDATION:

> **It is recommended that the State Regents accept this report of the High School Indicators Project.**
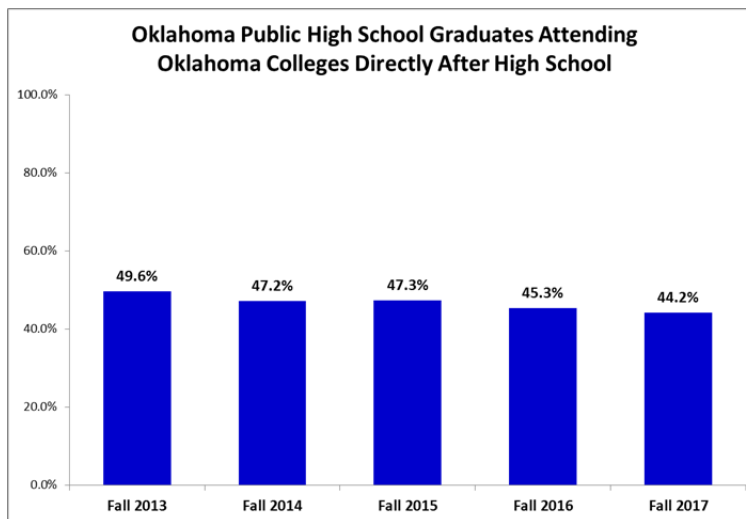
BACKGROUND:

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

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

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

The data describe 2017 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in fall 2017. It lists the following information by county, district, and high school site: (1) the number of high school graduates; (2) the number of high school graduates who went directly to college the following fall; (3) the number of high school graduates who went to college the following academic year; and (4) the number of high school graduates who entered college anytime in 2017-18, including those who delayed entry for one year or more.

For 2017, the SDE reported 42,116 students graduated from Oklahoma public high schools. Of those, 18,610 or 44.2 percent entered an Oklahoma college or university the following fall; this is 1.1 percentage points lower than the prior year. An additional 1.8 percent of the high school graduates entered in the spring.

Methodology

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

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

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

AGENDA ITEM #20-b (6-b):

> **Annual Reports.**

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

RECOMMENDATION:

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

BACKGROUND:

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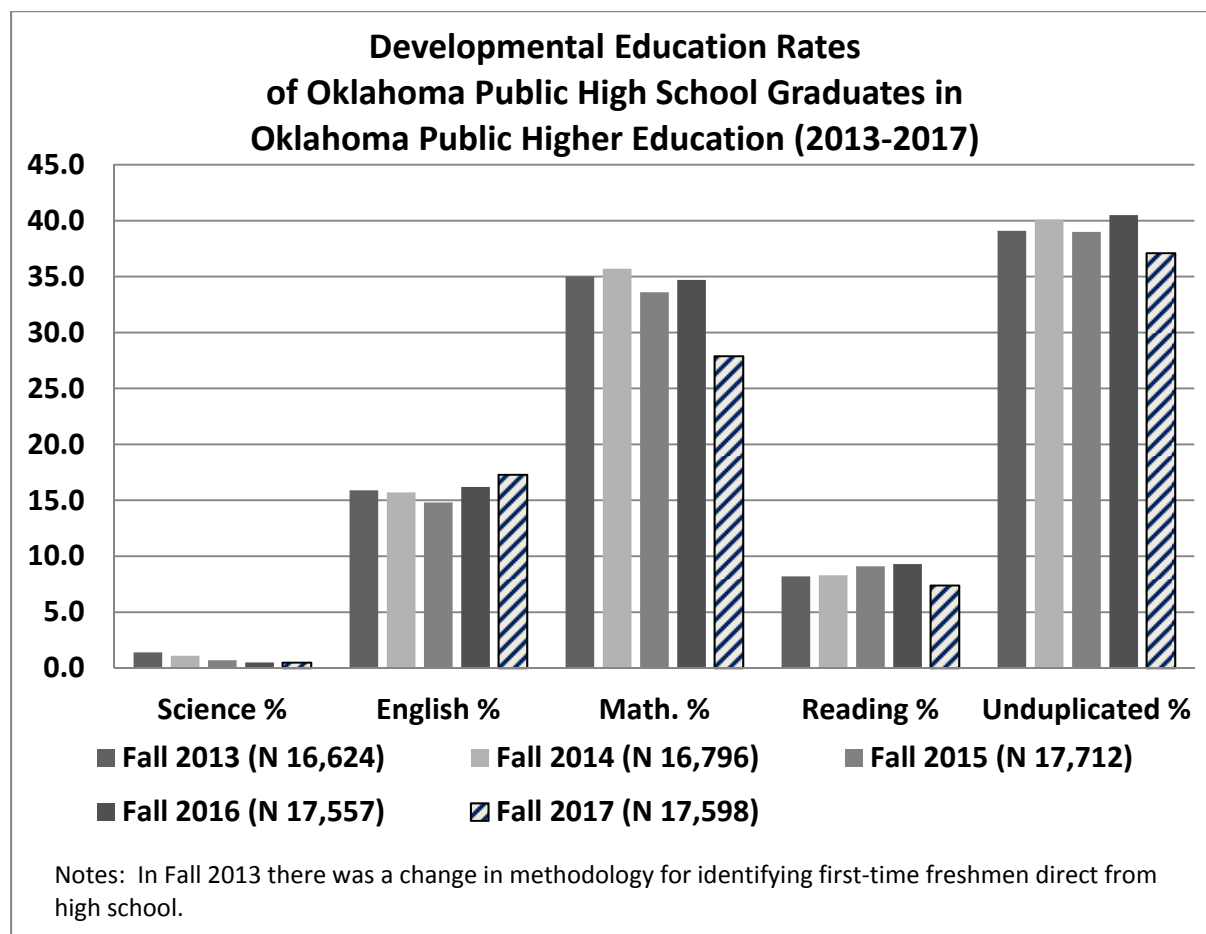
POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

A summary of developmental education for Oklahoma public high school graduates in Oklahoma public higher education is contained within this agenda. The data describe 2016 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time freshmen in fall 2017. The summary identifies developmental education activity of students who took one or more developmental courses during their first year in college. Listed are the freshman student headcount and percentage for each of the four subject areas of developmental courses: science, English, mathematics, and reading. An unduplicated headcount and percentage are also provided for all remedial students, including those who could have developmental education in more than one course or subject area.

Of the fall 2017 first-time freshmen (17,598), 37.1 percent (6,533) enrolled in one or more developmental courses. The unduplicated percentage decreased since first being reported for fall 1996 first-time freshmen (37.3 percent), and decreased 5.4 points from its high point in 2011-12 (42.5 percent). Compared to last year (40.5 percent), the rate decreased 3.4 points. Rates for math and reading decreased

6.8 points and 1.9 points, respectively, from the year before, stayed constant for science, and increased 1.1 points for English.

**Developmental Education Rates
of Oklahoma Public High School Graduates in
Oklahoma Public Higher Education (2013-2017)**

Notes: In Fall 2013 there was a change in methodology for identifying first-time freshmen direct from high school.

Year	Headcount	Science %	English %	Math. %	Reading %	Unduplicated %
Fall 2013	(N 16,624)	1.4	15.9	35.0	8.2	39.1
Fall 2014	(N 16,796)	1.1	15.7	35.7	8.3	40.1
Fall 2015	(N 17,712)	0.7	14.8	33.6	9.1	39.0
Fall 2016	(N 17,557)	0.5	16.2	34.7	9.3	40.5
Fall 2017	(N 17,598)	0.5	17.3	27.9	7.4	37.1

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

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

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

AGENDA ITEM #20-b (6-c):

Annual Reports.

SUBJECT: Oklahoma High School Indicators Project. Headcount, Semester Hours, and GPA by High School Site.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The headcount, semester hour, and grade point average (GPA) summary provides academic year headcount, semester hour, and GPA information for freshman-level courses taken by 2017 public high school graduates as fall 2017 first-time-entering college freshmen in Oklahoma public institutions or as concurrent high school students. The headcount and semester hour data are distributed by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the fall 2017 first-time freshmen (17,033), 44 percent (7,531) earned a 3.0 or better GPA in their freshman-level courses, and nearly 72 percent earned at least a 2.0. Cumulatively, students earned 313,609 hours of freshman-level credits, with almost 90 percent earned by students with a 2.0 or higher GPA.

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

A complete list of headcount, GPA and semester credit hours is available by county, high school site, and district on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

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

AGENDA ITEM #20-b (6-d):

> **Annual Reports.**

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

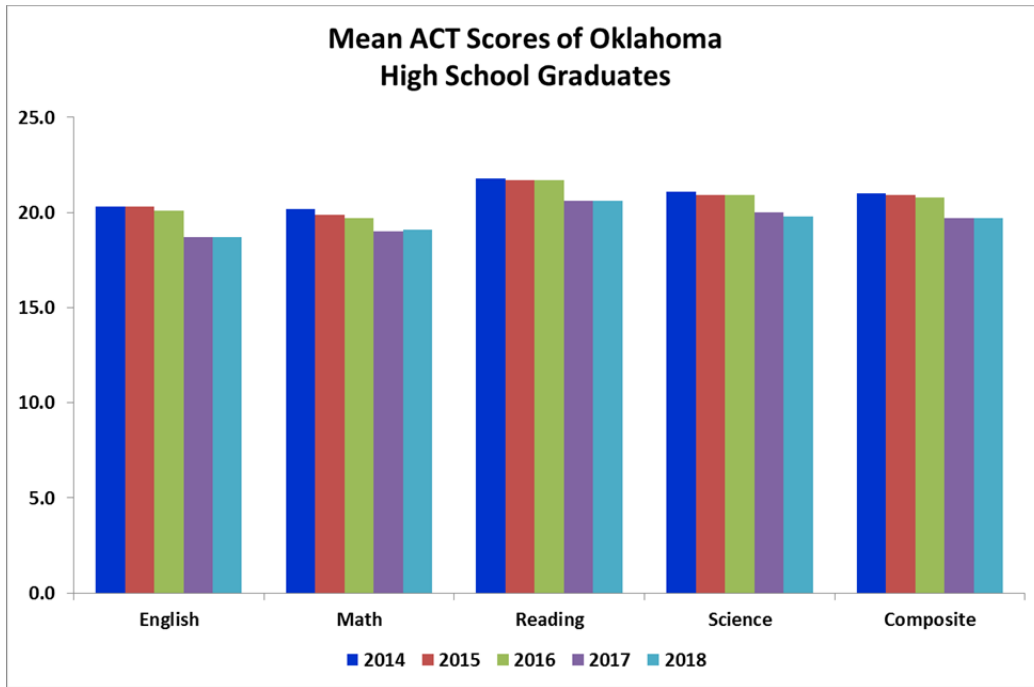These reports are consistent with States Regents' policy.

ANALYSIS:

The Mean ACT Scores report lists the computed mean subject and composite scores for the 2018 Oklahoma public and private high school graduates taking the ACT test and the number of high school graduates taking the exam by county, district, and high school site. This computation is based on the *highest* test score of those who took the ACT more than one time. ACT, Inc. calculates the mean ACT composite score on the *last* test score. The student's ACT score is credited to the high school where the highest score was earned. If the high school code does not match a valid Oklahoma high school site, then the score is excluded from this report.

Mean ACT Scores by Oklahoma High School Site

According to ACT, 1,914,817 high school graduates across the United States took the test in 2018, a decrease of 5.7 percent from 2017. Oklahoma high school graduates, with a valid Oklahoma high school code, represent 41,092 of these test-takers. The State Department of Education pays for 100 percent of students to take either the ACT or SAT. With an increase in the number of test-takers, including more who are not on a college-track, average test scores can be expected to decline. Oklahoma's 2018 senior class

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scored an average composite score of 19.7, which is the same as the previous year. The state's score in English was 18.7, also the same as the previous year; the mathematics score (19.1) increased 0.1 point; reading (20.6) remained the same; and science (19.8) decreased 0.2 points. District composite scores range from a high 31.5 to a low of 12.4.

Mean ACT Scores of Oklahoma High School Graduates

Year	Students with Valid Oklahoma High School Code	English	Mathematics	Reading	Science	Composite
2014	29,995	20.3	20.2	21.8	21.1	21.0
2015	33,362	20.3	19.9	21.7	20.9	20.9
2016	33,627	20.1	19.7	21.7	20.9	20.8
2017	41,338	18.7	19.0	20.6	20.0	19.7
2018	41,092	18.7	19.1	20.6	19.8	19.7

Source: ACT, Inc.

Statewide, 58.6 percent of the students taking the ACT failed to score 19 or higher on the Mathematics portion of the exam, and this subject remains an area of weakness in Oklahoma student preparation. Additionally, the percentage of Oklahoma's test-takers who took the ACT college preparatory core curriculum decreased to 48 percent, from last year's 51 percent. As mentioned above, with the increase in the number of test-takers, these percentages may not represent an actual change in performance; rather, they may be a reflection of the changing demographics of the testing population.

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

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

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

<u>MINUTES</u>

Seven Hundred Ninety-Seventh Meeting

April 25, 2019

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

Minutes of the Seven Hundred Ninety-Seventh Meeting
April 25, 2019

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

Minutes of the Seven Hundred Ninety-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
April 25, 2019

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 10:00 a.m. on Thursday, April 25, 2019, 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 September 18, 2018. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chairman Jay Helm called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Andy Lester, and Jeff Hickman. Regent John Massey and Regent Michael C. Turpen were absent.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Lester made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' regular meeting on March 28, 2019. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, and Stricklin. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Helm stated that it is exciting to see where Oklahoma higher education has come and even with budget cuts, the system continues to increase the number of graduates.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents and he also stated that Oklahoma's Promise Day at the Capitol was held on April 9, 2019, with a great turnout. Senator

Jason Smalley and Representative Jadine Nollan were in attendance, as well as Representative Cyndi Munson and Mr. Mike Jackson, Oklahoma State Chamber. Oklahoma's Promise recipients were also in attendance. Chancellor Johnson finished by stating that it is close to the end of the legislative session and higher education may receive a positive budget this year.

6.   **AWARDS.**

a.   Regent Parker made a motion, seconded by Regent Stricklin, to ratify the awards to the following 2019-2020 Chancellor Hans Brisch Scholarship recipients: Tyler Garcia, Wagoner High School, and Jayke Flaggert, Choctaw High School. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Stricklin and White. Voting against the motion were none.

b.   Regent Lester made a motion, seconded by Regent Holloway, to recognize the 2019 Newman Civic Fellows for their achievements. The 2019 Oklahoma Newman Civic Fellows were: Brooklyn Herriman, Connors State College; Alisha Fletcher, Northeastern State University; Grant Dick, Northern Oklahoma College, Enid; Jacqueline K. Ruhl, Northwestern Oklahoma State University; Hadley LaMascus, Oklahoma Christian University; Autumn Fourkiller, Rogers State University; Amanda Pierce, Rose State College; Kamuela Ahuna, Southwestern Oklahoma State University; Ke'Juan Morris, Tulsa Community College; Hunter Caudillo, University of Central Oklahoma; and Carson Ball, University of Oklahoma. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Stricklin, White and Helm. Voting against the motion were none.

c.   Regent Parker made a motion, seconded by Regent Hickman, to recognize the 2019 Oklahoma Online Excellence Awards. The award winners were:

(1) Innovation Category: The Institute for Learning Environment Design, University of Central Oklahoma.

(2) Teaching Category: Ms. Dawn M. Pearce, EDU-Innovator and Instructor of

Educational Leadership, University of Central Oklahoma.

(3) Leadership Individual Category: Ms. Marci Grant, Director of the Center for Excellence in Teaching and Learning, Southwestern Oklahoma State University.

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

7. **STUDENTS. MR. FERNANDO GONZALES**, a student at the University of Science and Arts of Oklahoma (USAO), spoke about his higher education experience. Mr. Gonzales began by stating that he graduated from U.S. Grant High School in Oklahoma City and initially enrolled at St. Gregory's University on a cross country and track scholarship shortly before it closed. He then applied to USAO and considers it a gem. Mr. Gonzales plans to attend law school and become an immigration lawyer and give back to the community he was raised in.

8. **NEW PROGRAMS.**

a. Regent Lester made a motion, seconded by Regent Stricklin, to approve the request from Oklahoma State University to offer the Doctor of Philosophy in Counseling Psychology, the Doctor of Philosophy in Curriculum Studies, the Graduate Certificate in Comparative and International Education, and the Certificate in Pre-Health Care Administration. Voting for the motion were Regents Lester, Hickman, Stricklin, White, Helm, Parker and Holloway.   Voting against the motion were none.

b. Regent Parker made a motion, seconded by Regent Stricklin, to approve the request from Northeastern State University to offer the Bachelor of Science in Health and Human Performance in Tulsa. Voting for the motion were Regents Hickman, Stricklin, White, Helm, Parker, Holloway and Lester.   Voting against the motion were none.

c. Regent Lester made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma College of Law to offer the Master of Legal Studies in International Business Law. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester and Hickman.   Voting against the motion were none.

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

   a.   Oklahoma State University – Oklahoma City requested to delete the Associate in Applied Science in Graphic Design, Certificate in Computer Forensics, Certificate in Web Page Design, Certificate in Digital Communication and Certificate in Management Information Systems – Governance Risk and Compliance.

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

10. **POLICY.**   Regents reviewed the proposed revisions to the *Professional Programs* policy. This item was for posting only and did not require State Regents action.

11. **STATE AUTHORIZATION.** Regent Hickman made a motion, seconded by Regent Lester, to approve the request to authorize an out-of-state public institution operating in Oklahoma. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Stricklin and White. Voting against the motion were none.

12. **POLICY EXCEPTIONS.**   Regent Hickman made a motion, seconded by Regent Parker, to approve the request for policy exceptions for two pilot projects proposed by the University of Oklahoma. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Stricklin, White and Helm.   Voting against the motion were none.

13. **STATE AUTHORIZATION RECIPROCITY AGREEMENT.**   Regent Hickman made a motion, seconded by Regent Parker, to approve the continued participation in the State Authorization Reciprocity Agreement. Voting for the motion were Regents Holloway, Lester, Hickman, Stricklin, White, Helm and Parker. Voting against the motion were none.

14. **ACT AGREEMENT.**   Regent Hickman made a motion, seconded by Regent Stricklin, to approve the 2019-2020 ACT Agreement. Voting for the motion were Regents Lester, Hickman, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

15. **E&G BUDGET.**

a.   Regent Holloway made a motion, seconded by Regent Lester, to approve the allocation of $437,894.06 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Hickman, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

b.   Regent Holloway made a motion, seconded by Regent Parker, to approve the one-time allocation of funding our institutions from refunded OCIA sinking funds on the 2010A General Bond Obligation. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

16.   **POLICY.** Regent Holloway made a motion, seconded by Regent Parker, to approve the revisions to the *Tuition and Fee* policy. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, and Hickman.. Voting against the motion were none.

17.   **DELETED ITEM.**

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

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

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

a.   Programs.

(1)   Program Modifications. Approval of institutional requests.

(2)   Suspensions. Approval of institutional requests.

b.   Reinstatement. Ratification of approved institutional request to reinstate a suspended

degree program.

c.   Reconciliation. Approval of institutional requests.

b.   Electronic Delivery. Approval of request from East Central University to offer the Master of Education in Special Education via online delivery.

c.   High School Courses for College Admission. Ratification of requests to approve high school courses for college admission.

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

e.   Agency Operations. Ratification of purchases in excess of $25,000 for FY2019.

f.   Non-Academic Degrees. Ratification of a request from The University of Oklahoma to award honorary degrees.

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

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

a.   Programs. Current status report on program requests.

b.   Annual Reports.

       (1)   Annual Policy Reporting Requirements Survey.

       (2)   Policy Exception Quarterly Report.

       (3)   Regents Education Program Annual Report.

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

22.   **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.

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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.

23.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Helm announced that the next regular meetings are scheduled to be held on Thursday, May 30, 2019 at 10:30 a.m. and Friday, May 31, 2019 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

Jay Helm, Chairman	Ann Holloway, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, April 24, 2019

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 10:07 a.m. on Wednesday, April 24, 2019, in 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 September 18, 2018 and amended on April 18, 2019. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester and Michael C. Turpen. Regent Jeff Hickman joined the meeting at 10:16 a.m. Regent John Massey joined the meeting at 10:30 a.m. Regent Helm called the meeting to order.

3. **UPDATE ON 2019 LEGISLATIVE SESSION.** Representative Kevin Wallace was present to give a brief update on the 2019 legislative session. Representative Wallace began by stating that it is a new day in the state legislature with a new governor and a significant amount of new legislators. Currently, the state is estimated to have $574.6 million in additional funds and the Senate and House are divided on using that money for teacher and state employee pay raises. Representative Wallace did indicate that the Oklahoma State Regents for Higher Education (OSRHE) will receive some of the additional funds for concurrent enrollment. He stated that it has been a good legislative session so far and has been somewhat of a fresh start with so many new people.

   Representative Wallace finished by stating that he anticipates the state making a $90 million deposit into the Rainy Day Fund.

4. **WORKFORCE DEVELOPMENT.** Mr. Sean Kouplen, Secretary of Commerce and Workforce Development, gave a brief presentation on statewide workforce development priorities and initiatives. Secretary Kouplen began by stating that he is honored to be in this role and has known Governor Kevin Stitt for a very long time and was part of his transition team.

   Oklahoma is ranked 43rd in workforce and Governor Stitt is very focused on economic development and producing more graduates in the state to meet workforce demands. According to a recent Brookings Report, Oklahoma is ranked fifth for entrepreneurial growth and Oklahoma needs to be strategic in its recruitment efforts. Secretary Kouplen stated that increasing communication is a great way to start these efforts, and to do that, he is creating a minority business council, a non-profit leadership council and a tribal economic development council. Additionally, his goal is to bring 10,000 new jobs with an average wage of $52,000, $1 billion in investments, 250 new communication improvement projects, and 100 out-of-state CEO's to the state in the next year. Secretary Kouplen also stated that the Oklahoma Department of Commerce (ODOC) has created a program called Opportunity Zones. These zones are low-income communities designated by Governor Stitt, and if an individual makes an investment in that zone and holds it for ten years, there is no tax for that investment.

Secretary Kouplen finished by stating that there are many remarkable business stories in Oklahoma and each Monday, the ODOC will begin sharing these stories on social media.

Chancellor Glen D. Johnson stated that higher education is the main solution for these problems and asked Secretary Kouplen how the higher education system can help even further. Secretary Kouplen stated that higher education needs to integrate with industry and be as responsive as possible.

5. **GOVERNOR'S UPDATE.** Oklahoma State Governor Kevin Stitt gave a brief update on his key initiatives. Governor Stitt began by stating that he feels his administration has been quite accomplished in the first 100 days of office. He has filled his cabinet positions and selected a Chief Operating Officer for the state, which has never been done before. Additionally, he created a Secretary of Digital Transformation cabinet position which will help move the state's systems to an all-digital format; for example, campsites at Oklahoma's state parks can now be reserved online instead of having to reserve it in person with cash.

   Additionally, he is working with the Department of Public Safety on the Real ID driver's license to move it to fruition instead of continuing to request waivers, and due to those efforts, the Real ID is currently in beta testing. Governor Stitt stated that one important initiative for him is to hold the most expensive agencies accountable, and he is meeting with those agencies to work with them on accountability and try to change the culture of state government. Governor Stitt finished by stating that his goal is to make Oklahoma a top ten state in education and is very supportive of the three higher education agencies.

6. **RECOGNITION OF SERVICE.** Chancellor Johnson honored Regent John Massey for his 27 years as a State Regent and noted that Regent Massey is the only Regent to serve three consecutive terms in the history of the board. State Regents staff also honored Regent Massey with a video presentation.

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

8. **OKLAHOMA MESONET.** Dr. Kevin Kloesel from the Oklahoma Climatological Survey at the University of Oklahoma, gave a brief update on the Oklahoma Mesonet. Dr. Kloesel stated that Mesonet's 25th anniversary is this year and he thanked the State Regents for their support of the program. Dr. Kloesel also presented a video about Mesonet and introduced Dr. Ron Elliott from Oklahoma State University and Dr. Chris Fiebrich, Mesonet.

9. **COUNCIL FOR ONLINE LEARNING EXCELLENCE.** Dr. Debbie Blanke, Vice Chancellor for Academic and Student Affairs, stated that the Council for Online Learning Excellence (COLE) held their annual Learning Innovations Summit in April and announced the winners of the Oklahoma Online Excellence Awards. The following award recipients were present to accept their award:

   a. Innovation Category: The Institute for Learning Environment Design, University of Central Oklahoma;

   b. Teaching Category: Ms. Dawn M. Pearce, EDU-Innovator and Instructor of Educational Leadership, University of Central Oklahoma; and

c. Leadership Individual Category: Ms. Marci Grant, Director of the Center for Excellence in Teaching and Learning, Southwestern Oklahoma State University.

10. **OKLAHOMA PANHANDLE STATE UNIVERSITY**. President Tim Faltyn, Oklahoma Panhandle State University (OPSU), gave a brief update on enrollment and retention initiatives at OPSU. President Faltyn began by stating that OPSU has had record-setting freshman enrollment for the last two-years, making OPSU the fastest growing regional university in the central plains region. OPSU has updated their educational model to become centers of excellence with a small number of programs instead of trying to be everything to everyone. This change has allowed OPSU to focus on Rodeo, Business and Nursing degrees and allow other institutions to focus on other programs. He stated that OPSU was founded as an agricultural college but now Nursing is OPSU's largest major and they are hiring more faculty to train more Nursing students to meet the region's needs.

President Faltyn stated that the population in the Oklahoma panhandle is decreasing, so OPSU has to be very good at what they do to keep students. President Faltyn also presented a video segment from ABC News in Amarillo, Texas called "Panhandle Spirit" and it showcased OPSU and their growing enrollment.

11. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, gave a brief budget report. She stated that FY19 is going well and has no concerns.

She also stated that the OSRHE has contracted with Huron Consulting Group to conduct five institutional fiscal viability studies per year. Huron has already conducted the first study at Redlands Community College (RCC). She commended RCC staff and faculty for being very timely and organized during the study and for volunteering to be the first institution to start the process. The preliminary findings include the following: RCC leadership has stabilized the institution's finances after a rough period in 2014-2015; RCC continues to have limited cash flow due to budget cuts the last few years; and RCC has limited resources. Vice Chancellor Paliotta stated that a full report will be given at the May State Regents meeting.

12. **LEGISLATIVE UPDATE.** Ms. LeeAnna McNally, Vice Chancellor for Governmental Relations, gave a brief legislative report. She stated that she is tracking the following legislation:

a. House Bill 1921 – Creates the Oklahomans Virtually Everywhere Act of 2019, directing the Oklahoma State Regents for Higher Education, the State Board of Career and Technology Education, the Department of Commerce, and the Office of Management and Enterprise Services to research and develop a proposal to make Oklahoma a leader in virtual presence.

b. Senate Bill 584 – Requires state agencies whose information technology systems are not consolidated with the Office of Management and Enterprise Services (OMES) to have an information security audit conducted by a firm approved by OMES' Information Services Division that is based upon the most current version of the NIST Cyber-Security Framework. It requires agencies to submit a report on how they plan to address any deficiencies to OMES. It requires any agency unable to comply with the requirement to consolidate their information technology with OMES. It exempts agencies subject to National Energy Regulatory Commission standards.

c. Senate Bill 996 – Requires that a science, technology, engineering and math (STEM) block course, whether taught at a comprehensive high school or technology center school, when taken in the tenth, eleventh or twelfth grade, be taught by a certified teacher and approved by the State Board of Education and the independent district board of education to the list of courses eligible to meet the mathematics requirement and the laboratory sciences requirement for high school graduation.

d. Senate Bill 765 – Prohibits the smoking of marijuana in public places. The bill permits institutions of the Oklahoma State System of Higher Education to declare themselves marijuana free, including free of marijuana and marijuana products. It exempts from the restrictions on marijuana smoking medical research or treatment centers, if marijuana smoking is integral to the research or treatment.

e. Senate Bill 1043 – Appropriations; making an appropriation to the Oklahoma State Regents for Higher Education.

f. Senate Bill 361 – Deems the outdoor areas of public institutions of higher education public forums for the campus community. It prohibits public institutions of higher education from creating "free speech zones" or other designated areas of campus outside of which expressive activities are prohibited.

13. **TASK FORCE REPORTS.**

a. **Online Education Task Force.** Vice Chancellor for Academic and Student Affairs Debbie Blanke stated that the Online Education Task Force will meet on April 25, 2019 and will have an update from the Council on Online Learning Excellence and on the Academic Online Excellence Consortium.

b. **State Regents Campus 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 a training by Dr. Kimberly Dickman has been scheduled for September 17, 2019 at Oklahoma City Community College to discuss campus safety in-depth. Additionally, the task force is meeting with FEMA to discuss building cultures for preparedness and the next task force meeting will be June 19, 2019.

14. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the April 2019 update on institutional activities via e-mail.

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

- Thursday, May 30, 2019 - State Regents Meeting – 10:30 a.m. at the State Regents' Office in Oklahoma City.

- Thursday, May 30, 2019 – State Regents Dinner – 6:00 p.m. – TBA.

- Friday, May 31, 2019 – State Regents Meeting – 9:00 a.m. at the State Regents' Office in Oklahoma City.

- Wednesday, June 26, 2019 - State Regents Meeting – 10:30 a.m. at the State Regents' Office in Oklahoma City.

- Wednesday, June 26, 2019 – State Regents Dinner – 6:00 p.m. – TBA.

- Thursday, June 27, 2019 – State Regents Meeting – 9:00 a.m. at the State Regents' Office in Oklahoma City.

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

ATTEST:

_____   _____
Jay Helm, Chairman   Jody Parker, Secretary

PUBLIC HEARING
on Tuition and Fees

Thursday, April 25, 2019
State Regents' Conference Room

Regent Jay Helm: I call the meeting to order. We will now do the tuition and fee review. Before we start the public hearing portion of the meeting, let's review the tuition and fee items that will be the focus of the testimony. The information has been posted on the State Regents' website and is also available on the registration table outside the door.
Chancellor, would you like to comment on these issues?

Chancellor Glen D. Johnson: I will, Mr. Chairman. I think we should say as we start the hearing the State Regents take this issue very seriously and hopefully from some of the data and information we'll provide we will make that case that through our process in Oklahoma, which provides input at the college and university level from students, from faculty through the administrative process with our governing board to the State Regents where in addition to this hearing today we will also in June have a thorough review with all 25 colleges and universities to the request they make with regard to tuition and fees. We have a process that you can see from the first slide that we will put up here has resulted in something that really bucks the national trend in terms of what has happened in the tuition and fee space over the last decade. You can see from the slide here that Oklahoma higher education has kept tuition and fees below five percent over this last decade, most recently, with our decisions that were made last June at four percent, we have continued that trend. I would mention that as you look nationally, there have been a number of states, California, Arizona, Illinois, Georgia, that have experienced not only double digit increases but some in the rather high double digits, some in particular had a couple of years in a row where their tuition exceeded twenty percent.

So again, I think this reflects the fact that the State Regents have been very prudent in this space and the information we have there makes that case.

Regent Jody Parker: These have all occurred at the same time as the appropriation to higher education has until last year declined precipitously.

Chancellor Glen D. Johnson: Declined 26 percent over the last eight years. A great point and all the more important that we've made an effort to keep tuition low. Recognized nationally, in the most recent U.S. News and World Report publication, two important takeaways, our higher ed system was ranked seventh in the nation in terms of the lowest tuition and fee structure in the country. Another very important takeaway, tenth lowest in the nation in terms of our students leaving our colleges and universities with the least amount of student debt. And on that issue of student debt, we always compile data from the Institute for College Access and Success Project on Student Debt November 2018 data tells us several important things. In the far right column there, over half or 51 percent leave our colleges and universities with zero student debt. You can see those that have debt, the debt is below the national average in terms of debt. In this survey, we rank in the top 12 states in the country in terms of our students leaving our colleges with the

least amount of debt. So by any number of comparisons, we compare extremely well nationally for tuition and fees and keeping student debt low which of course are priorities of the State Regents. So with that as a backdrop I think, again, we are here today Mr. Chairman and Regents, we value the input of those that come here to this hearing. We are always please to host the hearing and with that Mr. Chairman, I might ask Amanda Paliotta to join us at the podium and go over the items we will cover today.

Regent Jay Helm: One question before Amanda starts, with 51 percent of our students not having any debt does any of these national polls take that into account?

Chancellor Glen D. Johnson: Yes, they do. We rank in that space, I mean there's only probably three or four that have a higher percentage than that. It's a great number and a great data point that basically half of our students leave college with no debt. So it ranks us very high on that score.

Regent Jay Helm: Ok, thank you. Amanda, please.

Amanda Paliotta: So, I'm going to focus first on legislative tuition and mandatory fee limits as they are applied to our undergraduate programs. That seems to be the primary focus a lot of times particularly at our annual hearing. So, just a little bit of context. The peer limits that are prescribed are set up by statute. Research, our big 12 public universities, and then select institutions, peer institutions for the regional and liberal arts colleges as well as the community colleges here in the state. And so as they are applied to these peers, it changes year to year on where exactly they are going to fall. But for example, right now our two research institutions are actually going to be a decrease against their peers this go round by a little under one percent. The exact opposite is going on with our regional and our two-years with our regionals are actually going to increase against their peers by about 2.8 percent and our community colleges. That always varies from year to year depending on what their peers are doing the previous year as well.

Also, as far as this posting is concerned, you also have your legislative peer limits for your professional programs, so those are also prescribed as well as academic service fees.

Regent Jay Helm: Thank you. Amanda, please.

Regent Ron White: The hourly credit on the first page, it has the OSU – Oklahoma City, the OU Health Sciences Center and had OSU Okmulgee. My question is on the FY20 per credit hour rate is the same for all of those? Okmulgee has to pay the same as a medical student?

Amanda Paliotta: Those are not what they are paying. These are the limits that they will be applied against. So all they are having to do is make sure when they come in for June they can't go over those amounts.

Regent Ron White: So, they don't pay the same amount?

Amanda Paliotta: No, that's what you will decide at the June hearings.

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

Chancellor Johnson: I will Mr. Chairman, I will go over briefly the ground rules for our hearing on tuition this morning. Each speaker we hear from this morning will have three minutes to make comments. I will ask Kylie Smith to let us know when that time period is over. Each speaker will be allowed your time allotment and we will ask that you not exceed that time. Speakers will speak from our podium here and will state their name and what organization they represent, if any.

This is a public hearing on the topic of tuition and fees and we ask the speakers to confine their comments to that topic. If speakers have written comments or materials they can be submitted at the end of their comments or at the end of the meeting to Kylie. We are here for the purpose of listening to you, speakers. Regents may have a question or two if we need clarification on your comments but this is not a debate, this is a hearing where our speakers are here to give reviews on the issue. Certainly, we are here to listen today and looking forward to comments and I'm going to read the names of the individuals who have asked for an opportunity to speak on the topic of tuition and fees. The first speaker will be:

- Nicholas Glasgow – Northern Oklahoma College
- Dan Williams – Former Oklahoma Student Government Association President

Is there is anyone else in the audience who wants to be added to the list? Seeing none, our first speaker this morning will be Nicholas Glasgow, Student Advisory Board member. Let's give a warm welcome to Nicholas this morning.

Nicholas Glasgow: Good morning. As Chancellor Johnson said, I am Nicholas Glasgow, I come from Northern Oklahoma College, the Tonkawa campus. And I am a member of the Student Advisory Board and this fall I will be attending the University of Oklahoma, which is killing some of the people in my family. I'm here today to speak about an issue that is facing all students in Oklahoma and that's the cost of college. But as a member of the Student Advisory Board, I've been able to go talk to those students across the state, I've been able to talk to fellow two-year institutions, four-year institutions and students at OU and OSU. But the biggest thing I've heard when it comes to tuition and fees, a lot of them complain about the fees.

The way that we understand it, what the state legislature has done that they cut funding for higher education and what colleges have been doing is raising fees to cover their losses for the funding. So today, our two major research university's or the big 12's, OU and OSU, the cost of student fees are getting closer to the cost of tuition per hour. For example, at OU the cost of tuition for 15 hours is $159.60 while fees are $134.03 for 15 hours. So they are getting close to the cost of tuition. At OSU, I tried to find it out, but OSU they did not give how much fees are they just book it all together. I have two cousins who go to OSU, they are both engineering students and they say when they get their billing the fees are about the same amount as the tuition costs. So it is the fees that are causing students to, it's costing kids more money. And I know it's tough for kids to go to college because when I went down to OU to my financial aid office, the first thing they said to me was "what kind of loan do you want?" My two older siblings graduate college without loans which my parents are proud of. When a student walks into a financial aid office and the first thing the officer says is "what kind of loan do you want" you know there is some sort of a problem. A kid should not have to go to college to get an education and be saddled with on average $28,000 debt. Thank you for your time.

Chancellor Johnson: Any questions of Nicholas?

Regent Michael C. Turpen: Where did you go to high school?

Nicholas Glasgow: I am from Tonkawa so I went to high school in Tonkawa. What NOC Tonkawa does, if you are a Tonkawa student, you can basically go to NOC for free.

Regent Jody Parker: So you did two years at Tonkawa?

Nicholas Glasgow: Yes. And at the Student Advisory Board, my recommendation to the board will be transfer of credits because a lot of two-year institutions they will have some credits that won't transfer to their next college. For example, I applied to a couple of colleges and I narrowed it down to two, The University of Missouri, which is where my mom and dad went and then OU. I went to Mizzou and when I asked them about my credits, they said all of your credits will transfer no problem. OU said they would have to look over my math one.

Regent Jody Parker: But you chose OU anyway?

Nicholas Glasgow: I had a lot more opportunities down here for people. I want to go into Political Science, that's something I'm thinking about double majoring in or minor. I have a couple of colleagues that work at the capitol and they said they could help me get into stuff.

Regent Jody Parker: Do you plan to work while you're in college, at OU I mean?

Nicholas Glasgow: I've held a job since sophomore year at high school and I've worked at the same job until now. My parents told me they don't want me working during the first semester of college because it's a transition and they basically said I had earned it because I had just worked all the way through and they said that I should take some time off.

Regent Michael C. Turpen: What is your major?

Nicholas Glasgow: Right now, I will double major in History and Political Science and I hope I could maybe teach it but I've also thought I might go to law school.

Regent Andy Lester: As a former history student and somebody who flipped between History and political science, I ultimately ended up in History. I absolutely love both topics but I did go to law school.

Nicholas Glasgow: Which law school?

Regent Andy Lester: Georgetown Law School. I wish you good luck with your future down at OU whether you teach history. I thought about that too and at the time there were absolutely zero History jobs anywhere in the country according to my History professor. He said if he had to do it over again he would go to law school. This was a long time ago. So good luck with that. That's great.

Regent Ron White: That was a very good presentation. I think it brings up a point that we need to have the total segregated into the tuition and fees and then the total. But we have them here grouped together. I think for real transparency we need to have it outlined so we can see the difference.

Regent Andy Lester: From my experience on the A&M board, one of the problems we had with this is, how do you break it out? You get this laundry list of fees and nobody could figure out

what this fee was for and really what the total was so part of the issue was and at some point you also get the bill that has the breakdown of the fees. We had an ongoing debate on our board. You had a fee for engineering. Well engineering cost more to teach than History. History, you need a room and a blackboard, you might not, you don't need much else, so books, but you don't need much else to teach History. Engineering or Chemistry, there are breakage fees, lots of different fees. To me, those fees make sense. I mean, my understanding of fees, they are to cover a cost that wouldn't exist otherwise, you know such as breakage fee in Chemistry, as opposed to being something to replace tuition. I think there's a debate that perhaps we all ought to have at some point about what's called fees and what's called tuition.

Regent Ron White: The bottom line is you have to pay it and for us to assess it, at least for me, it's more helpful to see it.

Regent Jody Parker: Is this correct that some fees are born universally across the student body and some are specific to course of study?

Regent Jay Helm: In 2001, we had an $18.4 million appropriation from the state. This last year we had $774 million. You would think our costs had gone up, insurance, health insurance, utility costs, raises. Basically, if we would have just stayed with inflation we would be at $1.35 billion in state appropriations and we only got $774 million. So to make sure that you can get a good education, these institutions have had to raise tuition and fees just to survive.

Regent Jody Parker: And to only partially offset the decrease in appropriations.

Regent Jay Helm: Exactly, and we've had a 25 percent cut since 2013 in money from the state and none of the institutions have raised enough tuition to cover that cost. So, it's hard but if you'll compare yourself to going to the University of Oklahoma, Oklahoma State, the two research schools, their structure and total costs are similar, OSU may be $100, $200 a little less, not a lot, but if you compare that to the rest of the Big 12 you are getting a bargain.

Regent Ron White: It's really two different topics we have here. One is whether or not fees are justified but my point is, if I'm looking at going to school I'd like to know when I'm comparing one school with another, whether its Missouri or Tennessee or wherever you have to be able to compare apples to apples. And if you don't have that separated out you can't really tell. And when we sit here and say we have a five percent tuition increase well obviously that's not enough to cover it but basically you probably have a certain percentage increase in fees too.

Regent Jeff Hickman: Does the cap only apply to tuition or does it apply to fees too?

Amanda Paliotta: If it's a mandatory fee and it's assessed across the board it is included in the cap. And the tuition and mandatory fees you have there in that limit those are the fees that are included. But the ones you're talking about like breakage, equipment so that would be added to that amount.

Regent Jeff Hickman: I think a good point, as Regent Helm was making the point, about higher ed's fixed costs, families have the same thing. Fixed costs, health insurance costs, utilities, it's the same issue so that's where I think we have to balance that out. We have increased costs but the families that are paying the bill have increased costs as well. It's probably been 20 years since the legislature gave that authority up.
Chancellor Glen D. Johnson: It was 2003.

Regent Andy Lester: On the fees thing, I appreciate you, Mr. Glasgow, bringing this issue up. It's an important issue. I personally would love to see us get to a place where we just call it tuition. Because these fees go on forever and ever.

Nicholas Glasgow: At NOC we got the bill, and luckily I didn't have to pay because I was on scholarships, but we still got the bill and we got the tuition for the classes and the books and it was one sheet long. We got the fees, it was three sheets long. So we thought, if that's what it is at NOC, what is that going to be at OU?

Regent Jay Helm: I think OSU is instead of just quoting you the entire amount, is saying this is realistically what it is. Because all of those fees, a lot of those fees were done when the legislature wouldn't approve a tuition increase and costs were going up.

Regent Jeff Hickman: Has the cap always only been on tuition or at one time was it on tuition and fees?

Chancellor Glen D. Johnson: It's always included tuition and mandatory fees.

Regent Jeff Hickman: If the fees are mandatory they should just all be called tuition.

Regent Jay Helm: You want to know why we don't roll them in? With the Oklahoma's Promise, the Regents pay tuition but we don't pay fees and we could change that policy and roll the fees into tuition but it would raise the bill for Oklahoma's Promise quite a bit. But Oklahoma's Promise is one of the better programs, actually it's considered one of the best programs in the country, and 87 percent of the recipients are still in Oklahoma as tax paying citizens. So it's a great program, but we only pay tuition so as that got separated and tuition didn't occur it spread to that number. And maybe we need to look at how we can adjust that to where OU and OSU in particular just put all the mandatory fees as tuition.

Chancellor Glen D. Johnson: Nicholas, you might on your course transfer to OU you might visit with Dr. Blanke. We have a comprehensive course equivalency project matrix and she can talk to you about whether or not some of those courses you referenced may or may not transfer.

Nicholas Glasgow: I went back down and asked them and they said that they would transfer down.

Regent Jay Helm: Congratulations and we wish you luck.

Nicholas Glasgow: Thank you.

Chancellor Glen D. Johnson: Thank you Nicholas. Let's give Nicholas a round of applause. Now we are also very pleased to welcome our next presenter, please welcome Mr. Dan Williams.

Dr. Debbie Blanke: Daniel is a student at OU and the outgoing president of the Oklahoma Student Government Association and he was detained. He is on his way but not sure he will make it here before 10:00.

Chancellor Glen D. Johnson: Well, our regular meeting starts at 10:00 and we could recess until 10:00 if he is our only other speaker.

(Daniel Williams was not present)

Regent Jeff Hickman: I would make a motion that we recess at the call of the Chairman.

Regent Ann Holloway: Second.

Regent Jay Helm: All in favor. Ok, we are going to recess and give him ten minutes.