OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 5, 2019

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 5, 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 September 5, 2019.

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

A G E N D A

Thursday, September 5, 2019 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Joseph L. Parker, Jr., Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to Order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.

4. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion).

5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

STUDENTS

6. **Students.** A student reports on higher education's impact. Page 3.

ACADEMIC

7. **New Programs.**

    a. University of Oklahoma. Approval to offer the Bachelor of Science in Information and Science Technology in Tulsa, the Certificate in Engineering Leadership, the Graduate Certificate in Executive Management in Aerospace/Defense, the Graduate Certificate in Learning Design and Technology, the Certificate in Criminal Investigation and Intelligence Analysis, and the Certificate in Restorative Justice. Page 5.

    b. Oklahoma State University. Approval to offer the Master of Science in Dietetics, the Graduate Certificate in K-12 STEM Educator, and the Graduate Certificate in Effective Teaching in Elementary Schools. Page 29.

8. **Program Deletions.** Approval of institutional requests for program deletions. Page 49.

9. **Intensive English Programs.** Approval to offer Intensive English Programs. Page 51.

FISCAL

EXECUTIVE

21.   **State Regents' Meetings.** Approval of the proposed 2020 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 121.

22.   **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 123.

23.   **Executive Session.** Page 125.

        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

24.   **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 127.

        b.   Reinstatement. Approval of institutional requests. Page 139.

        c.   Reconciliation. Approval of institutional requests. Page 141.

        d.   Cooperative Agreements. Connors State College. Ratification of institutional requests regarding cooperative agreement programs. Page 145.

        e.   Electronic Delivery.

                (1)   Oklahoma State University. Approval of requests to offer the following existing programs via online delivery: Bachelor of Science in Psychology and the Master of Science in Interdisciplinary Studies. Page 147.

                (2)   Southeastern Oklahoma State University. Approval of request to offer the following existing program via online delivery: Bachelor of Arts in English. Page 151.

        f.   State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 153.

g.   Prior Learning Assessment. Approval of the prior learning assessment matrix for technical education. Page 155.

h.   Operations.

      (1)   Ratification of purchases in excess of $25,000 for FY2019. Page 169.

      (2)   Personnel. Ratification of the appointment of the Director of Academic Programs and Innovation. Page 173.

      (3)   FY2020 Agreement with the Oklahoma Board of Career and Technology Education. Page 181.

REPORTS

25.   **Reports.** Acceptance of reports listed.

a.   Programs. Current Status Report on Program Requests. Page 185. (Supplement)

b.   Final Report on the Connors State College Accelerate Concurrent Enrollment Pilot Project. Page 187.

c.   Annual Reports.

      (1)   Annual report of program requests. Page 199. (Supplement)

      (2)   Tuition and Fees Rate Book, FY2020. Page 201. (Supplement)

      (3)   Student Cost Survey, FY2020. Page 203. (Supplement)

      (4)   Cash Reserve Report for FY2020. Page 209. (Supplement)

      (5)   Faculty Salary Report FY2019. Page 211. (Supplement)

26.   **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.

27.   **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."

28.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, October 23, 2019 at 10:30 a.m. and Thursday, October 24, 2019 at 9 a.m. at the State Regents Office in Oklahoma City.

29.   **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of June 15, 2019 through August 22, 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 June 15, 2019 through August 22, 2019:

- Met with Rogers State University (RSU) President Larry Rice to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss higher education issues.
- Attended and chaired State Regents Campus Safety and Security Task Force meeting at the State Regents office in Oklahoma City.
- Attended Southern Regional Education Board (SREB) Annual meeting in Richmond, Virginia.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Met with representatives from the Oklahoma Association for Colleges of Teacher Education in Oklahoma City to discuss higher education issues.
- Met with Oklahoma Christian University (OC) President John de Steiguer 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 higher education issues.
- Met with Representative Mark McBride in Oklahoma City to discuss higher education issues.
- Met with Senator Mary Boren in Oklahoma City to discuss higher education issues.
- Met with Cody Inman, Special Advisor to Governor Stitt for Children, Family, and the Community, to discuss higher education issues.
- Met with House Appropriations and Budget Committee Chair Kevin Wallace in Chandler to discuss higher education issues.
- Attended and chaired the State Higher Education Executive Officers Association (SHEEO) Annual Meeting in Little Rock, Arkansas.
- Participated in conference call with Secretary of Budget Mike Mazzei to discuss higher education issues.
- Met with Rose State College (RSC) President Jeanie Webb in Oklahoma City to discuss higher education issues.
- Met with Southern Regional Education Board (SREB) President Stephen Pruitt at the State Regents office in Oklahoma City to discuss higher education issues.

- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Sean Burrage and Southwestern Oklahoma State University (SWOSU) President Randy Beutler to discuss higher education issues.
- Met with Secretary of Budget Mike Mazzei at the State Regents office in Oklahoma City to discuss higher education issues.
- Participated in conference call with Lieutenant Governor Matt Pinnell to discuss higher education issues.
- Participated in conference call with Langston University (LU) President Kent Smith to discuss higher education issues.
- Met with Senator Kay Floyd in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler to discuss higher education issues.
- Participated in conference call with Western Oklahoma State College (WOSC) President Chad Wiginton to discuss higher education issues.
- Met with House Majority Floor Leader Representative Jon Echols in Oklahoma City to discuss higher education issues.
- Attended University of Oklahoma (OU) College of Law Board of Visitors meeting in Oklahoma City.
- Met with University of Oklahoma (OU) Interim President Joe Harroz in Oklahoma City to discuss higher education issues.
- Attended Oklahomans Virtually Everywhere Act meeting at the State Regents office in Oklahoma City.
- Met with University of Oklahoma (OU) Executive Director of Government Affairs John Woods in Oklahoma City to discuss higher education issues.
- Met with University of Science and Arts of Oklahoma (USAO) President John Feaver at the State Regents office in Oklahoma City to discuss higher education issues.
- Met with Speaker of the House of Representatives Charles McCall in Atoka to discuss higher education issues.
- Met with Representative Sherrie Conley and Representative Nicole Miller in Oklahoma City to discuss higher education issues.
- Attended Governor's Economic & Workforce Development Summit at the Hilton Garden Inn and Conference Center in Edmond.
- Participated in conference call with Secretary of Digital Transformation David Ostrowe to discuss higher education and OneNet issues.
- Met with University of Oklahoma (OU) Vice President for Marketing and Communications Lauren Brookey to discuss higher education issues.
- Participated in conference call with Inasmuch Foundation President Bob Ross to discuss higher education issues.
- Participated in conference call with Oklahoma State University (OSU) President Burns Hargis to discuss higher education issues.
- Participated in conference call with University Center at Ponca City Executive Director Adam Leaming to discuss higher education issues.
- Met with Congressman Tom Cole in Oklahoma City to discuss higher education issues.
- Participated in conference call with Senator Dewayne Pemberton to discuss higher education issues.
- Met with University of Central Oklahoma (UCO) President Emeritus Don Betz in Oklahoma City to discuss higher education issues.
- Met with Representative Harold Wright in Oklahoma City to discuss higher education issues.

AGENDA ITEM #6:

   Students.

   This is an oral presentation.

AGENDA ITEM #7-a:

    New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in Information and Science Technology in Tulsa, the Certificate in Engineering Leadership, the Graduate Certificate in Executive Management in Aerospace/Defense, the Graduate Certificate in Learning Design and Technology, the Certificate in Criminal Investigation and Intelligence Analysis, and the Certificate in Restorative Justice.

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 (002) in Tulsa, the Certificate in Engineering Leadership, the Graduate Certificate in Executive Management in Aerospace/Defense, via traditional and electronic delivery, the Graduate Certificate in Learning Design and Technology, the Certificate in Criminal Investigation and Intelligence Analysis via electronic delivery, and the Certificate in Restorative Justice, via electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Science in Information and Science Technology (002).** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 25 students in Fall 2023; and
  Graduates: a minimum of 10 students in 2023-2024.

- **Certificate in Engineering Leadership.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 15 students in Fall 2023; and
  Graduates: a minimum of 10 students in 2023-2024.

- **Graduate Certificate in Executive Management in Aerospace/Defense.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 10 students in Fall 2020; and
  Graduates: a minimum of 5 students in 2020-2021.

- **Graduate Certificate in Learning Design and Technology.** This certificate will be embedded within the Master of Education in Learning Sciences (055) and will be included in the five-year review due in 2021.

- **Certificate in Criminal Investigation and Intelligence Analysis.** This certificate will be embedded within the Bachelor of Science in Criminal Justice (365) and will be included in the five-year review due in 2019.

- **Certificate in Restorative Justice.** This certificate will be embedded within the Bachelor of Science in Criminal Justice (365) and will be included in the five-year review due in 2019.

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
127	Degree and/or certificate programs added

Program Review

OU offers 316 degree and/or certificate programs as follows:

43	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
92	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, the Certificate in Engineering Leadership, the Graduate Certificate in Executive Management in Aerospace/Defense, the Graduate Certificate in Learning Design and Technology, the Certificate in Criminal Investigation and Intelligence Analysis, and the Certificate in Restorative Justice at their May 10, 2019 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);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053); and
- Master of Social Work in Social Work (211).

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 (002)

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	25	Fall 2023
Minimum Graduates from the program	10	2023-2024

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.

OU-Norman offers the only other Bachelor of Science in Information and Science Technology (002) program in Oklahoma. A system wide letter of intent was communicated by email on April 22, 2019. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on June 29, 2019. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication to offer the degree in Tulsa.

Curriculum. The Bachelor of Science in Information Science and Technology (022) program will consist of 120 total credit hours as shown in the following table. Typically, lower-division course work in the Tulsa metro area should not duplicate lower-division courses offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that all general education and lower-division course work will be completed at TCC. 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 (022) 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	$50,000	$50,000	$50,000	$50,000	$50,000
Explanation: The program was approved at the May 31, 2019 State Regents' meeting to be offered on the Norman campus and will 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	$23,940	$47,880	$71,820	$95,760	$119,700
Narrative/Explanation: The above tuition amounts were calculated using the OU tuition calculator for in-state, flat-rate tuition. OU anticipates an enrollment of 5, 10, 15, 20, and 26 students in years 1 through 5.					
TOTAL	**$73,940**	**$97,880**	**$121,820**	**$145,760**	**$169,700**

| | 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	$86,450	$86,450	$86,450	$86,450	$86,450
Explanation: The amounts above represent the budget for salary and benefits for 1 full-time faculty.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$2,000	$2,000	$2,000	$2,000	$2,000
Explanation: The amounts above represent an allocation of existing costs for travel for recruiting and conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$88,450**	**$88,450**	**$88,450**	**$88,450**	**$88,450**

Certificate in Engineering Leadership

Program purpose. The proposed program will provide undergraduate students the knowledge and skills needed to develop their personal leadership style for application in the field of engineering.

Program rationale and background. The proposed certificate will be available to undergraduate students enrolled in degree programs within the Gallogly College of Engineering or the Mewbourne College of Earth and Energy. According to OU, corporations in the energy and aerospace sectors already provide support for the Gallogly College's co-curricular leadership development programs, including sponsorships of leadership workshops and retreats. The proposed certificate would leverage existing courses and will provide students with a broad understanding of the human and relational aspects of leadership in concert with technical expertise and decision-making skills needed to be a successful leader in the field.

Employment opportunities. The proposed certificate is not designed to lead to employment. Rather, it will serve as an added credential that documents graduates have acquired the knowledge and skills needed to be a competent leader. A recent survey of current and former mentors indicated they look for evidence of leadership-related skills when hiring students for engineering and applied science positions. Ninety-four percent of those surveyed stated they would be interested in hiring graduates who had completed a series of courses focusing on leadership and related skills. Additionally, hiring managers and executives at Shell and Boeing offered strong support for the proposed certificate, citing that the program would create more competitive candidates for employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2023
Minimum Graduates from the program	10	2023-2024

Duplication and impact on existing programs. There are no Certificate in Engineering Leadership programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 22, 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 Engineering Leadership program will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Course	3
Guided Elective	3
Leadership Courses	6
Intercultural Course	3
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 Engineering Leadership 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	$25,506	$38,259	$38,259	$38,259	$38,259
Narrative/Explanation: Net student tuition and fee revenue was estimated using an anticipated enrollment of 10 students in year 1 and 15 students in years 2 through 5. OU assumes students will complete an average of 6 credits annually and a resident/non-resident ratio of 50/50.					
TOTAL	**$25,506**	**$38,259**	**$38,259**	**$38,259**	**$38,259**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$2,912	$4,367	$4,367	$4,367	$4,367
Explanation: These amounts represent the estimated proportional cost of a staff member's salary and benefits to support the program and are based on the projected enrollments.					
Faculty	$13,662	$20,493	$20,493	$20,493	$20,493
Explanation: The amounts above represent the estimated proportional cost of salary and benefits for faculty to teach courses in the program and are based on the projected enrollments.					
Graduate Assistants	$1,568	$2,352	$2,352	$2,352	$2,352
Explanation: The amounts above represent the estimated proportional cost of salary and benefits for graduate assistants to assist in teaching the program and are based on the projected enrollments.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$448	$672	$672	$672	$672
Explanation: The amounts above are budgeted for costs associated with classroom supplies, handouts, data sets, and in-class equipment.					
Library	$896	$1,344	$1,344	$1,344	$1,344

Explanation: The amounts above are the estimated costs of library materials for the program.					
Contractual Services	$896	$1,344	$1,344	$1,344	$1,344
Explanation: The amounts above are budget for guest speaker fees and material acquisition.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$224	$336	$336	$336	$336
Explanation: The amounts above are estimated costs for basic supplies to be used in preparation and delivery of the program. Future year increases are based on projected enrollment increases.					
Printing	$448	$672	$672	$672	$672
Explanation: The amounts above are estimated costs for printing for use in research and class materials. Future year increases are based on projected enrollment increases.					
Telecommunications	$672	$1,008	$1,008	$1,008	$1,008
Explanation: The amounts above are budgeted for costs associated with office telephone and internet expenses.					
Travel	$672	$1,008	$1,008	$1,008	$1,008
Explanation: The amounts above are estimated costs of travel to conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$22,398**	**$33,596**	**$33,596**	**$33,596**	**$33,596**

Graduate Certificate in Executive Management in Aerospace/Defense

Program purpose. The proposed graduate certificate is designed to provide students working in the aerospace/defense industry skills in financial management, critical thinking, strategy development, and innovation.

Program rationale and background. Aerospace/defense is one of Oklahoma's 5 Driver Ecosystems that drive wealth generation in the state. The curriculum for the proposed graduate certificate is structured to allow for flexibility, so that it can be tailored to the needs of the students, while also meeting the needs of their employers. The courses will be focused on applying business and leadership principles to the aerospace and defense industry and may result in additional professional qualifications such as Six Sigma and Project Management certification.

Employment opportunities. Students pursuing the proposed graduate certificate will already be employed within the aerospace/defense industry but are seeking to improve their leadership and management skills for advancement. According to Oklahoma Employment Security Commission data, career opportunities for executive-level management positions will increase 6 percent through 2026. Students completing the proposed graduate certificate will have the knowledge and training needed to be more competitive as they seek promotion opportunities into upper-management positions.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2020
Minimum Graduates from the program	5	2020-2021

Duplication and impact on existing programs. There are no Graduate Certificate in Executive Management in Aerospace/Defense programs offered in Oklahoma. A system wide letter of intent was communicated by email on May 15, 2019. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on July 1, 2019. Neither OSU nor any other 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 Executive Management in Aerospace/Defense program will consist of 12 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	4
Electives	8
Total	**12**

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

Delivery method and support services. The proposed certificate will be delivered using the learning management system, Canvas. Canvas supports the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction, following best practices for online adult learning. Additionally, Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, provide creative collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. All faculty members teaching online courses must demonstrate the ability to teach in an online course environment by successfully completing 18-20 hours of training in the Canvas learning management system. 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 Executive Management in Aerospace/Defense 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	$112,500	$56,250	$28,125	$28,125	$28,125
Explanation: The amounts above are existing funds already budgeted for the proposed program.					
State Resources Available through Internal Allocation and	$0	$0	$0	$0	$0

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Reallocation					
Student Tuition	$206,400	$258,000	$258,000	$258,000	$258,000

Narrative/Explanation: The amounts above assume enrollment of 8 students in year 1 and 10 students in years 2 through 5. OU estimates students will complete 12 credit hours each academic year. Tuition for executive graduate management education is $2,150 per credit hour.

TOTAL	**$318,900**	**$314,250**	**$286,125**	**$286,125**	**$286,125**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$60,000	$60,000	$60,000	$60,000	$60,000

Explanation: The amounts above will be used for administrative staff salary.

Faculty	$156,000	$84,000	$84,000	$84,000	$114,000

Explanation: The amounts above will be used for course development in year 1 and partial course development in year 5.

Graduate Assistants	$12,000	$12,000	$12,000	$12,000	$12,000

Explanation: The amounts above are budgeted for graduate student support.

Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$20,600	$25,800	$25,800	$25,800	$25,800

Explanation: The amounts above will cover costs for outside consultants for marketing.

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$1,000	$1,000	$1,000	$1,000	$1,000

Explanation: The amounts above will be used for printing copies.

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$249,600**	**$182,800**	**$182,800**	**$182,800**	**$212,800**

Graduate Certificate in Learning Design and Technology

Program purpose. The proposed program provides students with the knowledge and skills needed to become Instructional Designers.

Program rationale and employment opportunities. In July 2017, the Instruction Psychology and Technology Program hired Brian Precious (BP) Consulting to review and recommend strategies to increase enrollment within the department. After a thorough assessment of the program and market/industry data, BP found a large and growing demand for Instructional Designers in the U.S. According to Inside Higher Ed, expected job growth in the field is approximately 28 percent through 2022. Additionally, BP found that many students starting the Master of Education in Learning Sciences (055) but did not complete the degree. Based on this information, BP recommended that OU was well positioned to serve current students and increase enrollments by offering a meaningful credential in this high demand field.

Student demand. The proposed graduate certificate is expected to fulfill student demand within the Master of Education in Learning Sciences (055) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Learning Design and Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 22, 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 Graduate Certificate in Learning Design and Technology program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment D).

Content Area	Credit Hours
Required Courses	18
Total	**18**

Faculty and staff. Existing faculty will teach the proposed graduate certificate.

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

Financing and program resource requirements. The proposed certificate program is embedded within the Master of Education in Learning Sciences (055) 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 program. No additional funding is requested from the State Regents to support this certificate.

Certificate in Criminal Investigation and Intelligence Analysis

Program purpose. The proposed program will provide students the knowledge and skills needed to be effective crime investigators.

Program rationale and employment opportunities. The proposed certificate introduces students to a core function of law enforcement and security operations. Crime trend analysis and intelligence analysis frequently support and augment criminal and security investigations of every type. In a recent program review, current students and recent graduates were surveyed regarding the proposed certificate. Sixty-three percent of the respondents indicated a strong interest in the certificate. Oklahoma Employment Security Commission data indicate that career opportunities for Protective Service Occupations are expected to increase more than 7 percent through 2026. Additionally, market research indicates significant continued and increasing demand for investigators and intelligence analysts by federal, state,

and local agencies, as well as corporate security entities. OU is confident that students completing the proposed certificate will find employment.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Science in Criminal Justice (365) program.

Duplication and impact on existing programs. There are no Certificate in Criminal Investigation and Intelligence Analysis programs offered in Oklahoma. A system wide letter of intent was communicated by email on May 15, 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 program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment E).

Content Area	Credit Hours
Required Courses	12
Electives	3
Total	**15**

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

Delivery method and support services. The proposed certificate will be delivered using the learning management system, Canvas. Canvas supports the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction, following best practices for online adult learning. Additionally, Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, provide creative collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. All faculty members teaching online courses must demonstrate the ability to teach in an online course environment by successfully completing 18-20 hours of training in the Canvas learning management system. The library, classroom, and lab space are adequate for the degree program.

Financing and program resource requirements. The proposed certificate program is embedded within the Bachelor of Science in Criminal Justice (365) 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 program. No additional funding is requested from the State Regents to support this certificate.

Certificate in Restorative Justice

Program purpose. The proposed certificate will provide students with knowledge and skills needed to work in professions serving as victim advocates, counselors, mediators, court officers, probation and parole officers, and crime prevention/restoration experts.

Program rationale and employment opportunities. In a recent program review, current students and recent graduates were surveyed regarding the proposed certificate. Approximately half of the respondents indicated a strong interest in the certificate. Oklahoma Employment Security Commission data indicates that career opportunities for Protective Service Occupations are expected to increase more than 7 percent through 2026. Additionally, the Bureau of Labor Statistics identifies restorative justice as a new and

emerging occupation. OU is confident that students completing the proposed certificate will find employment.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Science in Criminal Justice (365) program.

Duplication and impact on existing programs. There are no Certificate in Restorative Justice programs offered in Oklahoma. A system wide letter of intent was communicated by email on May 15, 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 program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment F).

Content Area	Credit Hours
Required Courses	12
Electives	3
Total	**15**

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

Delivery method and support services. The proposed certificate will be delivered using the learning management system, Canvas. Canvas supports the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction, following best practices for online adult learning. Additionally, Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, provide creative collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. All faculty members teaching online courses must demonstrate the ability to teach in an online course environment by successfully completing 18-20 hours of training in the Canvas learning management system. The library, classroom, and lab space are adequate for the degree program.

Financing and program resource requirements. The proposed certificate program is embedded within the Bachelor of Science in Criminal Justice (365) 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 program. No additional funding is requested from the State Regents to support this certificate.

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 or BIOL 5933	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
CERTIFICATE IN ENGINEERING LEADERSHIP

Certificate Requirements		Credit Hours
Required Course		**3**
ENGR 4013	Leadership and Management for Engineers	3
Guided Elective		**3**
Select 3 credit hours from the courses below		
*ENGR 3051	Experiential Leadership	1-3
ENGR 1401	Dean's Leadership Council	1-3
ENGR 4051	Lincoln, Leadership, and Innovation	1
ENGR 5970	Entrepreneurship for Science and Technology	2
ENGR 4003	Engineering Practice II-CCEW	3
ENTR 4023	Disruptive Technology and Ideation	3
ENTR 4510	Fundamentals of Project Management	3
Leadership Courses		**6**
	Students must complete 6 credit hours from a list of approved courses aligned with the leadership capabilities of Personal Development, Interpersonal Relationships, Management and Teamwork, and Leadership.	6
Intercultural Course		**3**
	Students must complete 3 credit hours from a list of approved courses in Intercultural Competence.	3
Total		**15**

*Denotes new course

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN EXECUTIVE MANAGEMENT IN AEROSPACE/DEFENSE

Certificate Requirements		Credit Hours
Required Courses		**4**
*EMAD 5302	Financial Management in Aerospace and Defense	2
*EMAD 5332	Legal Environment for Aerospace and Defense	2
Guided Electives		**8**
	Select 8 credit hours from the courses below	
*EMAD 5312	Information Technology and Cyber Security in Aerospace and Defense	2
*EMAD 5322	Managing Supply Chain and Logistics in Aerospace and Defense	2
*EMAD 5342	Project Management for Aerospace and Defense	2
*EMAD 5352	Global Aerospace and Defense Strategy	2
*EMAD 5362	Field Project in Aerospace and Defense (Analysis)	3
*EMAD 5372	Field Project in Aerospace and Defense (Implementation)	2
Total		**12**

*Denotes new course

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN LEARNING DESIGN AND TECHNOLOGY

Certificate Requirements		Credit Hours
Required Courses		**18**
EIPT 5533	Foundations of Learning Sciences	3
EIPT 5183	Motivation and Learning in the Classroom	3
EIPT 5920	Internship in Education-Master's	3
EIPT 6523	Visual Literacy and Digital Development for Learning	3
EIPT 6343	Design of Learning Environments	3
EIPT 6533	Development for Learning with Digital Technologies	3
Total		**18**

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN CRIMINAL INVESTIGATION AND INTELLIGENCE ANALYSIS

Certificate Requirements		Credit Hours
Required Courses		**12**
LSCJ 3133	Theories of Criminal Behavior	3
LSCJ 4403	Criminal Investigation	3
LSCJ 4413	Intelligence Analysis for Law Enforcement	3
LSC 4423	Cyberspace Security	3
Guided Electives		**3**
	Select 3 credit hours from the courses below	
LSCJ 3063	Statistics in Criminal Justice	3
LSCJ 4123	Introduction to Forensic Science/Criminalistics	3
LSCJ 4143	Drugs and Society	3
LSCJ 4253	Private Policing: Corporate Security in the 21st Century	3
LSCJ 4463	Homeland/Global Security and Justice	3
LSCJ 4493	Organized Crime and International Drug Trafficking	3
LSCJ 4700	Advanced Topics in Criminal Justice	3
Total		**15**

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN RESTORATIVE JUSTICE

Certificate Requirements		Credit Hours
Required Courses		**12**
LSCJ 3133	Theories of Criminal Behavior	3
LSCJ 3233	Restorative Justice and Problem-Solving Courts	3
LSCJ 4233	Community Policing and Problem Solving	3
LSCJ 4443	Juvenile Delinquency	3
Guided Electives		**3**
	Select 3 credit hours from the courses below	
LSCJ 3173	Deviance and Social Control	3
LSCJ 3223	American Judicial Processes	3
LSCJ 3333	Special Populations in Corrections	3
LSCJ 4143	Drugs and Society	3
LSCJ 4273	Community Corrections	3
Total		**15**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #7-b:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Master of Science in Dietetics, the Graduate Certificate in K-12 STEM Educator, and the Graduate Certificate in Effective Teaching in Elementary Schools.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the Master of Science in Dietetics, via electronic delivery, the Graduate Certificate in K-12 STEM Educator, via traditional and electronic delivery, and the Graduate Certificate in Effective Teaching in Elementary Schools, via electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Master of Science in Dietetics.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 6 students in Fall 2021; and
>   Graduates: a minimum of 3 students in 2021-2022.
>
> - **Graduate Certificate in K-12 STEM Educator.** Continuation beyond 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 5 students in Fall 2023; and
>   Graduates: a minimum of 3 students in 2023-2024.
>
> - **Graduate Certificate in Effective Teaching in Elementary Schools.** Continuation beyond 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 6 students in Fall 2023; and
>   Graduates: a minimum of 6 students in 2023-2024.

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.

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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:

93	Degree and/or certificate programs deleted
135	Degree and/or certificate programs added

Program Review
OSU offers 283 degree and/or certificate programs as follows:

51	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
105	Baccalaureate Degrees
78	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 Master of Science in Dietetics, the Graduate Certificate in K-12 STEM Educator, and the Graduate Certificate in Effective Teaching in Elementary Schools at their April 26, 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);
- Graduate Certificate 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);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate 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);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265) and
- Bachelor of Science in Computer Science (052).

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:

Master of Science in Dietetics

Program purpose. The proposed program will prepare students to practice dietetics at an advanced level and to become Registered Dietitian Nutritionists (RDN).

Program rationale and background. The proposed program has been offered as an online option under the Master of Science in Nutritional Sciences (098) program since 2007 as part of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). The Great Plains IDEA is a consortium of Human Sciences academic units at 11 universities that has delivered collaborative online programs since 1999. Starting in 2024, the Commission on Dietetic Registrations will require all dietitians and nutritionists to hold a master's degree before they can sit for the examination to become an RDN. Currently about half of all RDNs do not have a master's degree. Therefore, many of these professionals will need to return to school to be competitive for jobs.

Employment opportunities. Employment opportunities for RDNs are expected to increase both nationally and statewide. Nationally, the outlook for RDNs is 15 percent through 2026, which is considered much faster than average for all occupations. Similarly, according to Oklahoma Employment Security Commission data, the anticipated growth in the field is 11 percent through 2026. Additionally, an internet search for RDN jobs in Oklahoma resulted in more than 150 full-time openings. With the increased educational requirements for employment, OSU is confident the proposal program will meet employment demands.

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	6	Fall 2021
Minimum Graduates from the program	3	2021-2022

Duplication and impact on existing programs. The proposed Master of Science in Dietetics may duplicate the following programs:

Institution	Existing Program
University of Oklahoma Health Science Center	Master of Arts in Dietetics (083)
Oklahoma State University	Master of Science in Nutritional Sciences (098)
University of Central Oklahoma	Master of Science in Nutrition and Food Science (184)

A system wide letter of intent was communicated by email on April 22, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on May 31, 2019. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to the realignment of a current program option into a stand-alone degree program, participation in the Great Plains IDEA consortium, and employment requirements, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Dietetics program will consist of 36 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	18
Electives	18
Total	**36**

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

Delivery method and support services. All courses in the proposed program taught by the Great Plains IDEA Alliance will be delivered via the online learning management systems employed by Great Plains IDEA partner institutions. Students will access courses through the learning management system (LMS) at the teaching institution for a given course. Alliance institutions utilize Blackboard, Canvas, or Desire2Learn (D2L) for delivery of online courses. At OSU, the LMS is BrightSpace, offered by D2L. The Great Plains IDEA campus coordinator on each campus facilitates access to the LMS for non-home institution students. All three systems offer discussion boards used to facilitate interaction among students and faculty in each course. Each LMS also facilitates team projects and administration of quizzes, surveys and exams. Students will submit assignments through electronic drop boxes. 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 Master of Science in Dietetics 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

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
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	$43,875	$52,650	$52,650	$52,650	$61,425
Narrative/Explanation: OSU anticipates enrolling 5 students in year 1, 6 students in years 2 through 4, and 7 students in year 5. The amounts above were calculated based on students completing 15 credit hours in one academic year and a tuition rate of $585 per credit hour.					
TOTAL	**$43,875**	**$52,650**	**$52,650**	**$52,650**	**$61,425**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$6,519	$6,519	$6,519	$6,519	$6,519
Explanation: The amounts above represent 10 percent of the salary for the Great Plains IDEA Campus Coordinator.					
Faculty	$13,411	$13,411	$13,411	$13,411	$13,411
Explanation: The amounts above represent salary and benefits for 2 courses to be taught per year through OSU.					
Graduate Assistants	$3,420	$3,420	$3,420	$3,420	$3,420
Explanation: The amounts above represent salary and benefits for 1 graduate assistant per semester.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$10,969	$13,163	$13,163	$13,163	$13,163
Explanation: The amounts above are budgeted for fees paid to the Great Plains IDEA consortium.					
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	$3,000	$3,000	$3,000	$3,000	$3,000
Explanation: The amounts above are budgeted for faculty travel to attend the Great Plains IDEA annual meeting.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$37,319**	**$39,513**	**$39,513**	**$39,513**	**$39,513**

Graduate Certificate in K-12 STEM Educator

Program purpose. The proposed program will prepare educators to become Science, Technology, Engineering, and Mathematics (STEM) teachers and leaders within their school and/or district.

Program rationale and background. There is a national call to produce more STEM degree graduates. Additionally, there is an increased emphasis on creating STEM programs and preparing K-12 students for STEM careers across the state. These programs include both formal and informal opportunities within the classroom and during out-of-school time. OSU indicates they have received numerous requests from current teachers for training to become a STEM teacher leader in their school/district. However, many of these teachers are certified in general elementary or in single subject areas with little specific training in STEM as an interdisciplinary/integrated discipline. The proposed program will provide teachers the knowledge and skills needed to develop more rigorous STEM programs to help promote interest in K-12 students to pursue STEM degrees. Although the proposed program is a stand-alone certificate, all courses required in the certificate are applicable to the Master of Science in Teaching, Learning, and Leadership (057) degree.

Employment opportunities. Currently, many school districts in Oklahoma have STEM teachers and other districts are looking to add them. However, many of the teachers being called upon to be the STEM teacher/leader are unprepared to deliver this type of program. Students interested in the proposed program will already be employed as a teacher but are seeking to add to their knowledge and skillset to be more effective in their role as a STEM educator.

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 2023
Minimum Graduates from the program	3	2023-2024

Duplication and impact on existing programs. The proposed Graduate Certificate in K-12 STEM Educator may share similar content with the following program:

Institution	Existing Program
Northeastern State University	Graduate Certificate in STEM Education (022)

A system wide letter of intent was communicated by email on April 22, 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 Graduate Certificate in K-12 STEM Educator program will consist of 12 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	12
Total	**12**

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 Graduate Certificate in K-12 STEM Educator 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	$4,019	$8,039	$10,049	$10,049	$10,049
Narrative/Explanation: OSU anticipates enrolling 2, 4, 5, 5, and 5 students in years 1 through 5. The amounts above were calculated based on students completing 9 credit hours in one academic year and tuition and fees of $223.30 per credit hour.					
TOTAL	**$4,019**	**$8,039**	**$10,049**	**$10,049**	**$10,049**

	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	$3,656	$7,594	$9,281	$9,281	$9,281
Explanation: The amounts above are calculated based on an average faculty salary of $75,000/year and 3 faculty per year for one semester using the following: 13 percent FTE in year 1, 27 percent FTE in year 2, and 33 percent FTE in years 3 through 5. Each course is .25 FTE of the faculty teaching load.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$263	$345	$567	$567	$567
Explanation: The amounts above are budgeted for materials for hands-on activities and labs.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0

Commodities	$0	$0	$0	$0	$0
Printing	$100	$100	$200	$200	$200

Explanation: The amounts above are budgeted for instructor planning materials.

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$4,019**	**$8,039**	**$10,048**	**$10,048**	**$10,048**

Graduate Certificate in Effective Teaching in Elementary Schools

Program purpose. The proposed program is designed for paraprofessionals, teaching assistants, or emergency certified teachers who already hold a bachelor's degree and are seeking initial licensure.

Program rationale and background. OSU reports that in the past year, program coordinators in elementary education have received more than 40 inquiries about the availability of a master's degree, certificate, or individual courses designed for emergency certified teachers. Additionally, many of the more than 30 students requesting transcript reviews for admission into the master's program needed more than 15 credit hours to be admitted. These data, along with the number of teaching vacancies and increasing emergency certified teachers, are strong evidence that the proposed program is needed and wanted. The proposed certificate will prepare these teachers to use effective pedagogy to be successful in the classroom. Additionally, although the proposed program is a stand-alone certificate, all courses required in the certificate are applicable to the Master of Science in Teaching, Learning, and Leadership (057) degree.

Employment opportunities. Oklahoma is experiencing a shortage of teachers in all areas, including elementary education. For the 2018-2019 academic year, Oklahoma public schools hired over 3,000 non-certified teachers to work in classrooms. This represents a 54 percent increase over the previous school year. For the 2019-2020 year, the State Department of Education issued more than 1,600 emergency certificates, including over 800 renewals. Students interested in the proposed program will already be employed as a classroom teacher but will be required to complete specific education and training to maintain their certification. OSU is confident the proposed certificate will address the needs for emergency certified teachers and paraprofessionals.

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	6	Fall 2023
Minimum Graduates from the program	6	2023-2024

Duplication and impact on existing programs. There are no Graduate Certificate in Effective Teaching in Elementary Schools programs in Oklahoma. A system wide letter of intent was communicated by email on April 22, 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 Graduate Certificate in Effective Teaching in Elementary Schools program will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	15
Total	**15**

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

Support services. The library, classroom, and lab space are adequate for the certificate 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 Effective Teaching in Elementary Schools 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	$20,741	$20,741	$20,741	$20,741	$20,741
Narrative/Explanation: OSU anticipates enrolling 6 students each year in years 1 through 5. The amounts above were calculated based on students completing 15 credit hours in one academic year and tuition and fees of $230.45 per credit hour.					
TOTAL	**$20,741**	**$20,741**	**$20,741**	**$20,741**	**$20,741**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$17,500	$17,500	$17,500	$17,500	$17,500
Explanation: The amounts above are budgeted for adjunct faculty at $3,500/course.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0

Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$17,500**	**$17,500**	**$17,500**	**$17,500**	**$17,500**

Attachments

OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN DIETETICS

Program Requirements		Credit Hours
Required Courses		**18**
STAT 5013	Statistics for Experimenters I (or equivalent)	3
NSCI 5123	Research Methods in Nutritional Sciences	3
NSCI 5963	Environmental Scanning and Analysis	3
NSCI 5033	Macronutrients in Human Nutrition	3
NSCI 5043	Micronutrients in Human Nutrition	3
NSCI 5843	Graduate Capstone	3
Electives		**18**
	Select 18 credit hours from the following	
NSCI 5013	Financial Management and Cost Controls in Dietetics	3
NSCI 5053	Functional Foods for Chronic Disease Prevention	3
NSCI 5103	Grant Writing for the Professional	3
NSCI 5133	Advanced Nutrition for Exercise and Sport	3
NSCI 5203	Nutrition in Wellness	3
NSCI 5213	Entrepreneurship in Food Service and Dietetics	3
NSCI 5223	Advanced Nutrition Across the Life Span	3
NSCI 5240	Contemporary Issues in Nutrition	Variable
NSCI 5313	Dietary and Herbal Supplements	3
NSCI 5323	Nutrition and Physical Activity in Aging	3
NSCI 5363	Maternal and Child Nutrition	3
NSCI 5373	Childhood Nutrition	3
NSCI 5443	Nutrigenomics and Nutrigenetics	3
NSCI 5543	Obesity Across the Life Span	3
NSCI 5553	Global Nutrition and Food Security	3
NSCI 5613	Advanced Nutrition Education and Counseling	3
NSCI 5643	Advanced Medical Nutrition Therapy	3
NSCI 5683	Fundamentals of Leadership in Dietetics	3
NSCI 5713	Advanced Community Nutrition	3
NSCI 5753	Health Care Administration	3
NSCI 5913	Nutrition Epidemiology	3

NSCI 6033	Phytochemicals in Reduction of Chronic Disease	3
NSCI 6223	Nutrition in Immunology	3
NSCI 6243	Nutrition and Cancer	3
NSCI 6643	Clinical Aspects of Nutrition Support	3
Total		**36**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN K-12 STEM EDUCATOR

Program Requirements		Credit Hours
Required Courses		**12**
SMED 5050	Seminar in Integrated Mathematics and Science Applications	3
*SMED 5313	Introduction to K-12 Engineering Education	3
*SMED 5323	Technology for the K-12 STEM Educator	3
*SMED 5333	Developing Informal and Formal STEM Programs in Schools	3
Total		**12**

*Denotes new courses

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN EFFECTIVE TEACHING IN ELEMENTARY SCHOOLS

Program Requirements		Credit Hours
Required Courses		**15**
CIED 4362	Design and Management of the Elementary Classroom	2
*CIED 5120	Practicum for Early Career Elementary Teachers	1
CIED 5893	Reading Processes and Practices Grades 1-8	3
SMED 5013	Mathematics in Education	3
CIED 5323	Social Studies in Schools	3
SMED 5082	Teaching Science in the Elementary School Grades (1-8)	3
Total		**15**

*Denotes new course

AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Carl Albert State College (CASC) requests authorization to delete the programs below:
- Associate in Applied Science in Health Information Technology (159)
- Associate in Arts in Communication (014)
- Associate in Arts in Visual and Performing Arts (002)

Connors State College (CSC) requests authorization to delete the program below:
- Associate in Applied Science in Radiologic Technologist (092)

Oklahoma State University-Oklahoma City (OSU-OKC) requests authorization to delete the program below:
- Certificate in Electric Power Technology - Relay Option (122)

Redlands Community College (RCC) requests authorization to delete the program below:
- Associate in Arts in Art (067)

POLICY ISSUES:

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

ANALYSIS:

CASC requests authorization to delete the Associate in Applied Science in Health Information Technology (159) effective immediately. This program was approved at the March 5, 2015 State Regents meeting. CASC reports:
- The program was suspended at the February 2, 2017 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- Thirteen courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Art in Communication (014) effective immediately. This program was approved prior to 1990. CASC reports:
- The program was suspended at the May 27, 2016 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Art in Visual and Performing Arts (002) effective immediately. This program was approved prior to 1990. CASC reports:
- The program was suspended at the May 27, 2016 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

CSC requests authorization to delete the Associate in Applied Science in Radiologic Technologist (092) effective immediately. This program was approved at the June 21, 2012 State Regents' meeting. CSC reports:
- The program was suspended at the May 30, 2015 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.
- Cooperative Agreement Program with Indian Capital Technology Center will be deleted (see agenda item.)

OSU-OKC requests authorization to delete the Certificate in Electric Power Technology - Relay Option (122). This program was approved at the June 26, 2014 State Regents' meeting. OSU-OKC reports:
- The certificate was suspended at the April 30, 2019 State Regents' meeting due to low enrollment.
- There are currently three students enrolled in the certificate with an expected graduation date of Spring 2020.
- Eight courses will be deleted.
- No funds are available for reallocation.

RCC requests authorization to delete the Associate in Art in Art (067). This program was approved prior to 1990. RCC reports:
- The program was suspended at the September 7, 2017 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #9:

Intensive English Programs.

SUBJECT: Approval to offer Intensive English Programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve an extension of the review schedule for the ELS Language Centers in Oklahoma City, Oklahoma for two months.**

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:

At their September 1, 2016 meeting, the State Regents granted the ELS Language Centers (ELS) in Oklahoma City, Oklahoma continued approval without qualification with re-examination in three years based on achieving accreditation from the Accrediting Council for Continuing Education and Training (ACCET).

As allowed by policy, on April 25, 2019, ELS submitted a request to continue using accreditation from ACCET in lieu of a secondary visit by an evaluation team from the State Regents. Upon receipt of this request, State Regents' staff worked with the IEP administrators to use ACCET accreditation. ACCET's accreditation of ELC expires September 30, 2019 and a site visit was conducted on May 23-24, 2019. ELS submitted a copy of the evaluators report to State Regents' staff which documented "no weaknesses and 10 strengths." ACCET's commission will meet in September 2019 to make a final recommendation for reaffirmation of accreditation. In agreement with the IEP Administrator, State Regents' staff recommends an extension to ELS for two months while awaiting ACCET's decision.

AGENDA ITEM #10:

> **Academic Plans.**

SUBJECT: Acceptance of academic plans submitted by institutions.

RECOMMENDATION:

> **It is recommended that the State Regents accept the following 2019-2020 academic plans:**

♦ Oklahoma State University System
♦ University of Oklahoma
♦ Cameron University
♦ East Central University
♦ Langston University
♦ Northeastern State University
♦ Northwestern Oklahoma State University
♦ Oklahoma Panhandle State University
♦ Rogers State University
♦ Southeastern Oklahoma State University
♦ Southwestern Oklahoma State University
♦ University of Central Oklahoma
♦ University of Science and Arts of Oklahoma
♦ Carl Albert State College
♦ Connors State College
♦ Eastern Oklahoma State College
♦ Murray State College
♦ Northeastern Oklahoma A&M College
♦ Northern Oklahoma College
♦ Oklahoma City Community College
♦ Redlands Community College
♦ Rose State College
♦ Seminole State College
♦ Tulsa Community College
♦ Western Oklahoma State College

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the system's

academic planning and institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents' staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report; and Part II. Academic Plans for the Coming Year. The Annual Report summarized current academic programs and services in technology and academic efficiencies, and reported Learning Site activities. The Academic Plan for the Coming Year included a copy of the institution's strategic plan, if available; the institution's three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2019, Fall 2020, and Fall 2021.

POLICY ISSUES:

These actions support and further the goals of the APRA initiative.

ANALYSIS:

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on June 28, 2019. The 2019-2020 Academic Plan Outline is provided below.

1) Academic Priorities/Programs		
2) Academic Efficiencies	Current Status	Future Plans
3) Technology	Current Status	Future Plans
4) Online Learning Activities/Initiatives	Current Status	Future Plans
5) Learning Site Activity Report		
Enrollment Projections		

With this action, the State Regents acknowledge the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item.

Attachment

Supplement is available upon request.

Academic Plan Form B
2019-2020 Outline

The Academic Plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into two parts: A) informing the State Regents of academic program, technology, and efficiency plans for the future, and B) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. <u>The 2019-2020 Degree Completion and Academic Plan is due **June 28, 2019**</u>. This due date will allow for compilation and preparation for the State Regents' annual review.

A. Summarize academic programs and services in the following areas:

1. **Priorities/Programs.** List the institution's academic priorities for the 2017-2018 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2017-2018 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

    a. **Priorities/Programs**

2. **Academic Efficiencies**

    Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

    a. **Current Status**

    b. **Future Plans**
        (Note plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

_____

3. **Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially note new, different, and innovative uses of technology)

   a. **Current Status**

_____

   b. **Future Plans**
      (Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

_____

4. **Online Learning Activities/Initiatives.**

   a. **Current Status**
      a. Open Educational Resources (OER)

_____

      b. Professional Development

_____

      c. Delivery System/Platform

_____

   b. **Future Plans**

_____

5. Learning Site Activity Report
   Please respond to the following questions as a learning site:

   a. Include the number of online/electronically delivered courses sent to and received from other institutions. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

   b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

B. Provide the institution's 2019, 2020, 2021 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2019: Undergraduate Headcount: _____
- Fall 2019: Graduate (if applicable) Headcount: _____
- 2019 Annual FTE: _____

- Fall 2020: Undergraduate Headcount: _____
- Fall 2020: Graduate (if applicable) Headcount: _____
- 2020 Annual FTE: _____

- Fall 2021: Undergraduate Headcount: _____
- Fall 2021: Graduate (if applicable) Headcount: _____
- 2021 Annual FTE: _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #11:

> **Degree Completion Plans.**

SUBJECT: Acceptance of degree completion plans submitted by institutions.

RECOMMENDATION:

> **It is recommended that the State Regents accept the following 2019-2020 institutional degree completion plans:**

♦ Oklahoma State University System
♦ University of Oklahoma
♦ Cameron University
♦ East Central University
♦ Langston University
♦ Northeastern State University
♦ Northwestern Oklahoma State University
♦ Oklahoma Panhandle State University
♦ Rogers State University
♦ Southeastern Oklahoma State University
♦ Southwestern Oklahoma State University
♦ University of Central Oklahoma
♦ University of Science and Arts of Oklahoma
♦ Carl Albert State College
♦ Connors State College
♦ Eastern Oklahoma State College
♦ Murray State College
♦ Northeastern Oklahoma A&M College
♦ Northern Oklahoma College
♦ Oklahoma City Community College
♦ Redlands Community College
♦ Rose State College
♦ Seminole State College
♦ Tulsa Community College
♦ Western Oklahoma State College

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates the Complete College America (CCA) and National Governors Association (NGA) Complete to Compete metrics, recommitted to a revised Brain Gain performance program, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreement programs between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to the governor and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants worked with the Oklahoma State Regents for Higher Education (OSRHE) staff to incorporate Oklahoma's work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states on October 18-19, 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

POLICY ISSUES:

As higher education institutions in Oklahoma experience national trends and challenges, increased enrollment demands, significant calls for higher education to drive economic development, and historically low levels of public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call was a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what was proposed under the CCA and NGA Complete to Compete action plan was an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding all of these efforts is a revised accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects new priorities by measuring and rewarding priorities that meet statewide completion goals.

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals who have some college or postsecondary training but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will reform the state's successful Brain Gain Performance Funding Program and focus on a public agenda framework that covers three issues:

1) Academic preparation initiatives that:
   a. increase high school offerings to reduce the need for remediation; and
   b. offer a fundamental change in the delivery of remedial and developmental education;
2) High impact practices with reverse transfer, prior learning assessments, data analytics, etc. to reduce time-to-degree; and;
3) Adult degree completion initiatives that streamline degree options, remove time and sequence barriers, and provide additional supports for completion.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11th and 12th grades will be made to reduce the need for remediation, including a college and career ready math course, concurrent enrollment opportunities, and advanced placement courses.

Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree, including corequisite courses.
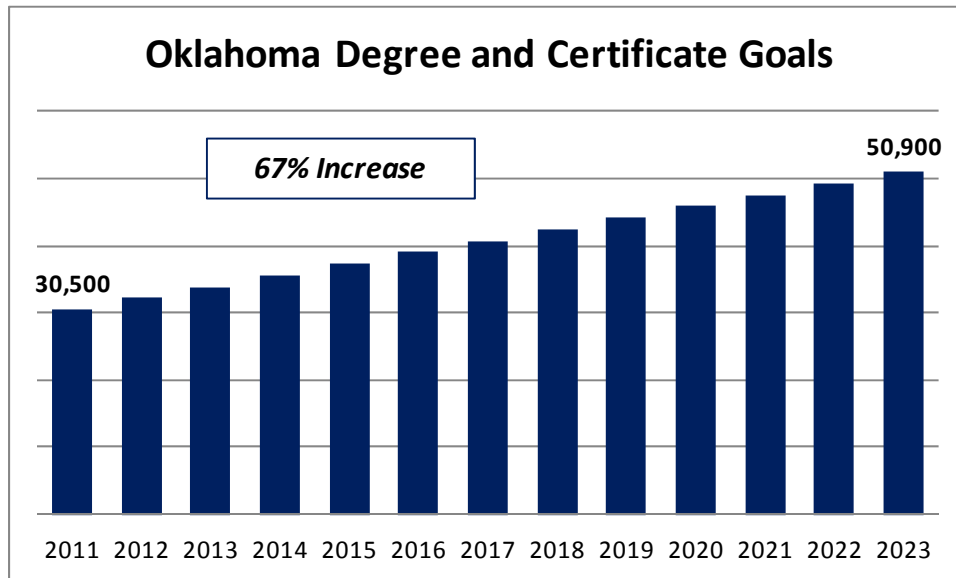
Initiative #3: Our colleges and universities are implementing programs that create clear pathways to degrees and certificates including the cooperative agreement programs with technology centers and providing proactive advising, coaching services, and additional academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to adult students who have some college credit but have not completed a college certificate, associate, or bachelor's degree. The program offers two paths to meet both student and workforce needs: Reach Higher FlexFinish and Reach Higher DirectComplete.

Initiative #5: In April 2012, the State Regents adopted a revised Brain Gain performance-based funding formula providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. As CCA began in 2011, Oklahoma's colleges and

universities produced 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma must increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve year period.

Oklahoma Degree and Certificate Goals

67% Increase

50,900

30,500

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

Institutions were requested to submit updated institutional degree completion plans by June 28, 2019 (template in Attachment A). The request for the institutional degree completion plan also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Summaries of the submissions are available in a supplement.

Attachment

Supplement is available upon request.

Attachment

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION
Improving our future by degrees

COMPLETE
COLLEGE
AMERICA
Alliance of States

Institutional Degree Completion Form A
2019-2020 Outline

The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare students to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers,

and measures of progress. Though the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels.
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options.
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates.
- More effective and efficient completion of remediation and freshman gateway courses.
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels.
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year.
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.
- Information regarding the use of predictive analytics should be embedded in the institution's academic plan

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives and commitment to the public agenda and CCA. The 2019-2020 Degree Completion Plan is due **June 28, 2019**. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2019-2020.

Based on your institution's priorities, statewide initiatives, and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. *(Note: tables expand to list all strategies and to allow full information)*

For the purposes of this document, the following terms are defined.

High Impact Strategy: In addition to the initiatives listed, please describe strategies that address each of the four CCA Initiatives in Oklahoma. What activities have been or are being developed on your campus or as part of statewide initiatives to accomplish the goals of Complete College America?

Implementation: List the activities with timelines that will be used to implement this strategy. What short- and long-term timelines have been established for implementation of the high impact strategies?

Responsible Party: List the people, offices or functions responsible for implementing this strategy or each activity. Who/what are the key people or offices responsible for development, implementation, and assessment?

Measures of Effectiveness: Describe the metrics used to evaluate the effectiveness of each activity.

Results to Date: Describe the current status and results of the activity.

1. **Focus on Readiness.** Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy - 12th Grade Math			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Concurrent Enrollment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

2. **Transform Remediation.** Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

High Impact Strategy - Co-Requisite Remediation			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Course Placement			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

3. **Build Bridges to Certificates and Degrees.** Develop, implement, or expand a "Program Equivalent Project" that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

High Impact Strategy - Reverse Transfer			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Cooperative Agreements/Contracts			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Prior Learning Assessment			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

4. **Adult Completion.** Further expand and develop Reach Higher or other completion program(s) as a degree and certificate completion effort that involves the entire system of postsecondary education.

High Impact Strategy - Reach Higher Direct Complete (Lumina Workforce Completion)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

5.   Other Institutional Priority Areas for Degree Completion.

High Impact Strategy - Data Analytics			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - 15 to Finish			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Degree Audit Program			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Advising			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #12:

> **Student Assessment Plans.**

SUBJECT: Approval of requests from Rose State College and Tulsa Community College for changes to their student assessment plans.

RECOMMENDATION:

> **It is recommended that the State Regents approve changes to the Student Assessment Plans for Rose State College and Tulsa Community College as required by the Assessment and Remediation policy.**

BACKGROUND:

In the late 1980s and early 1990s, the State Regents implemented Assessment and Remediation policies to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning and (2) accountability and institutional effectiveness. Remediation is designed to assist students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and Remediation policies into a single policy. The policy revisions provided increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outlined the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment that will facilitate a model of continuous improvement for institutions. The State Regents approved these revisions October 2015, and they became effective Fall 2016. All State System institutions have submitted assessment plans to the State Regents which were approved in February 2017.

POLICY ISSUES:

This action is consistent with the Assessment and Remediation policy, specifically section 3.20.8, Assessment Plan and Reporting:

> To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

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ANALYSIS:

Rose State College and Tulsa Community College have requested changes to their respective Student Assessment Plans that were approved in February 2017. The changes described below are substantive and therefore require State Regents' approval. Following staff review, it is recommended that the State Regents approve these changes.

Rose State College

Approved	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
Course placement for mathematics, reading, and writing is determined first by National ACT or Residual ACT subject scores. Students who do not meet the minimum ACT subject score to enroll in the college-level course must take a placement test (Accuplacer as of Spring 2017) to determine placement. The institution works with eleven correctional facilities that proctor the ASSET test to inmates interested in completing college courses offered at their respective correctional centers. The campus also accepts the SAT exam scores, but these exams are not proctored on campus.	The institution re-evaluated the placement criteria during the Spring 2019 semester and made changes to align with the multiple measures model for developmental coursework and math pathways that went into effect in the Fall of 2017. The multiple measures used as the primary methods for assessing the placement of traditional students include high school performance (GPA), ACT/SAT and student self-evaluation. Course placement for mathematics, reading, and writing is determined first by ACT or SAT subject scores. Students who do not meet the minimum ACT or SAT subject score to enroll in the college-level course can demonstrate proficiency by the criteria noted in the RSC Multiple Measures Placement Guide. The student's total score on RSC's Multiple Measures Placement Guide will determine course placement (Reading, English, STEM and non-STEM courses). Students may opt to be placed using Next-Generation ACCUPLACER scores (been in use since 2017). The respective cut-scores are noted on RSC's Multiple Measures Placement Guide.
Students must complete all required developmental work (zero-level coursework) within a particular subject before they can enroll in particular college-level courses as follows: • Students who need remediation in reading cannot enroll in any college-level General Education course without having earned a C or better in Reading 1213. • Students who need remediation in writing cannot enroll in Composition I without first earning a C or better in ENGL 0123 or 0131. • Students who need remediation in	Students must complete all required developmental work (zero-level coursework) within a particular subject before they can enroll in particular college-level courses as follows: • Students requiring skill-building in two or more areas (English, reading or mathematics) must enroll in College & Life Strategies (EDUC 1103). • Reading: A student's placement scores through ACT, SAT, or Next Generation ACCUPLACER adequately determine college-entry level. If this level is not cleared by the test, developmental courses may be required. • Writing: A student's placement scores through

| mathematics cannot enroll in College Algebra without first earning a C or better in Intermediate Algebra and cannot enroll in General College Math without first earning a C or better in Elementary Algebra or Math Literacy. | ACT/SAT or Next Generation ACCUPLACER, adequately determine college-level readiness, the ability to write clear, cohesive paragraphs, including grammar, syntax and semantics. If this level is not cleared by the test, developmental courses may be required. Placement recommendation may indicate student is eligible for the co-requisite "composition studio" writing foundations workshop course. |
| | • Mathematics: A student's placement scores through ACT, SAT, or Next Generation ACCUPLACER adequately determine college-level readiness, the ability to exhibit skills in performing various math competencies, ranging from arithmetic to intermediate algebra. Based on placement scores, developmental courses may be required before a student is eligible for college-level mathematics courses. Placement recommendation may indicate student is eligible for co-requisite "studio courses." The respective cut-scores are noted on RSC's Multiple Measures Placement Guide. |

Tulsa Community College

Approved	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
Course placement for mathematics, reading, and writing is determined first by ACT or SAT subject scores. Students who do not meet the minimum ACT or SAT subject score to enroll in the college-level course must take a placement test (Accuplacer) to determine placement. As well, students can be placed using old COMPASS scores. For all subjects, multiple measures options have been added for enrollment into particular courses. These multiple measures include H.S. GPA for math, and ETS's SuccessNavigator English Placement Index Score for reading and writing. Finally, the institution re-evaluated the placement criteria during the 2016-17 academic year and made changes to align with the co-requisite model for developmental coursework and math pathways that will go into effect in the Fall of 2017.	Course placement for mathematics, reading, and English is determined by ACT or SAT subject scores, placement tests scores, and/or other multiple measures depending on the subject and the developmental level. In math, students will be placed based on H.S. GPA from an accredited high school, ACT or SAT math score, or ACCUPLACER Next Generation math tests, depending on which score places them at the highest level. Students are placed into writing courses by ACT or SAT subject scores, or a combination of ACCUPLACER's WritePlacer and ETS's SuccessNavigator English Placement Index score. Students are placed into reading courses by ACT or SAT subject scores, or a combination of ACCUPLACER's Next Generation Reading test and ETS's SuccessNavigator English Placement Index score. Proposed entry-level assessment scores for mathematics, reading, and English are reflected in TCC's course placement document.
Students must complete all required	Students must complete all required

developmental work (zero-level coursework) within a particular subject before they can enroll in particular college-level courses as follows:

- Students who need remediation in reading cannot enroll in any college-level General Education course without having earned a C or better in Reading I, and must be co-enrolled in Reading II at the time of enrollment or earn a C or better in Reading II prior to such enrollment.

- Students who need remediation in writing cannot enroll in Composition I without first earning a C or better in Writing II unless they are eligible for the co-requisite writing foundations workshop course.

- Students who need remediation in mathematics cannot enroll in college-level math courses without first earning a C or better in Math Foundations II or qualifying for the co-requisite Math Foundations II.

developmental work (zero-level coursework) within a particular subject before they can enroll in particular college-level courses as follows:

- Students who need remediation in reading cannot enroll in any college-level General Education course without having earned a C or better in Reading I, and must be co-enrolled in Reading II at the time of enrollment or earn a C or better in Reading II prior to such enrollment.

- Students who need remediation in writing cannot enroll in Composition I without first earning a C or better in Writing II unless they are eligible for the co-requisite writing foundations workshop course.

- HS GPA will be used as a multiple measure to determine gateway mathematics course placement. Course placement based upon GPA is determined by the specific academic major as follows:

MAJOR REQUIRES PRECALCULUS: MATH 1513 Precalculus I **OR** MATH 1715 Precalculus I&II	**HS GPA:** 3.40+
IF MAJOR REQUIRES PRECALCULUS: MATH 0123 Essentials for Precalculus **AND** MATH 1513 Precalculus I *(Must be enrolled simultaneously)*	**HS GPA:** 3.00-3.39
IF MAJOR REQUIRES MATH FUNCTIONS: MATH 1483 Mathematics Functions and Their Uses	**HS GPA:** 3.40+
IF MAJOR DOES NOT REQUIRE PRECALCULUS: MATH 1473 Quantitative Reasoning	**HS GPA:** 3.20+
IF MAJOR DOES	**HS GPA:** 3.00-3.19

	NOT REQUIRE PRECALCULUS: MATH 0403 Essentials of Quantitative Reasoning *AND* MATH 1473 Quantitative Reasoning *(Must be enrolled simultaneously)*	
	IF MAJOR REQUIRES WORKFORCE TECH MATH: MATH 1454 Technical Mathematics	**HS GPA:** 3.00+
	MATH 0013 Math Foundations II	**HS GPA:** 2.60-2.99
	MATH 0003 Math Foundations I	**HS GPA:** Less than 2.00

AGENDA ITEM #13-a:

Policy.

SUBJECT: Approval of a request to modify approved terms of the policy exceptions for the Tulsa Community College concurrent enrollment partnership with Union Public Schools.

RECOMMENDATION:

It is recommended that the State Regents approve the requested modifications to the policy exceptions for a pilot project proposed by Tulsa Community College (TCC) that allows TCC to admit Union Public Schools sophomores.

BACKGROUND:

In September 2010, Tulsa Community College (TCC) received approval for exceptions to sections of Oklahoma State Regents for Higher Educations' (OSRHE) policy to implement the EXCELerate Concurrent Enrollment Pilot Project between TCC and nine high schools in the Tulsa Public School system and Union Public Schools (UPS) to increase accessibility to higher education for all students including concurrent and dual enrollment programs. The initial pilot project dates extended from Fall 2010 to Spring 2012. However, TCC received two one-semester extensions due to implementing the pilot project Spring 2011 and to accommodate and mitigate the stranding of students midway through the academic year. In April 2014, the pilot was extended for two more years to provide the opportunity for students to continue benefitting from the expanded criteria and further assess its overall effectiveness.

An analysis of the data revealed EXCELerate pilot program was effective in increasing access and predicting college success. The success of this pilot program prompted the Council on Instruction Admission, Retention, and Transfer committee to recommend that revisions be made to the concurrent enrollment policy criteria. On May 26, 2017, a new Concurrent Enrollment policy was approved by the State Regents.

On December 7, 2017, the State Regents approved a request for a policy exception by TCC to enter into a new concurrent enrollment pilot with UPS. The approved pilot program allows TCC to admit up to 60 UPS sophomores. The pilot's objective is to provide access to higher education to economically challenged high school students (70 percent of the students will qualify for federal free or reduced lunch). This opportunity allows UPS students to complete up to 60 credit hours and obtain an Associate in Arts degree in Liberal Arts while simultaneously earning dual-credit that will satisfy high school curricular graduation requirements. The pilot began in Fall 2018 and will conclude in Spring 2022. Data will be collected over the duration of the pilot and an annual report, which will be detailed in a prescribed format, is due following each academic year. The pilot project data will be analyzed and incorporated into a final report to be submitted to the State Regents after the Spring 2022 semester concludes.

POLICY ISSUES:

This action is an exception to the Concurrent Enrollment policy.

ANALYSIS:

When the State Regents initially approved the pilot, TCC proposed students take college coursework beginning in the sophomore year: in the Fall, a 2-credit-hour college success and academic preparedness course, COLL 1002, and upon successful completion of that course (C or better), in the Spring, 6 credit hours of general education courses: BIOL 1383 Nutrition and COMM 1113 Public Speaking.

TCC is requesting 2 amendments to the pilot:

1. The first requested amendment changes the total sophomore credit hours from 8 to 9 credit hours. This will accommodate TCC's 3-hour college orientation course, COLL 1003 College Success, formerly COLL 1002, a 2-hour course.
2. The second amendment is an academic map sequence change. UPS requested that high school graduation requirements be more evenly dispersed throughout the academic sequence. In order to fulfill UPS's request while maintaining college perquisite requirements, TCC requests to move Sociology 1113 to the sophomore spring semester in place of COMM 1113, which would be moved to the junior year.

AGENDA ITEM #13-b:

> **Policy.**

SUBJECT: Approval of the revised University of Oklahoma admissions process for all first-time entering freshman.

RECOMMENDATION:

> **It is recommended that the State Regents approve the revised University of Oklahoma admissions process for all first-time entering freshman who graduate from high schools in the United States, as described below.**

BACKGROUND:

In 1987-1988, entering freshmen at Oklahoma's two comprehensive universities had the lowest average ACT scores, the highest freshman dropout rates, and the lowest graduation rates in the Big 8 Conference. As a result, in 1988, the State Regents adopted a multi-year phase-in of increased admission standards at the comprehensive and regional universities. By 1998, the University of Oklahoma (OU) and Oklahoma State University (OSU) had significantly improved student performance rates in these three categories.

Revisions to OU's admission standards adopted by the State Regents in recent years are summarized below:

- October 1998 – Revisions included increasing performance admission standards effective with the Fall 2000 freshman class. The revisions raised the minimum ACT score to 24 and class rank to the top 30 percent, which is higher than the State Regents' minimum standard of an ACT score of 22 and class rank of the top 33.3 percent.
- December 2000 – Revisions added a minimum ACT score of 22 to the 15-unit core curriculum 3.0 grade point average (GPA) admission option. This revision exceeded State Regents' minimum requirements for the standardized test, high school rank option, and the 15-unit core curriculum GPA.
- February 2001 – Revisions established new admission standards for non-resident applicants. These changes included raising the ACT score required of non-residents from 24 to 26 or requiring a 3.5 GPA and top 25 percent class rank for non-resident student admission.
- October 2001 – Revisions raised admission standards for transfer students. This change raised the GPA standard for admission from 1.7 for students with 7 to 30 credit hours and 2.0 for students with more than 30 hours to 2.5 for all students with less than 60 hours.
- May 2002 – Revisions raised the class rank requirement from 30 percent to 25 percent for automatic admission, established the 3.0 GPA and 26-30 percent class rank OR 3.0 core curriculum GPA and 22 ACT/1020 SAT requirement.
- June 2012 – Revisions allowed for a holistic admission process for students, in addition to options for admission through ACT or GPA and class rank, as well as progress reporting requirements. OU will not exceed alternative admission limits outlined in 3.9.6.B (8 percent of the number of previous year's first-time freshman or 50 students, whichever is greater). Current approved performance admission standards for resident and non-resident first-time entering freshman are provided below:

	Option 1 **Minimum ACT/** **SAT**	**Option 2** **Minimum GPA and** **Class Rank**	~~**Option 3**~~ ~~**Minimum GPA in**~~ ~~**the**~~ ~~**15-Unit Core**~~	**Holistic Review**
University of Oklahoma	Resident: 24/1090 **AND** 3.0 GPA or top 50%	Resident: 3.0 GPA **AND** top 25%	~~Resident: 3.0 GPA~~ ~~**AND**~~ ~~ACT 22 or SAT~~ ~~1020~~	Academic and Other Factors
	Nonresident: 26/1170 **AND** 3.0 GPA or top 50%	Nonresident: 3.5 GPA **AND** top 25%	~~Nonresident: 3.0~~ ~~GPA~~ ~~**AND**~~ ~~ACT 22 or SAT~~ ~~1020~~	Academic and Other Factors

Holistic Components and Review Process

- The application evaluation system is based on the admission standards and academic credentials and includes an integrated analysis and use of a point system noted below:
  - o Academic Preparation and Performance (65 percent)
  - ✓ High school curriculum, GPA, and class rank
  - ✓ Standardized test scores
  - o High School and Community Engagement, Leadership, and Other Factors (25 percent)
    - ✓ Responses to application essay and questions
    - ✓ Recommendations from teacher and high school counselors
    - ✓ Alumni relationships
    - ✓ Extracurricular activities
    - ✓ Work experience
    - ✓ Exceptional talents
  - o Writing and Self-expression (10 percent)
    - ✓ Application Essay
    - ✓ Additional writing samples

- Applicants will answer a series of questions designed to assess the cognitive and non-cognitive factors leading to academic success and persistence.

- Using a validated and reliable scoring template, trained personnel will review the applications and score the cognitive and non-cognitive success factors.

OU provided reports on the progress and success of students admitted under the holistic admission process in 2014, 2016, and 2018.

POLICY ISSUES:

This request is consistent with State Regents' Institutional Admission and Retention policy that establishes admission requirements and principles for institutions. Revisions are made with State Regents' approval and current standards for all State System institutions are published annually and made available to the public through the Oklahoma State Regents for Higher Education (OSRHE) web page, publications, State System institutions, and the State Superintendent of Instruction. This request is consistent with OSRHE goals to increase the number of Oklahoma residents earning a college degree by promoting academic success and improving the probability of degree completion.

The holistic admission process applies to United States high school graduates only. International students will continue to be admitted based on the academic quality of their work that includes a similar performance-based process as noted in State Regents policy 3.9.4. Students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time freshman or by transfer from another non-system college or university through the methods outlined in policy.

ANALYSIS:

OU's research indicates that, when compared to standardized test scores alone, high school engagement and other factors are stronger predictors of success and retention. OU's reporting in 2014, 2016, and 2018 provides evidence of the academic success of students through the holistic admission process.

Proposed Changes

The proposed changes for admission to OU are:
- the integrated holistic admission process described above that includes consideration of multiple student characteristics and performance indicators designed to better predict student success and
- Elimination of Option 1 (standardized test score) and Option 2 (GPA and top 25 percent class rank) as independent criteria for automatic admission.

OU will not exceed alternative admission limits outlined in 3.9.6.B (8 percent of the number of previous year's first-time freshman or 50 students, whichever is greater).

It is recommended that the State Regents approve the revised University of Oklahoma admissions process for first-time entering freshman as outlined above.

Excerpt
[Policy Manual]

(continued)

3.9.4 First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents' Assessment Policy for more information.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)

Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2. has met the curricular requirements as set forth in part 3.9.3 of this policy;

3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards:		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3*: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

*OU will implement its holistic admission process effective Fall 201~~9~~ for all ~~out-of-state first-time-freshman and Fall 2016 for in-state~~ first-time

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freshman. OU will not use Options 1, 2, or 3 in the admission process effective Fall 20139 for ~~in-state first-time~~ freshman.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually by OSRHE. ~~Effective in the Fall 2013 semester for out-of-state students and Fall 2016 for Oklahoma high school graduates, OU will implement a comprehensive new admissions process known as "holistic" admission that includes the use of standardized test scores and high school GPA and class rank (Option 1 and 2) and evaluation through a variety of processes.~~ Additional details ~~regarding the process~~ may be found in the *Academic Affairs Procedures Handbook.*

AGENDA ITEM #13-c:

> **Policy.**

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

RECOMMENDATION:

> **It is recommended that the State Regents post revisions to the Undergraduate Transfer and Articulation policy, as described below.**

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) provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allowed secondary and postsecondary technology center students access to college credit in technical content through approved cooperative alliance programs.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreement programs were formal programmatic agreements between the higher education institution and the technology center that led to an Associate in Applied Science (AAS) degree and subsequent employment in occupational and technical fields.

In 2012, the Higher Learning Commission (HLC) conducted an extensive review of the State Regents' 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 (ODCTE).

In January 2015, the policy was significantly revised after the Higher Learning Commission (HLC) determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with current HLC standards for accreditation and assumed practice. The revised policy, which was retitled the Contractual Arrangements between Higher Education Institutions and Other Entities policy, details the process through which higher education institutions may enter into contractual arrangements with a non-degree granting entity to award co-enrollment credit.

In March 2015, HLC advised the institutions and the State Regents that course transfer was allowable if appropriate policies were in place to guide the process from an unaccredited, non-degree granting institution, such as a technology center. This was new information not previously provided by HLC and not in State Regents current policy, so in addition to the efforts to provide processes for contractual arrangements and prior learning assessments for technology center work, staff and institutions began work on a transfer policy.

On May 26, 2017, the State Regents approved changes to the Undergraduate Transfer and Articulation policy to establish the statewide Articulation Agreement for transfer credit from Oklahoma technology

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

ANALYSIS:

The section of the Undergraduate Transfer and Articulation policy (3.11.5), revised in May 2017, that establishes the statewide Articulation Agreement, provides for how proposed technical courses will be reviewed: "State System institutions participating in the Statewide Articulation Agreement will provide faculty with expertise in the content area to validate the collegiate content and rigor of any technology center course listed on the Statewide Technical Course Articulation Matrix." While this system of review ensures all proposals are vetted by qualified faculty, the pool of these faculty members with expertise in the various technical fields is relatively small due to the highly specialized nature of the programs. This has led, in some instances, to faculty members from the proposing institution being the sole source of expertise in that field available to review the proposal. Delayed processing of requests has resulted while faculty with the proper expertise are recruited. Such delays could adversely affect students entering technical programs at the collegiate level after completing work at a technology center. In order to rectify this problem, the Council on Instruction developed revised policy language which relies on the expertise of faculty at the proposing institution to vet technology center courses, with all State System institutions having the option of requesting further review. A summary of proposed changes is provided below. The draft policy that includes underscores for added language and strikeouts for proposed deletions is attached.

Policy Section	Summary of Proposed Revisions
3.11.2 Definitions	Added definition for "external reviewer" as the term applies to review of technology center coursework for transfer into collegiate technical programs.
3.11.5 Transfer of Course Work from Oklahoma Technology Centers Through the Statewide Articulation Agreement	Modified policy language to operate the review of proposed technology center transfer coursework on a system where full-time faculty members with appropriate qualifications at the sending institution must vet technology center coursework thoroughly before requesting State Regents' approval to add the coursework to the statewide Articulation Agreement. Institutions proposing to add coursework to the Articulation Agreement must first submit a letter of intent detailing the coursework which will be proposed. State System institutions may request a copy of the proposal and, at their discretion, an external review of the proposal.

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

[Policy Excerpt]

3.11 Undergraduate Transfer and Articulation

3.11.1 Purpose

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

3.11.2 Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

"External Reviewer" refers to academic peer evaluators from outside the institution who are proficient in the specialization pertinent to the courses being reviewed.

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

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

"GPA" see Retention/Graduation Point Average.

"Lower-Division Course Work" are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

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

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

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

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

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

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

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

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

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

"Technology Baccalaureate Degree" is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours) in a technical-occupational area of specialization. The State Regents recognize this degree as a Bachelor of (Specialty), typically specified as a Bachelor of Technology, Bachelor of Applied Technology, Bachelor of Applied Science, or Bachelor of Applied Arts and Science.

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

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

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

3.11.3   Admission of Transfer Students from Degree-granting Institutions

A.   Admission by Transfer within the State System

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

1.   Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' *Institutional Admission and Retention policy*.

2.   Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.

3.   Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' *Institutional Admission and Retention policy* and must also complete the curricular requirements before transferring.

4.   A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

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

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

1.   Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.

   a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.

   b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.

  2. Transcripts of record from degree-granting institutions accredited by a national association are subject to review and may transfer on a course-by-course basis.

   a. Each applicant must meet the conditions of 1.a and 1.b above.

  3. Transcripts of record from degree-granting institutions not accredited by a regional or national association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.

   a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.

   b. Each undergraduate applicant who meets 1.a and l.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

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

Student with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are

admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention policy*. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

E.   Higher Standards

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

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

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

A.   A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents' *Undergraduate Degree Requirements* policy may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

B.   It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.

C.   It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.

D.   The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general

education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.

E.   If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.

F.   Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.

G.   Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional program.

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

I.   Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division

prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.

J.   Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.

K.   Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' *Credit for Prior Learning* policy.

L.   State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, as well as through the Course Equivalency Project. Courses listed under the same Common Course category on the Course Equivalency Project Matrix shall be accepted by all institutions listed in that category as equivalent for the academic year during which those institutions' courses are listed. By participating in the same process as State System institutions, independent degree-granting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.

        1.   The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the process may be found in the *Academic Affairs Procedures Handbook.*

        2.   The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the process may be found in the *Academic Affairs Procedures Handbook.*

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

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

        State System institutions may accept transfer credit from Oklahoma technology centers as part of a Cooperative Agreement Program (CAP) through the Statewide Articulation Agreement. The purpose of the Statewide Articulation Agreement is to expand, not outsource through contractual arrangement (see *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy) or prior learning assessment (see *Credit for Prior Learning* policy), student access to Oklahoma's educational opportunities. The Statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements at participating State System of Higher Education

institutions, and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. The Statewide Articulation Agreement strengthens the education and training programs that lead to employment in occupational and technical fields in Oklahoma.

A.   Principles. The Statewide Articulation Agreement will:

1.   Adhere to academic educational standards and policies as specified by the State Regents for Higher Education and the ODCTE.

2.   Inform students about the participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix. These courses may be applicable for technical degree major requirements or technical degree major electives, but not as general elective credit.

3.   Facilitate articulation with an uninterrupted sequence of learning experiences for technology center students.

4.   Provide students who are enrolled in technology center courses and programs included on the Statewide Technical Course Articulation Matrix the opportunity to continue their educational careers in higher education.

5.   Ensure the efficient use of public resources and expand access to educational services.

B.   Requirements for College Course Transfer Credit

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

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

b.   Achieve a minimum passing grade, as determined by the accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript.

c.   Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded

through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

C.   Procedures

1.   The institutional President must submit a "letter of intent" to initiate a new request for courses to be added to the Statewide Technical Course Articulation Matrix. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new technical course request 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 course request for review. The "letter of intent" does not entail a commitment on the part of an institution to add courses to the Statewide Technical Course Articulation Matrix or on the part of the State Regents to approve the proposed courses. The "letter of intent" will be active for a period of six months and must be received by the Chancellor at least 30 days prior to the new course request. The "letter of intent" must indicate the academic program into which the credit will be accepted, a listing of both the technology center courses being proposed for transfer as well as the higher education courses which the content satisfies, and the name and location of each technology center where the proposed courses are being taught. The "letter of intent" will remain active for six months following the receipt of the "letter of intent." If the institution's request to add new courses to the Statewide Technical Course Articulation Matrix is not received during the six month time period following the receipt of the "letter of intent," a new "letter of intent" must be initiated. After being received, requests to add new courses to the Statewide Technical Course Articulation Matrix not acted upon by the State Regents within one year will be declared inactive and require a new "letter of intent" to be initiated.

~~A State System institution seeking approval for technical courses from an Oklahoma technology center to be included in the Statewide Articulation Agreement shall have the president submit the proposal to the Chancellor for State Regents' consideration. After receipt of the proposed courses for articulation, State Regents' staff will manage the content faculty review and evaluation process for the proposed technical courses to be inventoried in the Statewide Technical Course Articulation Matrix. After review, staff will submit the faculty-recommended technical courses to the State Regents for approval. Detailed information on the technical course review process is available in the State Regents'~~ *Academic Affairs Procedures Handbook* ~~and online.~~

2.   An institutional request for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix shall contain the following

information. <u>Forms are available in the State Regents' *Academic Affairs Procedures Handbook* and online.</u>

    a.   Names of the participating technology center and the participating higher education institution.

    b.   Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.

    c.   Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit. Forms are available in the State Regents' *Academic Affairs Procedures Handbook* and online.

    d.   <u>A description of how the proposed courses were reviewed by full-time institutional faculty and how those faculty members are qualified to conduct the review.</u>

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

4,   <u>If an institution requests a copy of the proposal to add courses to the Statewide Technical Course Articulation Matrix, the institution requesting the copy of the proposal shall have the opportunity to request external review of the proposal by external reviewers. State Regents' staff will work with State System institutions to recruit qualified reviewers external to the proposing institution. These external reviewers will submit their recommendations regarding approval of the proposed courses to State Regents' staff, who will then make a final recommendation to the State Regents.</u>

5.   <u>If no institution requests a copy of the proposed courses, State Regents' staff will make a recommendation regarding approval of the courses based on the review conducted by the proposing institution's qualified full-time faculty.</u>

D.   Reporting and Publications

1.   Statewide Technical Course Articulation Matrix for each academic year will include course title, course description, and student learning outcomes of the State System institution's course, and the equivalent technology center course title(s) and clock hours for each approved articulated technical course. This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.

2. ~~The State System institutions participating in the Statewide Articulation Agreement will provide faculty with expertise in the content area to validate the collegiate content and rigor of any technology center course listed on the Statewide Technical Course Articulation Matrix.~~

2. All publications and advertisements regardless of medium will note which college is awarding the transfer credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements (see *Accreditation and State Authorization* policy) that prohibit State System institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, web sites, catalogs, and/or other media/publications. Failure to comply with this requirement may result in the ~~nullification~~ removal of the course(s) listed on the Statewide Articulation Agreement and the Statewide Technical Course Articulation Matrix.

E. Workshops and Standing Committee

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

AGENDA ITEM #14:

Oklahoma Teacher Connection.

SUBJECT: Approval of Allocation of the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate grant programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve the proposed Oklahoma Teacher Connection Pre-Collegiate and Collegiate Program expenditures in the amount of $56,000.**

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC), was charged with developing and implementing programs to recruit and retain teachers in Oklahoma public schools. On April 13, 2011, House Bill 1015 was signed into law by the Oklahoma State Legislature releasing the OTC from certain statutory requirements of the previous legislation. However, the foundational work of the OTC continues.

Pre-Collegiate Programs: OTC supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools: Teach Oklahoma, Lead Oklahoma and Educators Rising. Teach and Lead Oklahoma are classes offered in junior high and high schools and include curriculum, professional development, and grants to provide additional resources for teachers who teach these courses. Supplemental materials are provided to enhance learning opportunities for students which promote academic achievement and meet the goals of the OTC.

The Teach Oklahoma curriculum has been successfully implemented in high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers intellectual challenges that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. There were approximately 276 students reported enrolled in the Teach Oklahoma course in 2018-2019. At the close of the 2018-2019 academic year, over 61 percent of the Teach Oklahoma high school graduating seniors planned to attend college. Twenty-nine percent of all Teach Oklahoma students plan to become teachers. If the students who responded complete their goal of becoming a teacher and remain in Oklahoma to teach, as many as 10,000 Oklahoma students could be impacted. Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Seventy-six percent of all Teach Oklahoma classrooms visited a college of education in 2018-2019. One hundred percent of teachers responded "yes" when asked if they would have the class again next year. When Teach Oklahoma students were polled and asked "How best can we recruit more students into the teaching profession?" students replied with comments such as "have a future teacher career fair" or "offer Teach Oklahoma at every high school and show them how awesome it is" or "offer more internships at every school and show them how great it is to work with children."

The Lead Oklahoma curriculum was designed to help eighth and ninth grade students learn leadership skills, participate in service learning, develop skills on how to be successful, and encourage making effective long term decisions in high school. One goal of the Lead curriculum is to promote college success and interest. During 2018-2019, the Lead Oklahoma curriculum was taught in 13 schools, with a total enrollment of 1,030 students. Four of these schools utilized the curriculum in their leadership academies. One school utilized the Lead Oklahoma curriculum as an integrated part of its Teacher Preparation Academy. Since 2006, at least 16,000 students have participated in Lead Oklahoma. The feedback provided by teachers reveals that this curriculum has encouraged the academic growth of these students. Students have improved interpersonal communication skills, critical thinking skills and team collaboration skills in the classroom. Additionally, teachers generally agree that the curriculum has increased the quality of work assignments, positive behaviors, and improved outcomes among students in the school. Summative assessments show that the Lead Oklahoma curriculum helps students understand the importance of school success and college preparation, increasing their potential for high academic and social achievement.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extra-curricular organization that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the education field. Educators Rising is a national organization with over 45,000 members. Educator Rising sponsor feedback revealed 98 percent of the Educators Rising students who responded were planning to attend college after graduation. Of those surveyed, thirty-eight percent of the graduating seniors in Educators Rising stated they may become teachers. Two of these students placed in the Oklahoma Educators Rising's state competition in Children's Literature, and went on to compete at the national Educators Rising competition in Dallas, Texas.

Collegiate Programs: Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention and placement from a campus-based perspective, and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation as well as the teaching profession. At the close of the 2018-2019 academic year, approximately 716 pre-collegiate and collegiate students, education faculty and staff, and administrators and other education advocates participated in and were impacted directly through campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education. Approximate data show a collective number of just over 31,000 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

Teacher Conferences: Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2018-2019, approximately 200 participants engaged in or were indirectly influenced by OTC sponsored conferences.

POLICY ISSUES:

The OTC has a legislative directive (HB 2557) to develop recruitment programs for potential teachers, including pre-collegiate curricular courses and future teacher clubs that emphasize school success and the opportunity to investigate teaching as a career choice, as well as collegiate activities which deal with issues such as retention and placement, which is reflected in the State Regents' Oklahoma Teacher Connection policy.

ANALYSIS:

Resident Year Teacher Statistics in Oklahoma data extracted from the annual First Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA) indicate that in 2018, 320 teachers (36 percent) received their license via a traditional route. Of the 201 teacher respondents (22 percent) who received certification through an alternative means, 273 (31 percent) of them were emergency certified teachers. Out of 627 teachers who responded to the question, "Did you participate in any high school program and/ or classes that influenced your decision to become a teacher," in the 2018 First Year Teacher Survey, 26 percent (an increase from last year's data) of first year teachers indicated that they participated in some type of future teacher class/organization which emphasized a career in teacher education. Many of the respondents recognized a teacher mentorship program or a future teacher organization that helped influence their decision to become a classroom teacher.

The chart below provides a brief description of all OTC grant funding requests for 2019-2020 totaling $56,000. These programs support OTC goals and objectives stated in the aforementioned legislative directive and State Regents' policy.

The following projects are recommended for funding up to the following amounts.

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential be successful leaders in high school and college. Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	$13,000.00
	Educators Rising Chapters and State and National Competition	Educators Rising is an extra-curricular organization. Educators Rising allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education.	$2,400.00
Collegiate Grants	Cameron University CU Become a Teacher: Pathways to Teaching Careers in Oklahoma	The grant helps to recruit and support southwest Oklahomans who are interested in teaching. These workshops explain, assist and advise prospective teachers on the process of becoming a teacher based on each individual's unique situation.	$8,000.00
	Langston University Calling All Teachers: Collegiate Competitions	The objective of this grant is highlighting college enrollment and teacher education programs to fifth through twelfth grade students. Participants will develop insight on college admission and also identify Teacher Education as a viable career option.	$3,500.00
	Northeastern State University Grow Your Own Teachers Partnerships	Through four partnerships with Union, Jenks, Bixby and Stilwell districts, this grant provides high school students the opportunity to explore their interests in the field of teaching. This is accomplished by the students enrolling in the concurrent Explorations in Teaching class and learning about the various aspects of teaching through working with children in elementary schools.	$8,000.00

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
	Northwestern Oklahoma State University Why Teach, Why Serve	Why Teach supports high school students who are in the Teach Oklahoma program in their respective high schools to choose a career in teaching. Students will be involved in immersive activities that, in tandem with the Teach Oklahoma curriculum and a concurrent enrollment opportunity, will help motivate them to become teachers.	$3,000.00
CATEGORY	**PROGRAM TITLE**	**DESCRIPTION**	**RECOMMENDED FUNDING**
Collegiate Grants Continued	Oklahoma State University Support and Retention of Emergency Certified Teachers in Secondary Education	Retaining newly emergency certified teachers in secondary education from high need, urban and rural districts is the primary goal of this support and retention program. A secondary goal is to provide strategic guidance and encouragement to teachers who are emergency certified. This will be accomplished through mentor training and mentor-protégé physical and virtual trainings. Multiple webinars will be provided on topics such as pathways to certification, effective teaching practices, teaching English Language Learners and culturally responsive teaching.	$5,100.00
	Oral Roberts University ORU University-Led Teacher Induction Program for Novice Teachers	Participants will engage in university-led activities designed to sustain and support their decision to become a classroom teacher. Activities include monthly gatherings with instructional coaching, Saturday workshops and exemplary classroom teacher observations and discussions. The participants will also gain leadership skills and engage in non-evaluative instructional coaching with a professor/mentor.	$5,000.00
	University of Central Oklahoma Teachers and Leaders Academy V	Directives include providing support and reinforcement of the program goals of Teach and Lead Oklahoma High Schools. Students from across the state will develop knowledge and skills for college success strategies, the career of teaching, and teacher education programs. These goals are accomplished through two academies, the Teacher Academy and the Leader Academy. Family members are also invited to attend the Teacher Academy and show support for their student. The Leader Academy is specifically designed to help students learn more about the college admission process with a special focus on a teaching career.	$8,000.00
		Total Funding Requested for 2019-2020	**$56,000.00**

AGENDA ITEM #15:

Regional University Baccalaureate Scholarship Program.

SUBJECT: Approval of freshman scholarship slots for 2020-2021.

RECOMMENDATION:

It is recommended that the State Regents authorize twelve (12) freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2020.

BACKGROUND:

The Regional University Baccalaureate Scholarship (RUBS) program was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a $3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver. Historically, each of the eleven participating institutions has been allotted fifteen freshmen scholarship "slots" each year. However, due to state funding reductions, the allocation was reduced to three freshmen scholarship slots for Fall 2017. The allocation was increased to six slots for Fall 2018 and to twelve slots for Fall 2019.

To qualify for the award students must:
- Be an Oklahoma resident;
- Score at least a 30 on the ACT or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

POLICY ISSUES:

In addition to providing an opportunity for high-achieving students, the program is also intended to enhance the academic quality of Oklahoma's public regional universities.

ANALYSIS:

History of authorized freshmen scholarship slots per institution:

Academic Year (fall semester)	Authorized Slots
1994 to 2016	15
Fall 2017	3
Fall 2018	6
Fall 2019	12
Fall 2020 Recommended	12

The recommendation for 12 freshmen scholarship slots for Fall 2020 is the same as authorized for Fall 2019, but still below the historical authorization of 15 slots. The recommendation is based on the following factors:

- Between FY2015 and FY2020, the state allocation for the RUBS program has been reduced from $986,068 to $746,517, a decrease of $239,551 or 24 percent.

- The $3,000 annual scholarship amount would remain unchanged.

- As the table below shows, with the current annual funding level of $746,517 and available fund reserves, the allocation of 12 freshmen scholarship costs can likely be maintained through FY2022. However, based on current projections, annual program funding will need to be restored to approximately $1 million in order to maintain the 12 freshmen scholarship slots in FY2023.

Regional University Baccalaureate Scholarship
Recent Funding History

	July 1 Beginning Balance	Deposits (Appropriations)	Net Earnings/ Transfers In/(Out)	Scholarship Payments	June 30 Ending Balance
FY'2006 actual	$86,895	$800,229	$16,320	($786,000)	$117,444
FY'2007 actual	$117,444	$800,229	$18,777	($831,000)	$105,450
FY'2008 actual	$105,450	$800,229	$19,335	($848,250)	$76,764
FY'2009 actual	$76,764	$800,229	$82,445	($906,000)	$53,438
FY'2010 actual	$53,438	$800,229	$9,913	($923,250)	($59,670)
FY'2011 actual	($59,670)	$1,046,146	$10,309	($953,250)	$43,535
FY'2012 actual	$43,535	$975,746	$9,050	($931,250)	$97,081
FY'2013 actual	$97,081	$986,068	$18,834	($974,250)	$127,733
FY'2014 actual	$127,733	$986,068	$9,725	($919,500)	$204,026
FY'2015 actual	$204,026	$986,068	$10,559	($918,000)	$282,653
FY'2016 actual	$282,653	$912,164	$10,912	($987,750)	$217,979
FY'2017 actual	$217,979	$789,057	$4,462	($951,750)	$59,748
FY'2018 actual	$59,748	$751,029	$564	($739,500)	$71,841
FY'2019 actual	$71,841	$746,517	$5,321	($672,000)	$151,679
FY'2020 estimated	$151,679	$746,517	$10,000 *	($732,000) *	$176,196 *
FY'2021 estimated	$176,196 *	$746,517 *	$10,000 *	($741,000) *	$191,713 *
FY'2022 estimated	$191,713 *	$746,517 *	$10,000 *	($903,000) *	$45,230 *
FY'2023 estimated	$45,230 *	$746,517 *	$3,000 *	($993,000) *	($198,253) *

*estimated/projected

Regional University Baccalaureate Scholarship Recipients
2008 - 2019
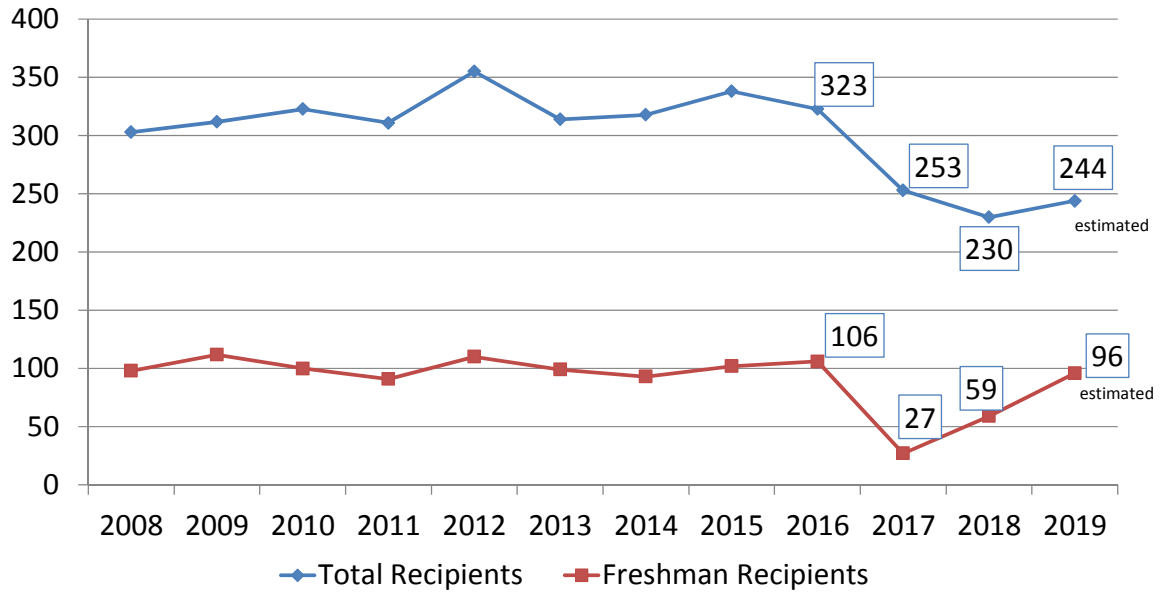
The following table shows the number of freshmen slots filled by each institution since 2007.

Freshman Regional University Baccalaureate Scholars, 2008-2019*

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019*
Cameron University	8	15	8	6	12	9	10	10	3	3	6	8
East Central University	12	15	12	13	14	15	15	14	13	3	6	12
Langston University	0	0	0	0	1	0	0	0	0	0	3	1
Northeastern State University	15	15	15	15	15	13	15	15	15	3	6	12
Northwestern Oklahoma State University	2	7	6	4	5	9	2	3	6	3	6	4
Oklahoma Panhandle State University	0	1	1	0	0	2	0	1	0	0	2	1
Rogers State University	11	10	9	8	15	12	7	12	14	3	6	12
Southeastern Oklahoma State University	6	5	8	7	8	3	6	6	12	3	6	12
Southwestern Oklahoma State University	15	15	15	15	15	15	15	15	15	3	6	12
University of Central Oklahoma	15	15	13	9	15	15	15	13	15	3	6	12
University of Science and Arts of Oklahoma	14	14	13	14	10	6	8	13	13	3	6	10
TOTAL	**98**	**112**	**100**	**91**	**110**	**99**	**93**	**102**	**106**	**27**	**59**	**96**

*The estimated number of 2019 freshmen scholars is based on institution reports as of 8/8/2019. The authorized number of freshmen scholarship slots was reduced from 15 for Fall 2016 to 3 for Fall 2017. The number was then increased to 6 for Fall 2018 and to 12 for Fall 2019.

The following table shows the total number of scholarships awarded by each institution since 2008.

Total Regional University Baccalaureate Scholars, 2008-2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cameron University	21	31	30	27	33	22	26	28	20	17	14
East Central University	38	41	40	39	43	40	47	51	49	39	30
Langston University	0	0	0	0	1	1	1	1	0	0	3
Northeastern State University	47	46	52	49	52	47	50	48	45	32	25
Northwestern Oklahoma State University	8	13	15	13	14	18	13	11	13	11	15
Oklahoma Panhandle State University	2	1	1	1	1	3	2	3	2	0	2
Rogers State University	21	18	20	21	32	35	34	38	36	20	22
Southeastern Oklahoma State University	20	16	21	22	23	20	19	22	22	22	21
Southwestern Oklahoma State University	58	52	47	49	51	50	50	55	51	42	35
University of Central Oklahoma	52	54	53	44	47	44	48	50	49	39	32
University of Science and Arts of Oklahoma	36	40	44	46	38	34	28	31	36	31	31
Total	**303**	**312**	**323**	**311**	**335**	**314**	**318**	**338**	**323**	**253**	**230**

AGENDA ITEM #16:

        E&G Budget.

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $934,202.72 to Oklahoma State University Center for Health Sciences (OSU CHS) and $934,202.72 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $1,868,405.44. This amount is sufficient for a transfer of $934,202.72 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $84,567,810.45.

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

5-Year History of Allocations	Amount to Each Entity
FY2016 Total	$5,704,842.55
FY2017 Total	$5,707,375.33
FY2018 Total	$6,185,257.93
FY 2019 Total	$5,170,195.74
FY 2020 Y-T-D	$934,202.72

Meeting of the
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AGENDA ITEM #17:

> **Master Lease Program.**

SUBJECT: Approval of listing of projects for submission to the Council of Bond Oversight of the 2019A Master Lease Equipment Projects.

RECOMMENDATION:

> **It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2019 Equipment Master Lease Series. The total projects from three institutions totaling $6.8 million.**

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

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

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring new capital equipment by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The first equipment series for 2019 includes three system institutions with an estimated total of $6.8 million in equipment purchases and upgrades. The following table summarizes this series of project totals by institution. Two institutions, University of Central Oklahoma and Tulsa Community College, will also be refinancing previous projects for projected savings in interest costs through this issuance.

Institution	Total Amount to be Financed in This Issue
University of Oklahoma Health Sciences Center	$913,817
Redlands Community College	1,500,000
OneNet	4,412,000
Total for this issue	$6,825,817

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2020

Name of Institution: Univeristy of Oklahoma Health Sciences Center

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1		Lumos ETD Workflow Mass Spectrometer	$913,817	5.00	9/30/19	5	5	No	Kathy Riggs, 405-271-2246	To replace obsolete equipment
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
		Total (Subtotal if multiple sheets)	$913,817							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2020

Name of Institution: Redlands Community College

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1	1	Campus Software Platform (ERP)	$1,500,000	15	Apr-19	15		no	Jena Marr 405-422-1265	This purchase will replace the Poise system that is at end of life.
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
		Total (Subtotal if multiple sheets)	$1,500,000							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2020

Name of Institution: OneNet

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1		Replacing optical transport equipment	$2,100,000			5	5	No	Vonley Royal	
2		Transponder cards, optics and supporting hardware	$602,000			5	5	No	Vonley Royal	
3		UPS and Generator for Datacenter	$530,000			5	5	No	Vonley Royal	
4		Optics for Hubsites and Datacenter	$100,000			5	5	No	Vonley Royal	
5		100G cards for core routers for Oklahoma City and Tulsa	$400,000			5	5	No	Vonley Royal	
6		Routers and switches for hubsite upgrades	$680,000			5	5	No	Vonley Royal	
7										
8										
9										
10										
11										
12										
13										
14										
15										
		Total (Subtotal if multiple sheets)	$4,412,000							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

111

AGENDA ITEM #18:

> **Tuition and Fee Policy.**

SUBJECT: Posting of revisions to the Tuition and Fees Policy.

RECOMMENDATION:

> **It is recommended that the State Regents approve the posting of the revised Tuition and Fees Policy.**

BACKGROUND:

Title 70 O. S. Section 3218.12 authorizes the State Regents to establish a system of student scholarships. Each institution is authorized to award scholarships to residents of the state of Oklahoma from Educational and General Budget – Part I funding in the form of resident tuition waivers each year not to exceed three and five-tenths percent (3.5%) of their total E&G - Part I budget. In addition, the State Regents and/or the legislature have authorized tuition waiver scholarships for specific purposes such as auditing of classes by senior citizens; former prisoners of war, Academic Scholars, etc. which are not subject to the 3.5 percent requirement.

In 2006, the State Regents approved a program for concurrent enrollment tuition waivers to help qualified students earn college credit while still in high school. The program required Oklahoma higher education institutions to waive tuition for each concurrently enrolled high school senior.

The 56th Oklahoma Legislature adopted revisions, through Senate Bill 1196, that amended 70 O.S. §628.13 and the definitions for waivers for concurrently enrolled high school students. This action will align the Tuition and Fees Policy to definitions as outlined in statute to include high school junior concurrent tuition waivers for reimbursement, subject to the availability of funds and after 100% reimbursement of the senior waivers awarded by the State System institutions.

POLICY ISSUES:

This item is consistent with Regents' practice on adoption of policy revisions.

ANALYSIS:

The program originally exempted the tuition for high school seniors for six hours per semester, beginning with enrollments in the summer the high school student completed their junior year in high school up to a maximum total of 18 hours.

The proposed revision is recommended to update our policy to be in compliance with the changes as authorized by the Legislature in Senate Bill 1196. The policy will now allow for 9 hours in total for high school junior students to be waived, without any limitation to hours per semester. Reimbursement for the

junior student waivers will be subordinate to the 100 percent reimbursement of senior waivers, and subject to the availability of state appropriated funding.

<div align="center">

TUITION AND FEES POLICY

</div>

4.18 STUDENT TUITION AND FEES

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

k.   Waiver for Concurrently Enrolled High School Seniors. State System institutions shall waive up 18 credit-hours during the senior year for all eligible high school seniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations. Student eligibility will be governed by State Regents' admissions policy; provided, "high school senior" means a student who has completed the junior year but who has not yet graduated from high school. High school senior concurrent enrollment waivers for hours beyond these eligible eighteen (18) credit hours will result in those credit hours counting toward the waiver limitation of the three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year.

l.   Waiver for Concurrently Enrolled High School Juniors. Subject to the availability of funding, after 100% reimbursement of waivers made to high school seniors concurrently enrolled, state system institutions shall waive up to nine (9) credit hours for all eligible high school juniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations after 100% reimbursement of the senior student waivers above. Student eligibility will be governed by State Regents' admissions policy; provided, "high school junior" means a student who has completed the sophomore year. High school junior concurrent enrollment waivers for hours beyond these eligible nine (9) credit hours concurrently enrolled will result in those credit hours counting toward the waiver limitation of the three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year

AGENDA ITEM #19-a:

Contracts and Purchases.

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

RECOMMENDATION:

It is recommended that the State Regents approve FY2020 purchases for amounts that are in excess of $100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet

1) Dobson Technologies Transport and Telecom in the amount of $100,000.00 for FY20 OneNet fiber locates. The cost of these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

2) KAMO Electric Cooperative Incorporated in the amount of $169,762.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

3) Blackboard in the amount of $540,942.00 for the purchase of Blackboard Learn SaaS. Blackboard is an online learning service in which the following four schools are participating: Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College. This purchase will be the first year of a five year agreement. The costs for these services will be recovered from Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College directly. (Funded from 718-OneNet).

4) Gigapop Internet Services LLC in the amount of $199,174.00 for a fiber construction project to provide services to the Oral Roberts University (ORU) campus in Tulsa. As a result of this project, OneNet will provide services to ORU in support of a cyberinfrastructure research grant awarded through the National Science Foundation (NSF). OneNet will be reimbursed for the construction costs of this project from the grant funds administered by ORU. (Funded from 718-OneNet).

OCAN

5) Dobson Technologies Transport and Telecom in the amount of $150,000.00 for FY20 fiber optic cable relocation due to road and highway construction projects. The costs for these projects will be recovered through OneNet customer user fees. (Funded from 720-OCAN).

GEAR UP

6) Inside Track in the amount of $159,037.50 to continue to provide foundational coach training programs to the GEAR UP Grant IV College Coaches. (Funded from 730-GEAR UP).

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AGENDA ITEM #19-b:

> **Contracts and Purchases.**

SUBJECT: Concurrent Enrollment Outreach at Student Preparation Workshops.

RECOMMENDATION:

> **It is recommended that the State Regents accept a grant for up to $8,500 from the Charles and Lynn Schusterman Family Foundation to support Student Preparation Workshops for FY2020.**

BACKGROUND:

In the past, the Charles and Lynn Schusterman Family Foundation (CLSFF) has funded some specific activities related to the Oklahoma Math Success Initiative (OMSI). The work has progressed from the strategic planning phase to the implementation phase and the CLSFF has offered to fund the implementation work for FY 2017.

In June 2016, the State Regents accepted significant resources from CLSFF to extend the activities of the OMSI. Supplement expertise was also provided Complete College America (CCA), The Charles A. Dana Center, the Southern Regional Education Board, and Jobs for the Future. Through CLSFF funds, deliverables included work on corequisite models and math pathways. These efforts are ongoing.

In fall of 2018, CLSFF supported and assisted in the planning of the Concurrent Enrollment Summit for K-12 and college educators and administrators to share experiences and best practices. A working group was created and continues to improve information, access, processes, and other issues related to increasing concurrent enrollment opportunities for Oklahoma high school students.

CLSFF continues to support of State Regents activities specific to concurrent enrollment.

POLICY ISSUES:

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

ANALYSIS:

CLSFF remains engaged in concurrent enrollment efforts and is committed to expanding outreach through connections with existing activities. Each fall, high school administrators and counselors are invited to attend regional workshops hosted by Oklahoma State Regents for Higher Education (OSRHE). The Student Preparation fall workshops provide specific information about OSRHE Academic Affairs policies and resources.

The fall workshops offer the ideal platform for OSRHE administrators and staff to build essential relationships with education professionals (K-12 counselors, administrators and coordinators) to ensure collaborative efforts on concurrent enrollment. Topics at these workshops include, but are not limited to:

- Counselor Resource Book;
- Oklahoma's Promise;
- Legislation updates that affect K-12;
- Concurrent enrollment;
- Math Pathways;
- SREB College Career Math Readiness course;
- Individual Career Academic Plan (ICAP);
- OKcollegestart.org (portal updates);
- Oklahoma Money Matters(OKMM);
- FAFSA; and
- How to Understand PreACT and ACT data.

In an effort to reduce the amount of time participants would be away from their home institution and based upon the feedback from the Concurrent Education Summit, the fall workshops have added the regional concurrent enrollment college panel. The general purpose of the college panel is to connect high schools with their collegiate partner(s) and provide information regarding college admission, course placement and the importance of college pathways.

Through grant funds from CLSFF, lunch will be provided at the Student Preparation fall workshops. By providing participants with lunch, the workshop can be extended, to allow more topics to be covered. OSRHE will provide a survey for the attendees regarding the panel to determine if it should be included in future fall workshops.

The CLSFF fully supports higher education programs which are providing long-needed assistance to tribal nations to effectuate sovereignty over education. Furthermore, CLSFF has become an invaluable partner with the State Regents and Oklahoma institutions to ensure higher education with academic and social support resources is made available to tribal members of the sovereign nations headquartered in Oklahoma.

It is recommended that the State Regents accept these grant funds for this purpose.

AGENDA ITEM #20:

        Investments.

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AGENDA ITEM #21:

State Regents' Meetings.

SUBJECT: Approval of the proposed 2020 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

RECOMMENDATIONS:

It is recommended that the State Regents approve the 2020 schedule of regular meetings for filing with the Office of Secretary of State according to law.

DATE	TIME	LOCATION
Wednesday, February 5, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, February 6, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, March 25, 2020	10:30 a.m.	To Be Announced
Thursday, March 26, 2020	9 a.m.	To Be Announced
Wednesday, April 22, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 23, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 23, 2020	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, May 28, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Friday, May 29, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 24, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 25, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 2, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 3, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 21, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 22, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 5, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 2, 2020	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 3, 2020	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

AGENDA ITEM #22:

> **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:

- **Chancellor Glen D. Johnson** provided remarks at retirement reception for Aleta Berry at the State Regents office in Oklahoma City; provided remarks at retirement reception for Amanda Paliotta at the State Regents office in Oklahoma City; served as panelist at State Higher Education Executive Officers Association (SHEEO) Annual Meeting in Little Rock, Arkansas; participated in telephone interview with Tim Farley for ionOklahoma; provided remarks at retirement reception for David Roy at the State Regents office in Oklahoma City; served as emcee for annual State Regents Employee Recognition Event at the CHK | Central Boathouse in Oklahoma City; hosted series of "Coffee with the Chancellor" meetings for State Regents employees.

- **Erin Stelter,** graphic design specialist II, earned a Bachelor of Science in Communication, Media and Ethics from Mid-America Christian University in June 2019.

- **Dr. Goldie Thompson,** assistant vice chancellor for Teacher Preparations and Special Programs, will be inducted into the African American Educators Hall of Fame on Friday, September 27 at the Oklahoma History Center.

- The Student Preparation Team, **Lisa Nelson**, director, and **Annette Long**, coordinator, held their 11th annual Student Preparation Summer Institute at Shangri-La Resort in June. Eighty-five PK-12th grade school counselors, directors, principals and superintendents from across the state attended the 3 day institute. Presenters from OSRHE were **Kelli Kelnar**, assistant director for outreach services, OCAP; **Theresa Shaklee**, student portal coordinator, OCAP; **Carol Alexander**, director scholarship and grant administration; **Dr. Rachel Bates**, associate vice chancellor for educational partnerships; **Dr. Debbie Blanke**, vice chancellor for Academic and Student Affairs; and **Missy Foster**, coordinator for Oklahoma Teacher Connection.

- The following staff were honored at the Annual Employee Recognition Ceremony for their years of service.

5-Year Honorees
Luis Berrios
Bryce Gandy
Andrew Laubach
Kelley Norris
Christopher Simon
Erik Welch

10-year Honorees
Jamie Girard
Tony Hutchison
Ian Litchfield
Erin Stelter

15-Year Honorees
Gina McPherson
Jaime Shelton
Goldie Thompson
Lourdes Torres

20-Year Honorees
Randy Crosby
Martha Ellington
Chad Fuston
Cheri Jensen
Mary Ray
Ricky Steele

25-Year Honorees
Carol Alexander
David Roy

30-Year Honorees
Tammy Strawn

AGENDA ITEM #23:

      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.

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AGENDA ITEM #24-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:

    Oklahoma State University (OSU)
        7 degree program requirement changes
        1 degree program option name change
        4 degree program option additions

    University of Oklahoma (OU)
        16 degree program requirement changes
        3 degree program name changes
        1 degree program option name change
        2 degree program option deletions

    University of Oklahoma Health Sciences Center (OUHSC)
        3 degree program requirement changes
        3 degree program option additions

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

    Southwestern Oklahoma State University (SWOSU)
        2 degree program requirement changes

    University of Science and Arts of Oklahoma (USAO)
        1 degree program name change
        1 degree program requirement change

    Carl Albert State College (CASC)
        1 degree program requirement change

    Eastern Oklahoma State College (EOSC)
        2 degree program requirement changes

Western Oklahoma State College (WOSC)
1 degree program requirement change
2 degree program option additions

POLICY ISSUES:

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

ANALYSIS:

OSU - Bachelor of Science in Geology (111)
Degree program requirement changes
- For the Secondary Teacher Certification option:
  Remove Earth/Space and Physical Science concentrations.
  Add ASTR 1023, GEOL 3503, and GEOL 4773.
  Remove STAT 4013.
  Add 3 credit hours of STAT.
- For the Pre-Law option:
  Remove STAT 4013.
  Add 3 credit hours of STAT.
  Remove POLS 4363/POLS 4593 and SPCH 2713.
  Add LSB 3213 and PHIL 1313.
- Five new courses will be added and six courses will be deleted.
- The proposed changes update the curriculum to better serve students.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Business Administration (036)
Degree program option addition
- Add option in Hospitality and Tourism Management.
- The proposed option is a realignment of course content to coincide with the move of the School of Hospitality and Tourism Management from the College of Human Sciences to the Spears School of Business.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Arts in Geography (252)
Degree program option additions
- Add options:
  Pre-Ministry.
  Pre-Law.
  Business Essentials.
- The proposed options provide a clearer pathway for students to pursue their career goals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program option name change and degree program requirement changes

For the Community Nutrition option:

Add MATH 1613 and MATH 1813 as alternative courses to MATH 1513.

Require SOC 1113.

Remove NSCI 4023, CHEM 3015, and HTM 1113.

Add NSCI 2311, NSCI 2412, PSYC 1113, MICR 2123, and MICR 2132.

Change option name to Public Health Nutrition.

The proposed name change better describes the area of practice associated with the program.

Remove all option requirements and require students to select a concentration area.

For students concentrating on Public Health Nutrition:

- Add ECON 1113, HHP 2802, HLTH 3723, HTM 2153/ACCT 2003, HTM 3213/MGMT 3013, MKTG 3213, NSCI 3813, NSCI 4913, and 6 credit hours of Controlled Electives to be selected from: AGCM 3103, BIOL 3123, HDFS 2123, HDFS 3423, HDFS 4543, HDFS 4813, HDFS 4823, HLTH 3913, MGMT 3313, MICR 3103, NSCI 4133, PHIL 3833, and PHIL 4013.

For students concentrating on Public Health Pre-Med:

- Add BIOC 3653, BIOL 3023, BIOL 3214, CHEM 3053, CHEM 3153, CHEM 3112, MICR 3033, PHYS 1114, and PHYS 1214.

For students concentrating on Nutrition and Education:

- Require students to declare a minor in HEPR and complete HLTH 2213, HLTH 2603, HLTH 3613, HLTH 3643, HLTH 4973, HHP 2654, HHP 3114, and 6 credit hours of Controlled Electives.

For the Dietetics option:

Add HTM 2021.

Add ACCT 2003 as an alternative course to ACCT 2103.

- The proposed changes will enhance the employability 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.

OSU - Bachelor of Science in Nursing: RN to BSN (515)

Degree program requirement changes

- Remove NURS 3034 and NURS 4033.
- Add NURS 3033 and NURS 4034.
- The proposed changes are the result of updates in course content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Arts in Art (024)

Degree program requirement changes

- For the Art History option:
  Remove ART 1103/ART 1113/ART 1203/ART 1303/ART 2803.
  Change credit hours required for Art History Electives from 21 to 24.
- The proposed changes will allow students to broaden their knowledge in art history.
- No new courses will be added and five courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Fine Arts in Art (233)

Degree program requirement changes

- For the Graphic Design option:
  Remove ART 2433.
  Change credit hours required for Studio Art/Career-Related Courses from 9 to 12.
- The proposed changes will better prepare students for employment.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Engineering Technology (081)

Degree program requirement changes

- Remove MATH 1715/MATH 1513 and MATH 1613/MATH 1513 and MATH 1813.
- Require MATH 1813 (or higher level math) to fulfill the General Education Analytical and Quantitative Thought requirement.
- Add notation that students may need to complete MATH 1513 as a prerequisite to MATH 1813 depending on their assessment score.
- The proposed changes update the math requirement to better meet students' needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Mathematics (141)

Degree program requirement changes

- For the main program:
  Add CS 1103 as an alternative course to CS 1113.
  For the Applications Track:
    - Add MATH 4553 as an alternative course to MATH 4513.
    - Remove MATH 4553 as an alternative course to MATH 4263.
    - Add MATH 4233 as an alternative course to MATH 4263.
- For the Actuarial and Financial Mathematics option:
  Add CS 1103 as an alternative course to CS 1113.
  Remove ENGR 1412.
  Add 3 credit hours from: CS 1113, ENGR 1412, STAT 4091/STAT 4191/STAT 4193.
  Remove ACCT 2103 and add ACCT 2003.
  Change credit hours required for Electives from 17 to 16.
- For the Applied Mathematics option:
  Change Select 2-3 credit hours from the following to Select 3 credit hours from the following and include CS 1103, CS 2133, CS 2433, ENGR 1412, STAT 4091/STAT 4191/STAT 4193.
  Add MATH 4533 as an alternative course to MATH 4513.
  Remove MATH 4553 as an alternative course to MATH 4263.
  Add MATH 4233 as an alternative course to MATH 4263.
  For the Bioinformatics Application Area:
    - Remove CHEM 1515 and add MICR 2123.
  Remove the Ecology and Network and Signal Analysis Application Areas.
  Add the following Application Areas:
    - Data Science: MSIS 2103, MSIS 3223, and MSIS 3103/MSIS 3333.
    - Energy Finance: ACCT 2003, FIN 3113, and ECON 4113/FIN 4003/FIN 4363.

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For the Finance Application Area:
- Add ACCT 2003.
- Change credit hours for Electives from 6 to 3.

For the Operations Research Application Area:
- Add IEM 3103 and IEM 3703.
- Remove IEM 4713 and 3 credit hours of Electives.

For the Physics Application Area:
- Add PHYS 2203.
- Change credit hours required for Electives from 9 to 6.

- For the Pre-Law option:
  Add CS 1103 as an alternative course to CS 1113.
  Remove ACCT 2103 and add ACCT 2003.
- For the Pre-Medical Science option:
  Add CS 1103 as an alternative course to CS 1113.
  Require PSYC 1113 to fulfill 3 credit hours of Social and Behavioral Sciences.
  Increase Natural Science General Education to 12 hours and require BIOL 1114.
  Remove 6 credit hours of courses designated as A, H, N, or S.
  Add 3 credit hours of CHEM 3433, MICR 4203, or 4000-level MATH, STAT, CS, or PHYS.
  Remove BIOL 3023, BIO 3653/MICR 3033, and MICR 4203.
  Add BIOL 3204 and BIOL 3214 as alternative courses to CHEM 3053, CHEM 3153, and CHEM 3112.
  Add 6 credit hours to be selected from BIOC 3653, BIOL 3023, BIOL 3233, MICR 2123, MICR 2132, MICR 3033, MICR 3223, MICR 3253, PSYC 2583, and PSYC 3443.
  Change credit hours required for Electives from 4 to 10.
- The proposed changes are the result of curricular updates in the department and will better prepare students for their career goals.
- 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 Health and Exercise Science (292)

Degree program requirement changes
- For the Sports Data Analytics option:
  o Remove HES 5553 and add HES 6553.
- The proposed changes are the result of realignment of course content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in Information Studies (434)

Degree program requirement changes
- Remove 12 credit hours of Research Apprenticeship.
- Add 12 credit hours of Major Specialization.
- Add 30-33 credit hours of General Electives.
- Change credit hours required for Dissertation Research from 2-16 to 10-13.
- The proposed changes provide students with more flexibility and clarify degree requirements to note general 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.

OU – Bachelor of Arts in Psychology (310)
> Degree program requirement changes
- Require MATH 1503/MATH 1643 (or higher) to fulfill the Mathematics requirement.
- Remove BIOL 1114 and BIOL 1121 as alternatives to BIOL 1124.
- Add BIOL 1005/BIOL 1134 as alternatives to BIOL 1124.
- The proposed changes update the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Psychology (194)
> Degree program requirement changes
- Add PSY 2003 as an alternative course to PSY 2113.
- Require 6 credit hours of PSY 3440/PSY 3990/PSY 4990.
- Require MATH 1503/MATH 1643 (or higher) to fulfill the Mathematics requirement.
- Remove BIOL 1114 and BIOL 1121 as alternatives to BIOL 1124.
- Add BIOL 1005/BIOL 1134 as alternatives to BIOL 1124.
- The proposed changes update the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Executive Master of Business Administration in Energy (451)
> Degree program requirement changes
- Remove EMBA 5111, EMBA 5152, and EMBA 5162.
- Add EMBA 5021, EMBA 5112, and EMBA 5142.
- The proposed changes are the result of feedback from students, energy institute board members, and other senior energy professionals to align the curriculum with workplace needs.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Education in Early Childhood Education (046)
> Degree program requirement changes
- Remove EDSC 3233, EDLT 3183, and EDLT 4303.
- Add EDLT 3143, EDLT 4123, and any 2000-Level or higher advisor approved science course.
- The proposed changes will better prepare students to implement new English language arts standards in the classroom.
- No new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Education in Elementary Education (062)
> Degree program requirement changes
- Remove EDSC 3233.
- Add any 2000-Level or higher advisor approved science course.

- The proposed changes provide students greater flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Doctor of Philosophy in Environmental Engineering (349)
Doctor of Philosophy in Environmental Science (077)
Degree program requirement change
- Change credit hours required for CEES or equivalent courses from 30 to 24.
- The proposed change provides students more flexibility to explore interdisciplinary topics.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OU - Graduate Certificate in Administrative Leadership (366)
Degree program name change
- Change program name to Organizational Leadership.
- The proposed change more accurately represents the curriculum.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Master of Arts in Administrative Leadership (373)
Degree program name change and degree program requirement changes
- Change program name to Organizational Leadership.
- Remove LSTD 5013 and LSTD 5043/LSTD 5083.
- Add LSAD 5013 and LSAL 5053.
- The proposed changes more accurately represent the curriculum and better prepare graduates for employment opportunities.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Business Administration in Management and Human Resources (168)
Degree program name change, degree program option deletion, degree program option name change, and degree program requirement changes
- Change program name to Management.
  - The proposed name change better reflects the broad nature of the program.
- Delete option Human Resources Management.
  - The proposed deletion is due to low student interest and lack of faculty support.
  - There are currently 13 students enrolled in the option with an expected graduation date of Spring 2020.
- For the General Management option:
  - Change option name to Management.
  - The proposed name more accurately describes the 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.

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OU - Bachelor of Arts in Ethics and Religion (078)

Degree program option deletion
- Delete option Ethics and Religion.
- There is currently one student enrolled in the option with an expected graduation date of Spring 2020.
- The proposed deletion is due to similarity with the Religious Studies 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.

OU - Doctor of Philosophy in Planning, Design, and Construction (396)

Degree program requirement change
- Change credit hours allowed for master's level equivalent coursework from 32 to 30-44.
- Remove all concentration areas.
- Add 40-54 credit hours of Core Courses to include:
  o A minimum of 9 credit hours of Guided Research or Research Analysis.
  o A minimum of 9 credit hours of Concentration Courses.
  o A minimum of 6 credit hours of PDC 6980.
- The proposed changes allow students more flexibility in selecting interdisciplinary courses that support the students' area of research.
- 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 Business Administration in Finance (081)

Degree program requirement change
- Remove the 2.50 grade point average requirement for ACCT 2113 and ACCT 2123.
- The proposed change is due to a change in prerequisites for other ACCT courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Business Administration in Marketing/Supply Chain Management (152)

Degree program requirement changes
- For the Marketing option:
  o Add COMM 2613 as an alternative course to COMM 1113.
  o Require students to complete an internship or study abroad experience.
- For the Supply Chain Management option:
  o Add SCM 3113 and SCM 3123.
  o Remove ACCT 3313
  o Require SCM 4013 and HCB 4633.
- The proposed changes will increase the strength and rigor of the marketing degree and will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement change
- Change credit hours required for EDSP 3054 from 4 to 3 (3053).

- Remove MUTE 1211, MUTE 1221, MUTE 1231, and MUTE 1251.
- Add MUTE 2211, MUTE 2221, MUTE 2242, and MUTE 2251.
- Change credit hours required for Education and Music Education courses from 37-39 to 36-38.
- The proposed changes reflect course updates within the college.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125-138 to 124-137.
- No funds are requested from the State Regents.

OUHSC - Doctor of Nursing Practice (090)
Degree program option additions
- Add options:
  BSN-DNP Family Nurse Practitioner.
  BSN-DNP Clinical Nurse Specialist Adult-Gerontology.
  BSN-DNP Executive.
- The proposed options provide a more seamless pathway for students with a bachelor's degree in nursing to earn a doctorate and meet the requirement set forth by the American Association of Nursing for advanced nursing practitioners to hold a doctorate.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 38-44 to 38-60.
- No funds are requested from the State Regents.

OUHSC - Bachelor of Science in Nursing (026)
Degree program requirement changes
- Remove CHEM 1315 (or other General or Introduction to Chemistry), PSY 1113, SOC 1113, and 3 credit hours of Culture as prerequisite courses for admission into the program.
- The proposed changes align the admission prerequisite requirements to admission criteria at other state system institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC - Doctor of Pharmacy (065)
Degree program requirement change
- For the Leadership option:
  Remove PHAR 7141.
- The proposed change aligns the didactic requirement for the option with the didactic requirement for the main program.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 151 to 150.
- No funds are requested from the State Regents.

OUHSC - Master of Health Administration in Health Administration (067)
Degree program requirement changes
- Remove HAP 5323 and 6 credit hours of Electives.
- Add HAP 5950 for 1 credit hour.
- The proposed changes will allow students to be more flexible in seeking practical work experience.
- No new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60 to 52.

- No funds are requested from the State Regents.

SEOSU - Bachelor of Arts in Political Science (020)
Degree program requirement changes
- Remove POSC 1513 and POSC 3513.
- Add POSC 3563.
- Change credit hours required for American Government and Politics from 12 to 6.
- Change credit hours for Comparative and Global Politics from 3 to 6.
- Add 6 credit hours of Public Administration and Policy.
- Change credit hours required for Other Electives from 6 to 9.
- The proposed changes update the curriculum to meet scheduling needs of students.
- 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.

SEOSU - Master of Business Administration in Business Administration (075)
Degree program option addition
- Add option Women in Leadership.
- The proposed change adds courses that address the cultural changes in the student population and business leaders.
- 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.

SWOSU - Bachelor of Science in Health Care Administration (005)
Degree program requirement changes
- Add ECONO 2463 as an alternative course to ALHLT 3043.
- Add ALHLT 1323 as an alternative course to ALHLT 3193.
- Add ACCTG 2213, ACCTG 2313, ENTRP 3113, and MNGMT 3233.
- Remove ALHLT 4123, HIM 3122, HIM 3363, HIM 3453, and HIM 4113.
- Change credit hours required for Ancillary Courses from 24 to 18-21.
- Remove 18-23 credit hours of Minor.
- Add 18-21 credit hours of Business Ancillary Courses.
- The proposed changes update the curriculum to better serve a diverse student population.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 122 to 120.
- No funds are requested from the State Regents.

SWOSU - Bachelor of Science in Health Sciences (137)
Degree program requirement change
- Add ALHLT 1323 as an alternative course to ALHLT 3193.
- The proposed change updates the curriculum to 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.

USAO - Bachelor of Science in Natural Science (026)
Degree program name change and degree program requirement changes

- Change program name to Environmental Science.
- Change credit hours required for Biology courses from 24 to 17.
- Change credit hours required for Chemistry courses from 13 to 16.
- Remove 8-10 credit hours of Physics courses.
- Change credit hours required for Environmental and Natural Science courses from 6 to 15.
- Change credit hours required for Electives from 18 to 9.
- Add PHYS 1301 and PHYS 2113.
- The proposed changes update the program to eliminate similarity with the Bachelor of Science in Biology (003) degree.
- 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.

CASC - Certificate in Child Development (048)
Degree program requirement changes
- Remove CD 2133.
- Add CD 2123.
- The proposed changes align the curriculum with the Center for Early Childhood Professional Development requirements.
- 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.

EOSC - Associate in Science in Agriculture (001)
Degree program requirement changes
- For the Agronomy option:
  Remove AGRON 2012, MATH 1613, and 2 credit hours of Agronomy/Animal Science electives.
  Add MATH 2233 and BOT 1114/PHYS 1114.
- For the Agricultural Education Certificate Track option:
  Remove ANSI 1102 and 1 credit hour of Elective.
  Add ANSI 2253/AG 2013.
- The proposed changes align the curriculum with similar programs offered at Oklahoma State University.
- 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.

EOSC - Associate in Science in Forestry and Natural Resources Management (019)
Degree program requirement changes
- For the Forestry option:
  Remove FOREST 1224.
- For the Ecosystem/Range Management option:
  Add BOT 2134 and MATH 2233.
  Remove ANSI 1124.
- The proposed changes align the curriculum with similar programs offered at Oklahoma State University.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

WOSC - Associate in Science in Mathematics and Science (068)

Degree program requirement change and degree program option addition

- Add option Pre-Medicine.
  The proposed option is designed to better prepare students to transfer to a pre-medical program at a four-year institution.
- Remove MATH 1513 and add MATH 1523.
  The proposed change provides students with course content designed to better prepare them for higher-level math courses.
- 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.

WOSC - Associate in Arts in Liberal Arts (062)

Degree program option addition

- Add option Pre-Education.
- The proposed option is designed to prepare students to transfer to a professional teacher education program 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.

AGENDA ITEM #24-b:

> **Reinstatement.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as described below.**

BACKGROUND:

Northwestern Oklahoma State University (NWOSU) requested authorization to reinstate the Bachelor of Arts in Spanish (038) which was suspended April 21, 2016.

In accordance with policy, no students were recruited or admitted to the program during suspension, and the program was not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy, which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

The Bachelor of Arts in Spanish (038) was suspended April 21, 2016 due to low enrollment. NWOSU indicates a new faculty member has been hired and anticipates more aggressive recruitment for the program to increase enrollment.

It is understood that with this action, NWOSU is authorized to advertise, recruit, and admit students to the program. Consistent with its classification and status, this program will be placed on the regular program review cycle.

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

AGENDA ITEM #24-c:

> **Reconciliation.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents approve the requests for degree program inventory reconciliations as described below.**

BACKGROUND:

Oklahoma State University (OSU) requested degree program modifications for the Bachelor of Science in Business Administration in General Business (447), the Bachelor of Science in Aerospace Administration and Operations (247), the Certificate in Geographic Information Systems (406), and the Bachelor of Science in Business Administration in Entrepreneurship (473) to reconcile institutional practice with official degree program inventory.

The University of Oklahoma (OU) requested degree program modifications for the Bachelor of Arts in Integrated Studies (231), the Bachelor of Arts in Environmental Studies, (422), the Master of Public Administration in Public Administration (197), the Bachelor of Interior Design in Interior Design (126), the Bachelor of Science in Plant Biology (021), the Master of Arts in Sociology (213), and the Bachelor of Science in Meteorology (165) to reconcile institutional practice with official degree program inventory.

Southwestern Oklahoma State University (SWOSU) requested degree program modifications for the Bachelor of Science in Engineering Physics (133) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSU requested a degree program modification for the Bachelor of Science in Business Administration in General Business (447) , which was approved at the April 25, 2019 State Regents' meeting. Specifically, the number of upper-division business electives for the Pre-Law option should change to 12 credit hours. This action will correct this error and reconcile institutional practice with official degree program inventory.

OSU requested degree a program modification for the Bachelor of Science in Aerospace Administration and Operations (247), which was approved at the April 25, 2019 State Regents' meeting. Specifically, the modification request incorrectly indicated to remove ACCT 3103. The request should have removed

ACCT 2103. This action will correct this error and reconcile institutional practice with official degree program inventory.

OSU requested a degree program modification for the Certificate in Geographic Information Systems (406), which was approved at the April 25, 2019 State Regents' meeting. Specifically, the modification item incorrectly added GEOG 4202 to the Core Courses. OSU reports GEOG 4203 should have been added. This action will correct this error and reconcile institutional practice with official degree program inventory.

OSU requested a degree program modification for the Bachelor of Science in Business Administration in Entrepreneurship (473), which was approved at the June 27, 2019 State Regents' meeting. Specifically, although the correct program code was used, the modification item listed the program as the Bachelor of Science in Business Administration in Strategic Communication. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested a degree program name change for the Bachelor of Arts in Integrated Studies (231), which was approved at the May 31, 2019 State Regents' meeting. OU reports the program name should be Integrative Studies. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested degree program modifications for the Bachelor of Arts in Environmental Studies (422), which were approved at the May 31, 2019 State Regents' meeting. OU reports the modification request should have included changing the credit hours required for Environmental Humanities from 12 to 9 and changing the credit hours required for Environmental Social Sciences from 12 to 9. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested degree program modifications for the Master of Public Administration in Public Administration (197), which were approved at the May 31, 2019 State Regents' meeting. Specifically, the request indicated to remove PSC 5813. OU reports the correct course to be removed is PSC 5183. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested degree program modifications for the Bachelor of Interior Design in Interior Design (126), which were approved at the May 31, 2019 State Regents' meeting. Specifically, the request indicated to add ID 4663. OU reports the correct course to be added is ID 4633. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested degree program modifications for the Bachelor of Science in Plant Biology (021), which were approved at the May 31, 2019 State Regents' meeting. Specifically, for the Biotechnology concentration, the request indicated to add BIOL 4843; however, the correct course is PBIO 4843. Additionally, the request removed PBIO 2402. OU reports the correct course to be removed is PBIO 2404. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested degree program modifications for the Master of Arts in Sociology (213), which were approved at the May 31, 2019 State Regents' meeting. Specifically, the request indicated to change SOC 5832 from 2 credit hours to 1 credit hour and assign the new course number SOC 5831. OU reports the correct new course number is SOC 5821. This action will correct this error and reconcile institutional practice with official degree program inventory.

OU requested degree program modifications for the Bachelor of Science in Meteorology (165), which were approved at the May 31, 2019 State Regents' meeting. Specifically, the modification indicated to

add METR 3613; however, the correct course should be METR 2613. This action will correct this error and reconcile institutional practice with official degree program inventory.

SWOSU requested degree program modifications for the Bachelor of Science in Engineering Physics (133), which were approved at the January 24, 2019 State Regents' meeting. Specifically, the modification should have indicated that students are required to complete ECONO 2263 or ECONO 2363 to fulfill the Social and Human Sciences requirement. Additionally, the modification omitted removing TECH 1203/TECH 3203 and adding TECH 2213/TECH 4264. This action will correct these errors and reconcile institutional practice with official degree program inventory.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #24-d:

Cooperative Agreements.

SUBJECT: Ratification of institutional requests regarding cooperative agreement programs.

RECOMMENDATION:

It is recommended that the State Regents ratify Connors State College's request to delete 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. At the May 26, 2017 meeting the State Regents approved revisions to the technical course Undergraduate Transfer and Articulation policy to establish the statewide Articulation Agreement for transfer credit from Oklahoma technology centers.

POLICY ISSUES:

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

ANALYSIS:

Due to low enrollment, Connors State College (CSC) suspended the Associate in Applied Science in Radiologic (092) program, which was approved at the June 21, 2012 State Regents' meeting.

CSC reports the program is no longer viable and submitted a request to delete the program (see deletion agenda item) and the CAP with one or more technology centers, as specified in Attachment A.

<div align="right">
CAP Deletion
Attachment A
</div>

Institution	Program Code	Program	Career Technology Center	Delete CAP
CSC	092	Associate in Applied Science in Radiologic Technologist	Indian Capital Technology Center	Yes

AGENDA ITEM #24-e (1):

> **Electronic Delivery.**

SUBJECT: Oklahoma State University. Approval of requests to offer the following existing programs via online delivery: Bachelor of Science in Psychology and the Master of Science in Interdisciplinary Studies.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the following existing programs via online delivery: Bachelor of Science in Psychology and the Master of Science in Interdisciplinary Studies.**

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);
- 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);
- Graduate Certificate 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);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate 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);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265) and
- Bachelor of Science in Computer Science (052).

OSU's governing board approved offering online the existing Bachelor of Science in Psychology (176) and the Master of Science in Interdisciplinary Studies (155) at their April 26, 2019 meeting. OSU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent,

2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

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

Bachelor of Science in Psychology (176)

Demand. According to OSU, national data consistently shows that Psychology is among the most preferred online degrees sought by students. Additionally, OSU reports that the psychology degree is one of the largest majors in the College of Arts and Sciences, with approximately 700 current students. Psychology is a gateway to a number of employment and graduate school opportunities. Students earning a degree in psychology can seek careers in a variety of areas, including human services, human resources, and criminal justice. According to Oklahoma Employment Security Commission data, career opportunities in these fields are expected to increase as much as 27 percent, depending on the occupation. Offering the Bachelor of Science in Psychology (176) fully online will allow OSU to be competitive with other universities offering online psychology programs. Furthermore, OSU will be able to reach more students who are location-bound and unable to attend classes on campus.

Delivery method. Courses required for the program 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 March 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.

Master of Science in Interdisciplinary Studies (155)

Demand. The Master of Science in Interdisciplinary Studies (155) is a unique graduate program, offering students the opportunity to design their own curriculum from several disciplines, with a minimum of two separate fields of study. This flexibility allows students to tailor their coursework to meet their specific career and personal goals. The option to pursue the Master of Science in Interdisciplinary Studies (155) will appeal to working professionals and other types of graduate students who cannot attend classes on campus.

Delivery method. Courses required for the program 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 April 2, 2019. The University of Oklahoma (OU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which were sent on May 16, 2019 and May 14, 2019, respectively. UCO, OU, 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 OSU's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #24-e (2):

> **Electronic Delivery.**

SUBJECT: Southeastern Oklahoma State University. Approval of request to offer the following existing program via online delivery: Bachelor of Arts in English.

RECOMMENDATION:

> **It is recommended that the State Regents approve Southeastern Oklahoma State University's request to offer the following existing program via online delivery: Bachelor of Arts in English.**

BACKGROUND:

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

- Master of Business Administration (075);
- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Elementary Education (016);
- Master of Education in School Administration (073);
- Master of Education in Secondary Education (074);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113);
- Bachelor of Science in Health and Human Performance (115);
- Master of Early Intervention and Child Development in Early Intervention and Child Development (116);
- Master of Education in School Counseling (071);
- Bachelor of Science in Occupational Safety and Health (058);
- Bachelor of Business Administration in Marketing (095);
- Bachelor of Science in Liberal and Applied Studies (102);
- Bachelor of Business Administration in General Business (105);
- Master of Science in Sports Administration (109);
- Bachelor of Science in Early Intervention and Child Development (111);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Arts in Communication (049);
- Master of Education in Special Education (072);
- Master of Science in Occupational Safety & Health (107);
- Master of Education in Curriculum and Instruction (110); and

- Master of Music Education in Music Education (114).

SEOSU's governing board approved offering online the existing Bachelor of Arts in English (017) at their June 20, 2019 meeting. SEOSU 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:

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

Bachelor of Arts in English (017)

Demand. According to SEOSU, enrollment in the Bachelor of Arts in English (017), as well as the English minor, has remained steady over the past five years, with an average of 31 students enrolled. Students majoring in English can seek a number of employment and graduate school opportunities, such as education, human services, human resources, and communications. According to Oklahoma Employment Security Commission data, career opportunities in these fields are expected to increase as much as 12 percent, depending on the occupation. Offering the Bachelor of Arts in English (017) will allow SEOSU to reach more students who are location-bound and unable to attend classes on campus.

Delivery method. SEOSU will utilize the learning and course management system, Blackboard, 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. Additionally, SEOSU will enhance student learning using Zoom for virtual meetings.

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 SEOSU's request to offer the existing degree program through online delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #24-f:

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

POLICY ISSUES:

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, specifically section 3.16.9, which states the eligibility requirements for SARA as follows:

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

STAFF ANALYSIS:

Prior to September 5, 2019, State Regents' staff received SARA a renewal application from the following institutions:

- Cameron University;
- Carl Albert State College;
- East Central University;
- Northeastern Oklahoma A&M College;
- Northwestern Oklahoma State University;
- Oral Roberts University.
- Rogers State University;
- Southwestern Oklahoma State University; and
- Western Oklahoma State College;

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

AGENDA ITEM #24-g:

> **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) conducted 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 May 31, 2019 State Regents' meeting, the following requests for changes and additions have been submitted:

Oklahoma State University Institute of Technology (OSUIT)
  41 technical assessment additions
  33 technical assessment deletions
  16 technical assessment modifications

POLICY ISSUES:

These actions are consistent with the State Regents' Credit for Prior Learning policy.

ANAYLSIS:

It is recommended that the following modifications, additions and deletions to the system faculty's prior learning assessment matrix for technical education be approved.

OSUIT— ASE Test A1 Certification (ASE Technician or NATEF Student)
  Technical assessment deletion
- Remove AUMP 1914.
- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Test A2 Certification (ASE Technician or NATEF Student)
  Technical assessment deletion
- Remove AUMP 1924.

- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Test A3 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUMP 1954.
- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Test A4 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUMP 1934.
- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Test A5 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUMP 1912.
- Remove AUMP 1922.
- These changes are being made at the request of OSUIT faculty.

OSUIT— ASE Test A6 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUMP 1904.
- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Test A7 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUMP 1964.
- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Test A8 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUMP 1944.
- This change is being made at the request of OSUIT faculty.

OSUIT— CRR Test B2 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUC 2401.
- Remove AUC 2531.
- Remove AUC 2641.
- These changes are being made at the request of OSUIT faculty.

OSUIT— CRR Test B3Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUC 2401.
- Remove AUC 2531.
- Remove AUC 2641.
- These changes are being made at the request of OSUIT faculty.

OSUIT— CRR Test B4 Certification (ASE Technician or NATEF Student)
Technical assessment deletion

- Remove AUC 2401.
- Remove AUC 2531.
- Remove AUC 2641.
- These changes are being made at the request of OSUIT faculty.

OSUIT— CRR Test B6 Certification (ASE Technician or NATEF Student)
Technical assessment deletion
- Remove AUC 2401.
- Remove AUC 2531.
- Remove AUC 2641.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Automotive Portfolio Review
Technical assessment deletion
- Remove up to 16 hours of AUMP coursework.
- This change is being made at the request of OSUIT faculty.

OSUIT— Automotive Portfolio Review
Technical assessment deletion
- Remove up to 5 hours of AUC coursework.
- This change is being made at the request of OSUIT faculty.

OSUIT— ASE Automobile & Light Truck Certification Tests (A1-A8) (not NATEF Student Certification)
Technical assessment addition
- Add AUPL 1101-1104.
- Add AUPL 1201-1204.
- Add AUPL 1301-1304.
- Add AUPL 1401-1404.
- Add AUPL 1501-1504.
- These assessments will be valid through September 2024.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Automobile Portfolio Review
Technical assessment addition
- Add AUPL 1101-1104.
- Add AUPL 1201-1204.
- Add AUPL 1301-1304.
- Add AUPL 1401-1404.
- Add AUPL 1501-1504.
- This assessment will be valid through September 2024.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Microsoft Office Specialist (MOS) Certification
Technical assessment addition
- Add CS 1013.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Office Proficiency Assessment & Certification (OPAC)

Technical assessment addition
- Add CS 1013.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Business Institutional Challenge Exam
Technical assessment addition
- Add CS 1013.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Cisco Certified Entry Network Technician (CCENT)
Technical assessment modification
- Change assessments name to Cisco Certified Entry Network Technician (CCENT) 100-101 ICND1.
- ITD 1223 course title change.
- This change is being made at the request of OSUIT faculty.

OSUIT— Cisco Certified Entry Network Technician (CCENT) 100-105 ICND1
Technical assessment addition
- Add ITD 1223.
- Add ITD 2133.
- These assessments will be valid through September 2024.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Cisco Certified Network Associate (CCNA)
Technical assessment deletion
- Remove ITD 2153.
- This change is being made at the request of OSUIT faculty.

OSUIT— CompTIA A+ and CompTIA A+ Linux
Technical assessment deletion
- Remove ITD 2223.
- This change is being made at the request of OSUIT faculty.

OSUIT— CompTIA Linux+
Technical assessment deletion
- Remove ITD 2643.
- This change is being made at the request of OSUIT faculty.

OSUIT— CompTIA Network+
Technical assessment modification
- ITD 1223 course title change.
- This change is being made at the request of OSUIT faculty.

OSUIT— Computer Institutional Challenge Exam [Written Exam]
Technical assessment addition
- Add ITD 1213.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Computer Institutional Challenge Exam [Written Exam]
Technical assessment addition
- Add ITD 1223.
- Add ITD 2133.
- This assessment will be valid through September 2024.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Computer Institutional Challenge Exam [Written Exam]
Technical assessment addition
- Add ITD 1243.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Computer Institutional Challenge Exam [Written Exam]
Technical assessment addition
- Add ITD 1353.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— (ISC)2 Certified Information Systems Security Professional (CISSP)
Technical assessment addition
- Add ITD 1243.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Carpenter Level One NCCER
Technical assessment deletion
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Technologist NCCER
Technical assessment deletion
- Remove BLD 1503.
- Remove BLD 1603.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Carpentry: Roofer ODCTE
Technical assessment deletion
- Remove BLD 1503.
- Remove BLD 1603.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Carpentry: Frame Carpenter ODCTE
Technical assessment deletion
- Remove BLD 1503.
- Remove BLD 1603.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Carpentry: Finish Carpenter ODCTE

Technical assessment modification
- Remove BLD 1503.
- Remove BLD 1603.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Carpentry: Drywall Installation Trainee ODCTE
Technical assessment deletion
- Remove BLD 1503.
- Remove BLD 1603.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Construction Trainee ODCTE
Technical assessment deletion
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Carpentry NOCTI
Technical assessment modification
- Remove BLD 1503.
- Remove BLD 1603.
- These changes are being made at the request of OSUIT faculty.

OSUIT— 30 Hour Construction Safety Card OSHA
Technical assessment modification
- CNS 1213 course title change.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Certified Welder AWS
Technical assessment modification
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Welding: Gas Tungsten Arc Welder (GTAW) ODCTE
Technical assessment modification
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Welding: Gas Metal Arc Welder (GMAW) ODCTE
Technical assessment modification
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Certified Associate Welding Inspector AWS
Technical assessment modification
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) NOCTI
Technical assessment modification
- Remove BLD 1503.

- ACR 1121 and ACR 1336 course title changes.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Electrician Level One NCCER
Technical assessment deletion
- Remove BLD 1503.
- Remove ECNT 1102.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Electronics: General Electronics Technician ODCTE
Technical assessment modification
- Remove BLD 1503.
- Remove BLD 1603.
- Remove ECNT 1102.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review
Technical assessment deletion
- Remove BLD 1503.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review
Technical assessment deletion
- Remove BLD 2805.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Institutional Challenge Exam
Technical assessment deletion
- Remove ECNT 1102.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review
Technical assessment deletion
- Remove ECNT 2806.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Industry Board (CIB) of Oklahoma Mechanical Journeyman or Mechanical Contractor's License
Technical assessment addition
- Add ARC 1126.
- Add ARC 1336.
- Add ARC 2406.
- Add ARC 2443.
- Add ARC 2513.
- Add ARC 2603.
- Add ARC 2623.
- Add ARC 2653.
- This assessment will be valid through September 2024.
- These changes are being made at the request of OSUIT faculty.

OSUIT— Construction Institutional Challenge Exam [Written Exam]

Technical assessment addition

- Add ARC 1336.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 1126.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 1336.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 2406.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 2443.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 2513.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 2603.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 2623.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review

Technical assessment addition

- Add ARC 2653.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Portfolio Review
Technical assessment addition
- Add CNS 2806.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Construction Institutional Challenge Exam
Technical assessment modification
- ECNT 1233 course title change.
- This change is being made at the request of OSUIT faculty.

OSUIT— National Restaurant Association – Human Resources Management and Supervision Certification
Technical assessment modification
- CUA 1162 course title change.
- This change is being made at the request of OSUIT faculty.

OSUIT— American Culinary Federation – Certified Culinarian (CC) [Skills Assessment Also Required]
Technical assessment addition
- Add CUA 1135.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Certified Production Technician (CPT) - Safety
Technical assessment modification
- ETD 1101 course title change.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam + Skills Assessment]
Technical assessment deletion
- Remove ETDE 1243.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam + Skills Assessment]
Technical assessment deletion
- Remove ETDE 1263.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam + Skills Assessment]
Technical assessment modification
- EDTE 1343 course title change.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam]
>
> Technical assessment deletion
> - Remove SEPP 1113.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam]
>
> Technical assessment deletion
> - Remove SEGC 2413.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam]
>
> Technical assessment addition
> - Add SEIM 1123.
> - This assessment will be valid through September 2024.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
>
> Technical assessment modification
> - SEGC 2609 course title change.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Autodesk Revit
>
> Technical assessment addition
> - Add ETDG 2413.
> - This assessment will be valid through September 2024.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam + Skills Assessment]
>
> Technical assessment addition
> - Add ETDG 1283.
> - This assessment will be valid through September 2024.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Institutional Challenge Exam [Written Exam + Skills Assessment]
>
> Technical assessment addition
> - Add ETDG 1293.
> - This assessment will be valid through September 2024.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
>
> Technical assessment addition
> - Add SEPP 1103.
> - This assessment will be valid through September 2024.
> - This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
>
> Technical assessment addition

- Add SEPP 1113.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 1123.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 1133.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 1223.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 1233.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 1243.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 1312.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 2403.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 2413.
- This assessment will be valid through September 2024.

- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 2423.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 2443.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Electronics & Engineering Tech Portfolio Review
Technical assessment addition
- Add SEPP 2523.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Visual Communications Institutional Challenge Exam [Written Exam + Skills Assessment]
Technical assessment addition
- Add GRD 1143.
- This assessment will be valid through September 2024.
- This change is being made at the request of OSUIT faculty.

OSUIT— Visual Communication Portfolio Review
Technical assessment deletion
- Remove VIS 1123.
- This change is being made at the request of OSUIT faculty.

AGENDA ITEM #24-h (1):

> **Operations.**

SUBJECT: Ratification of purchases in excess of $25,000 for FY2019.

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 June 12, 2019 and August 2, 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 June 12, 2019 and August 2, 2019, there are 34 purchases in excess of $25,000 but not in excess of $100,000.

Core
1) Krush Digital in the amount of $52,500.00 for media buys advertising the "Reach Higher Reconnect" event week (July 27, 2019 through August 1, 2019) in which participating campuses were open for extended hours. Most participating institutions hosted a weekend (Saturday) event targeting students and their families to help provide financial aid information and with admissions personnel available to help enroll students for the 2019-2020 school year. (Funded from 210-Core).

2) University Corporation for Advanced Internet in the amount of $45,000.00 for membership fees to the United States Unified Community Anchor Network to participate in initiatives focused on providing advanced broadband capabilities and services to community anchor institutions and the Sponsored Education Group Program. (Funded From 210-Core).

3) Integrated Solutions Group Technology Incorporated for support and upgrades to the Varonis software. Varonis is used by the Information Technology department to compile data used for forensic information, allowing the Information Technology department to monitor use of shared drives and to provide users access to data they need to conduct business. (Funded from 210-Core).

4) Nelson, Mullins, Riley, and Scarborough in the amount of $50,000.00 for the legal service of Art Coleman, Steve Winnick and Daniel Gordon for continued investigation and resolution of the complaint by the U.S. Department of Education Office of Civil Rights. (Funded from 210-Core).

5) University of Oklahoma in the amount of $32,333.00 for printing and preparation of the "Preparing for College" brochures. The "Preparing for College" brochures are designed to encourage students in grades 8-12 to begin early preparation for college. They are mailed to Oklahoma public schools as well as home school associations. (Funded from 210-Core).

6) State Office of the Attorney General of Oklahoma in the amount of $66,025.04 for the legal services of an assigned Assistant Attorney General for FY20. This will enable the Oklahoma State Regents for Higher Education to provide legal services support to the following institutions that do not have access to legal services: University of Science and Arts of Oklahoma, Murray State College, Eastern Oklahoma State College, Carl Albert State College, Redlands Community College, Northern Oklahoma College, Rose State College, Seminole State College, Western Oklahoma State College, University Center at Ponca City, and Quartz Mountain Arts and Conference Center and Nature Park. (Funded from 210-Core).

OneNet
7) Altice USE Incorporated in the amount of $67,176.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).

8) Central Oklahoma Telephone in the amount of $25,824.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

9) Cisco Systems Incorporated in the amount of $49,500.00 for OpenDNS content filtering for K-12 Oklahoma public schools and libraries to filter out inappropriate internet content in order for them to receive federal funding. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).

10) Carahsoft Technology Corporation in the amount of $50,000.00 for maintenance and programming for Salesforce, which is OneNet's business communications operation platform that processes business leads through circuit installation and billing. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).

11) Cogent Communications Incorporated in the amount of $54,000.00 for a dedicated internet access service for a 1GB commitment on a 10GB interface in Tulsa, Oklahoma. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

12) Comdata in the amount of $65,250.00 for FY20 fuel expenses for the Educational Television Network fleet and vehicle maintenance and repairs. The costs for these expenses will be recovered through OneNet user fees. (Funded From 718-OneNet).

13) Central Cellular in the amount of $30,745.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

14) University Corporation for Advanced Internet in the amount of $99,420.00 for a redundant path for OneNet and Arkansas Research Education Optical Network (AREON) to access the Research

Education Network (Internet2) and the general purpose internet at the Dallas and Kansas hubs. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

15) MSC Technologies Incorporated in the amount of $45,800.00 for maintenance and support, including software upgrades for both the American Power Conversion In-Row cooling units and the Power Distribution Units. The In-Row cooling units and Power Distribution Units provide cooling and power distribution for the Hot-Aisle Containment System. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

16) Norlem Technology Consulting Incorporated in the amount of $70,546.37 for the license renewal of the OneNet Palo Alto firewall that provides additional security measurements and protects OneNet as well at the Oklahoma State Regents for Higher Education. Norlem also provides network traffic monitoring for security against suspicious and/or malicious activity on the network. The costs of these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

17) Oklatel Communications Incorporated in the amount of $87,200.00 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) University of Oklahoma Health Sciences Center in the amount of $26,334.00 for OneNet to provide hosting space in the OneNet data center located in the University of Oklahoma – Tulsa Schusterman Center for Tulsa County. The cost for this service will be recovered from Tulsa County. (Funded from 718-OneNet).

19) Presidio Corporation in the amount of $28,504.20 for Juniper switches for new VMware servers for the firewall cluster. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

20) Presidio Corporation in the amount of $39,337.56 for maintenance, support and upgrades for VMware virtual software, including virtual PC, server applications and VoIP vsphere licenses for State Regents and OneNet staff. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

21) Presidio Corporation in the amount of $75,758.38 for SMARTnet hardware maintenance for the Cisco networking equipment that is integrated within the OneNet network. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

22) Salesforce Communications Incorporated in the amount of $40,056.52 for Salesforce.com licenses for OneNet to streamline workflow processes from new leads through long term retention by automating the E-rate and Oklahoma Universal Service Fund bidding request data, systematically reaching out to multiple last mile providers for quotes and electronically pulling in bidding request results. This service will provide a user friendly grab & drop ability to maintain and customize reporting needs. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

23) Top Hand Tower Company in the amount of $48,150.00 for FY20 maintenance and repair to OneNet towers, including but not limited to, repair or replacement of tower lights in accordance with the Federal Aviation Administration safety rules and repair or replacement of waveguides,

peak dishes, and tower removal. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

24) True Digital in the amount of $49,140.00 for information security consulting services to provide the necessary framework, consulting, and guidance on the State Regents network. The costs for these services will be recovered through OneNet customer service fees. (Funded from 718-OneNet).

25) University of Arkansas in the amount of $73,518.00 for two cross connects to provide OneNet interconnectivity between OneNet equipment and Internet2 equipment located inside the Level 3 facilities in Tulsa, Oklahoma. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718 OneNet).

26) Norlem Technology Consulting Incorporated in the amount of $35,040.00 for Palo Alto Virtual Machines for OneNet customer turn-ups. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718 OneNet).

27) Cherokee Telephone Company in the amount of $57,420.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718 OneNet).

28) Approved Networks Incorporated in the amount $54,600.00 for fiber optic transceivers that are required for OneNet customers turn-ups and new backhaul turn-ups for new firewall virtual machine cluster and to replenish inventory supply. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718 OneNet).

29) SHI International Corporation in the amount of $66,000.00 for security application to support cyber-monitoring of internet traffic. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718 OneNet).

GEAR UP
30) ACT Incorporated in the amount of $95,550.00 for the Fall 2019 District Choice Testing Program by ACT Incorporated to provide the ACT test to all 11th grade students in the ten school districts under the GEAR UP Grant IV with a testing date of October 1, 2019. (Funded From 730-GEAR UP).

Multiple Funds
31) Arledge and Associates in the amount of $46,330.00 for the services of an independent Financial and Compliance Audit for FY19. (Funded from 210-Core and 701-OCAP).

32) Mythics Incorporated in the amount of $88,702.36 for maintenance to provide telephone support and upgrades for Oracle Internet Application Enterprise Edition Software. (Funded from 210-Core and 718-OneNet).

33) University of Oklahoma Health Sciences Center in the amount of $60,550.00 for employee and visitor parking for FY20. (Funded From 210-Core and 718 OneNet).

34) SHI International Corporation in the amount of $34,994.20 for Software Assurance maintenance to provide upgrades for our licensed Microsoft products. (Funded from 210-Core, 701-OCAP, 718-OneNet, and 730-GEAR UP).

AGENDA ITEM #24-h (2):

> **Operations.**

SUBJECT: Ratification of appointment of the Director of Academic Programs and Innovation.

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 Academic Programs and Innovation. It is recommended that the State Regents ratify the appointment of Dr. Makenna Garrison to serve as the Director of Academic Programs and Innovation. This position provides a high-level of support to the Associate Vice Chancellor for Academic Affairs. Specifically, this position is responsible for the oversight of duties related to Intensive English Programs, Academic Programs, and the implementation of programmatic recommendations from the State Regents' Task Force on the Future of Higher Education.

Dr. Garrison most recently worked as the Director of Curriculum and Assessment for Oklahoma City Community College. Prior to this position, she served as a Professor of English, Instructor of English, and Admissions Advisor for Oklahoma City Community College. Dr. Garrison earned her Ph.D. in English from the University of Oklahoma, her M.A. in English from the University of Central Oklahoma, and her B.A. in English with minors in Spanish and History from the University of Oklahoma.

It is anticipated that Dr. Garrison will assume the position of Director of Academic Programs and Innovation on September 16, 2019. This position reports to Dr. Stephanie Beauchamp, Associate Vice Chancellor for Academic Affairs. A copy of the job description and Dr. Garrison's resume are attached.

JOB DESCRIPTION
Director of Academic Programs and Innovation
FLSA: Exempt
Position #100265
Grade 9
Cost Center: APRA 13000
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

- Professional staff position providing a high-level of support for the Associate Vice Chancellor for Academic Affairs. Responsible for oversight of duties related to Intensive English Programs, Academic Programs and implementation of programmatic recommendations from the State Regents' Task Force on the Future of Higher Education. Conducts research and writes periodically as assigned.

RESPONSIBILITIES AND DUTIES

- Prepare and submit academic program requests for review by the Associate Vice Chancellor for Academic Affairs.
- Coordinate the evaluation of Intensive English Programs and related policy, and facilitate the Intensive English Program Administrators' Network.
- Work with academic programs, planning, and policy as they relate to innovation, delivery, and accreditation alignment (both programmatic and institutional).
- Draft correspondence, reports, and State Regents agenda items in related areas.
- Keep abreast of new developments and research in academic program innovation, and share this information with faculty and staff as appropriate.
- Research issues/practices and academic topics and compile reports for briefings used by advisory groups, staff, legislators, and State Regents, with special attention to the recommendations of the State Regents' 2017-18 Task Force on the Future of Higher Education and the State Regents' Online Task Force.
- Make presentations to the State Regents and local, state and national organizations on State Regents' programs, policies and initiatives as requested.
- Interact with the public, students, faculty, and administrators.
- Serve as staff liaison to local, state, and national organizations as needed.
- Provide staff assistance to agency divisions, other agencies, advisory groups, and professional organizations, as delegated by the Vice Chancellor for Academic and Student Affairs.
- Additional academic assignments as delegated by the Associate Vice Chancellor for Academic Affairs.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Master's degree required from a regionally accredited university. Must have a minimum of five (5) years related experience at a college, university, or higher education system. Must have thorough knowledge and

understanding of higher education issues, as well as proven analytical, problem solving, organizational skills, and excellent writing and interpersonal skills. Demonstrated leadership skills and the ability to work effectively with internal and external constituencies required. Some in-state and out-of-state travel required.

PREFERRED QUALIFICATIONS

Doctorate degree, experience with regional and programmatic accreditation processes and standards, and experience with innovative designs in academic program structures 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 Associate Vice Chancellor for Academic Affairs.

Makenna J.-Green Garrison

[redacted contact information]

Education

Ph.D. in English, University of Oklahoma	May 2016
M.A. in English, University of Central Oklahoma	May 2013
B.A. in English, University of Oklahoma, Minor in Spanish and History	May 2010
A.A. in Humanities, Oklahoma City Community College	May 2008

Work Experience

Director of Curriculum and Assessment, Oklahoma City Community College   Nov. 2017-Present

- Review curriculum proposals and assist deans and faculty with preparing curriculum forms for submission to Academic Affairs and the Oklahoma State Regents for Higher Education
- Prepare information related to Academic Affairs for Oklahoma State Regents' initiatives, including the Course Equivalency Project, Critical Occupations List, Collaborations and Innovations Report, Collaborations with State Agencies Survey, and Assessment Report
- Work with faculty and deans to complete five-year program reviews, five-year assessment plans, annual assessment reports, post-audit reports, and low-productivity reports
- Compile all information for Academic Affairs in the annual college catalog
- Co-chair the Curriculum Committee and Academic Outcomes Assessment Committee and serve on Entry-Level Assessment and General Education Committees
- Create and maintain online learning courses for program reviews, annual reports, assessment plans, course sequences, curriculum proposals, and institutional committees
- Write the Curriculum Guide and guidelines for Academic Affairs' committees
- Compile information for the Faculty and Adjunct Faculty Handbooks
- Create templates for assessment plans, assessment reports, and curriculum proposals
- Attend the Higher Learning Commission's Annual Conference
- Assist Institutional Effectiveness with degree and certificate information for reports
- Work on transfer agreements with many four-year institutions in Oklahoma
- Maintain information on website areas related to Academic Affairs
- Prepare Gainful Employment disclosures and certificate information for the website
- Work with the Central Oklahoma Workforce Innovation Board to provide program information for Oklahoma Job Match
- Participate in on-campus committees, events, and special projects

Professor of English, Oklahoma City Community College   Aug. 2015-Dec. 2017

- Taught a full-time load of fifteen credit hours a semester
- Taught sections of English Composition I, English Composition II, and Technical Writing
- Participated in division and college meetings
- Reviewed departmental programs
- Acted as a faculty advisor for the division
- Attended commencement, award ceremonies, and fundraising events

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- Recruited for the college at various events
- Participated in committees
- Maintained office hours
- Submitted grades
- Taught on-campus, online, and hybrid sections
- Abided by the college's policies and procedures
- Worked with Turn-It-In and assisted faculty in the department with the software
- Attended training programs and workshops
- Served on scholarship committees
- Attended promotional events
- Worked on transfer agreements
- Designed curriculum for Technical Writing and hybrid English Composition I sections
- Worked as a Faculty Admissions Advisor and Faculty Academic Advisor during semesters

English Instructor, Oklahoma City Community College and University of Oklahoma   Aug. 2013-2015
- Taught Success in College and Life at Oklahoma City Community College
- Taught English Composition I and II at Oklahoma City Community College and the University of Oklahoma
- Taught Technical Writing at the University of Oklahoma
- Instructed on-campus and online sections for 16-week, 8-week, and fast-track sections
- Prepared daily lesson plans and activities for college-level education
- Entered grades and abided by FERPA policies
- Utilized the Moodle and D2L learning management systems
- Kept regular office hours
- Attended teaching workshops and training programs
- Maintained administrative documents, including retention alerts and final grades
- Participated in recruiting activities
- Presented on panels for incoming and returning instructor workshops at the University of Oklahoma

Coordinator of Cooperative Alliances, Oklahoma City Community College   Oct. 2012-Jul. 2013
- Worked with technology centers in Oklahoma City and surrounding areas
- Admitted students to the college's cooperative programs with technology centers
- Advised students regarding admission to specific programs
- Presented information about college credit available through technology center courses
- Evaluated enrollment data and ran enrollment reports
- Reviewed high school and college transcripts for admission purposes
- Evaluated high school deficiencies and transfer course completion
- Created marketing fliers and presentations for recruiting purposes
- Recruited students to the Cooperative Alliances programs

Admissions Advisor, Oklahoma City Community College   Apr. 2011-Oct. 2012
- Admitted students and explained college policies and degrees
- Advised students regarding admission to the college
- Recommended initial placement testing

- Planned recruitment activities and strategies
- Contacted prospective students
- Worked with high school counselors to design recruiting opportunities for students
- Collaborated with technical colleges and other institutions to provide sessions and fairs
- Presented information about the college in classrooms and assemblies
- Developed ideas for new recruiting techniques
- Worked with professors to provide workshops and presentations for high school students
- Designed and coordinated the annual OCCC College Road Show
- Planned the annual Senior Shift conference for the Oklahoma City Public School District
- Was Central Region Coordinator for the Oklahoma College Day/Night Committee
- Wrote articles about recruiting events for the Enrollment and Student Services newsletter
- Planned the annual Counselor Breakfast event for high school counselors in Oklahoma
- Organized tours for high school students

SEO (Search Engine Optimization) Writer/Editor, American Precious Metals Exchange   Jan.-Apr. 2011
- Wrote product descriptions to appeal to customers
- Revised and edited the website daily
- Tailored the website per the preferences expressed by the company's customers
- Researched customer response to the website and its products
- Worked to achieve customer satisfaction regarding the website's content
- Optimized the website for web searches through common search engines
- Used keywords, metatags, and HTML code to enhance website for searches
- Utilized software to track visits to the website
- Wrote website content
- Designed marketing campaigns
- Edited content from multiple departments

Data Entry, Contract Labor for PGP Oil Company   Jun. 2010-Jul. 2011
- Prepared oil and gas legal documents for electronic processing
- Labeled and evaluated data
- Organized oil and lease files
- Maintained a database of lease files
- Scanned contracts and lease information
- Worked with confidential documents
- Operated Adobe software

Private Tutor and Piano Accompanist   2006-2010
- Instructed college and high school students on a one-on-one basis
- Provided tutoring in English and Spanish for college and high school students
- Guided both students and parents in college preparation on a private basis
- Provided tutoring in writing essays and using MLA format
- Proofread college and high school papers for students and recommended changes
- Accompanied vocal students on the piano
- Worked with church groups for various musical events
- Played the piano at various church events

Training and Skills
- Moodle and D2L Learning Management Systems training
- On Base, Starfish, Academic Planning, Recruiter, Turn-It-In, DocuSign, and Ellucian Colleague training
- Online Faculty Training at Oklahoma City Community College
- Title III English Composition I and II Redesign Training at Oklahoma City Community College
- University of Central Oklahoma's Institute for Learning Environment Design
- Instructor Training at the University of Oklahoma
- Professional Ethics Training at the University of Oklahoma
- Computer-Mediated Classroom Training at the University of Oklahoma
- Doug Downs's Writing about Writing Workshop at the University of Oklahoma
- Knowledge of Microsoft Office programs and Google Drive
- Ability to work effectively with colleagues in the workplace
- FERPA training and confidential and professional maintenance of student records

Presentations
- "Communication in the LMS: Giving Institutional Committees an Online Platform" at the 2018 Oklahoma Association of Community Colleges Conference
- "Teaching in a 21st Century Classroom" for Achieving the Dream at Oklahoma City Community College
- "OCCC College Road Show" at the Oklahoma Association of Collegiate Registrars and Admissions Officers Conference at the University of Central Oklahoma
- "Hybrid Classes" for Complete College at Oklahoma City Community College
- "Classroom Technology and Turn-It-In" for the Division of Arts, English, and Humanities at Oklahoma City Community College

Accomplishments
- Outstanding Faculty Award at Oklahoma City Community College
- Provost's Certificate of Distinction for Outstanding Graduate Assistant Teaching at the University of Oklahoma
- Creation of multiple courses in the campus's learning management system for committees and projects related to Academic Affairs at Oklahoma City Community College
- Streamlining of curriculum and assessment processes with updated resources and online platforms at Oklahoma City Community College
- Completion of numerous transfer agreements with Oklahoma City Community College and four-year institutions in Oklahoma
- Development of hybrid English Composition I courses
- Design of curriculum for Technical Writing courses
- Leadership Class V at Oklahoma City Community College
- Guest critic for *Absolute*, Oklahoma City Community College's literary journal
- Oklahoma City Community College's Award for Outstanding Achievement in Literature
- University of Oklahoma's Academic Transfer Scholarship and Sooner Heritage Scholarship
- Linda Thorton Memorial Scholarship for Academics and Community Service

AGENDA ITEM #24-h (3):

Contracts and Purchases.

SUBJECT: FY2020 Agreement with the Oklahoma Board of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2020.

BACKGROUND:

For many years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical educational nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education (OSRHE) for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The OSRHE assumes responsibility for allocation of the funds.

ANALYSIS:

The attached contract provides for the transfer of approximately $4 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in-service/professional development for CareerTech teachers, and Adult Education and Family Literacy programs. Programs coordinated by the OSRHE include data/information sharing.

Attachment

Agreement Between
THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION
and
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2019-2020 Programs and Services

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

WITNESSETH:

WHEREAS, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

WHEREAS, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

WHEREAS, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2019 and will terminate no later than the 30th day of June 2020.

IT IS HEREBY STIPULATED AND AGREED by and between the State Board and the State Regents as follows:

1. *Funds in the amount of $1,971,030 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	Basic Grant	Career Dev.	Non-Trad
Cameron University	$107,848		
Connors State College	$167,615		
Murray State College	$112,146	$49,410	
Northern Oklahoma College	$131,755		
Oklahoma City Community College	$251,154		

OSU-Oklahoma City	$409,368	
OSU-Institute of Technology	$120,876	
Rogers State University	$ 62,453	
Rose State College	$172,182	
Tulsa Community College	$380,223	$6,000

2. *Funds in the amount of $1,970,373.48 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

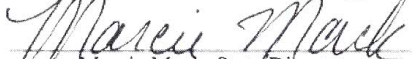|	Basic Grant	EL/Civics	Corrections
Murray State College	$ 61,403.74		
Northeastern Oklahoma A&M University	$ 117,227.24		
Oklahoma City Community College	$1,473,250.49	$87,341.60	$29,214.47
Oklahoma Panhandle State University	$ 67,365.47		
OSU-Institute of Technology	$ 134,570.47		

3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not to exceed $15,000 per university. Services may include but are not limited to instructional coaching/mentoring services. The staff of the Oklahoma Department of Career and Technology Education and the appropriate institution staff will negotiate services provided during FY 2020.

4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY 2020 school year. The amount is not to exceed $5,000.

5. The State Board will pay the State Regents $50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.

6. The state Board will contract with Rogers State University to provide ALS psychomotor examinations to candidates seeking NREMT/OSDH certifications as Paramedics, Advanced EMTs, and Intermediate EMTs. The amount is not to exceed $15,750.

7. The state Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.

8. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.

9. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.

10. Any additional services that the State Board wishes to have provided by the State Regents during FY 2020 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

*It is understood that in cases of the director and staff of the State Board making arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

IN WITNESS WHEREOF, the State Board and the State Regents have executed this Agreement and have caused the signatures of the authorized representative to be affixed hereto.
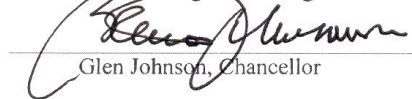
State Board of Career and Technology Education:

Marcie Mack, State Director

Date 8-14-19

Oklahoma State Regents for Higher Education:

Glen Johnson, Chancellor

Date 8-15-19

Approved
As To Form
Initials

184

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #25-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, 2019 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 (2019-2020).

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 #25-b:

   Annual Reports.

SUBJECT: Final Report on the Connors State College Accelerate Concurrent Enrollment Pilot Project.

RECOMMENDATION:

   It is recommended that the State Regents accept the Connors State College Accelerate Concurrent Enrollment Pilot Project.

BACKGROUND:

On June 25, 2015, the State Regents approved a request by Connors State College (CSC) to launch the Accelerate Concurrent Enrollment Pilot Project (Accelerate), the goal of which was to expand concurrent enrollment access through policy exceptions for Muskogee High School (MHS) and Warner High School (WHS) students, effective Fall 2015 and concluding Spring 2018. The purpose of the Accelerate pilot was to expand collegiate learning opportunities to capable but underserved rural students from diverse backgrounds, and increase college degree and certificate attainment in Oklahoma. Based on the high percentage of Native American students at both MHS and WHS, this pilot sought to provide an opportunity to assess the impact that increased concurrent enrollment accessibility has on Native American student populations. As a condition of approving the policy exceptions, the State Regents required CSC to submit annual reports on the project. The data from the final report are presented here.

CSC utilized National Alliance of Concurrent Enrollment Partnership (NACEP) standards, which are based on proven methods for administering concurrent programs, to ensure additional structure and accountability within the Accelerate pilot. By adhering to these guidelines, CSC was committed to providing the support services, assessment mechanisms, and administrative measures needed to operate an off-site concurrent enrollment program. CSC proposed to offer 10 courses, which were to be taught by qualified high school teachers as adjuncts, or CSC faculty onsite at the two participating high schools. A CSC department chair was responsible for hiring, training, mentoring, and evaluating the high school teachers who taught CSC courses. To ensure that high school teachers were academically qualified to teach a general education college course, as noted in the Higher Learning Commission's (HLC) Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers document, CSC required them to have a Master's degree with at least 18 credit hours in the discipline of instruction.

At the beginning of each Fall semester, CSC held an Accelerate student orientation to disseminate important information and provide assistance with acclimating to the collegiate level environment. To emulate a more authentic collegiate experience, the high school sites designated specific classrooms as "college" rooms. Faculty utilized the college rooms rather than regular classrooms to differentiate a collegiate setting from a high school setting. Outside of the classroom, CSC provided Accelerate students with online-based academic and support services. These services included, but were not be limited to, online-based academic and career advising, tutoring, and access to library resources.

The pilot program sought to create an opportunity to expand access to rural populations and assess whether the proposed standards are an effective measure of determining college readiness and success. CSC requested to use different ACT composite and subscores than those currently required by policy and alternative measures not allowed by current policy to admit and enroll students in specific courses. The approved policy exceptions requested are outlined in detail below.

State Regents' Policy	Proposed Exception
Concurrent enrollment admission requirements: • Juniors – 21 ACT (composite) or Grade Point Average (GPA) of 3.5; • Seniors – 19 ACT (composite) or GPA of 3.0.	Allow juniors and seniors, who meet one of the following, to be admissible: • 18 (composite) ACT or 3.0 overall high school GPA
Concurrent enrollment course placement requirements for Juniors and Seniors To Enroll in English: • 19 Reading ACT To Enroll in Math: • 19 Math ACT To Enroll in Science: • 19 Science ACT To Enroll in any other college subjects outside of English, Math, and Science: • 19 Reading ACT	Allow juniors and seniors, who meet one of the following, to enroll in college subject areas outside of English and Math (EDUC 1113, HIST 1483, HIST 1493, SPCH 1113, PSYC 1113, AND POLS 1113): • 18 Reading ACT; or • 3.0 overall high school GPA Allow seniors, who meet one of the following, to enroll in college level math: • 18 Math ACT; or • no grade lower than a "B" in three units of high school mathematics (must include Algebra II). Allow seniors, who meet one of the following, to enroll in a college level English course: • 18 English ACT; or • no grade lower than a "B" in three units of high school English.
Current policy does not permit the use of ACT Plan and ACT Aspire scores for admission.	Allow entering high school juniors, who earn a 17 composite score on the ACT Plan or a 425 composite score on the ACT Aspire, to be admissible.
Current policy does not permit the use of ACT Plan and ACT Aspire scores for course placement.	Allow entering juniors who earn a 17 ACT Plan subscore or an equivalent ACT Aspire subscore to enroll in the corresponding college subject area.

The pilot project and the involved policy exceptions outlined above were effective Fall 2015 and concluded at the end of the Spring 2018 semester.

POLICY ISSUES:

Policy exceptions were granted for sections 3.10 Concurrent Enrollment and 3.20 Student Assessment and Remediation. Specifically, the approved exceptions involved:

- Admission of concurrent enrollment students:
- Admission requirements;
- Assessment; and
- Remediation.

The approved policy exceptions are detailed below.

ANALYSIS:

The following tables summarize the data collected by CSC during the pilot project.

Table 1. Student Demographics

Student Group	Accelerate Students (Admission) that Took a CSC Class at MHS	Non-Accelerate Students (Admission) that Took a CSC Class at MHS	Accelerate Students (Admission) that Took a CSC class at WHS	Non-Accelerate Students (Admission) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online
Total Number of Students	107	13	12	14	340
Classification					
Seniors	71	8	9	9	263
Juniors	31	4	3	5	73
Unknown	5	1	0	0	4
Gender					
Females	77	8	7	11	199
Males	30	5	5	3	141
Not Reported					
Race					
American Indian or Native American	12	3	2	2	68
Asian	3	0	0	0	1
Black or African American	20	1	0	0	1
Hispanic of Any Race	3	0	0	0	4
Native Hawaiian or Other Pacific	0	0	0	0	0

Student Group	Accelerate Students (Admission) that Took a CSC Class at MHS	Non-Accelerate Students (Admission) that Took a CSC Class at MHS	Accelerate Students (Admission) that Took a CSC class at WHS	Non-Accelerate Students (Admission) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online
Islander					
White	35	8	6	8	178
More Than One Race	32	1	4	4	68
Not Reported	2	0	0	0	20

Table 2. GPA, ACT, and Success Measures

	Accelerate Students (Admission) that Took a CSC Class at MHS	Non-Accelerate Students (Admission) that Took a CSC Class at MHS	Accelerate Students (Admission) that Took a CSC class at WHS	Non-Accelerate Students (Admission) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online
Admission Criteria					
Average High School GPA	3.45	3.52	3.477	3.87	3.7
Unknown HS GPA	0	0	0	0	0
Average ACT Composite Score (It is noted that some Accelerate juniors will not have an ACT score)	20.81	21.42	21.18	22.64	22.25
Unknown ACT Score	0	0	0	0	0
Student Success Measures					
Average CSC GPA	3.35	3.37	3.07	3.8	3.32

	Accelerate Students (Admission) that Took a CSC Class at MHS	Non-Accelerate Students (Admission) that Took a CSC Class at MHS	Accelerate Students (Admission) that Took a CSC class at WHS	Non-Accelerate Students (Admission) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online
Grades of "C" or Better at CSC	80	8	8	12	220
Fall 17 to Spring 18 Persistence at CSC	98	12	11	13	247
Course Retention (Grades other than W) at CSC	99	11	9	13	264
Course Retention Percentage	92.52	91.67	100	100	94.96
Students earning at least a 2.0 CSC semester GPA	95	9	8	13	303
Seniors Matriculating to CSC next Fall (Will Report 2017-2018)	12	4	2	2	68

Table 3. Course Level Data

	Accelerate Students (Course Placement) that Took a CSC Class at MHS	Non-Accelerate Students (Course Placement) that Took a CSC Class at MHS	Accelerate Students (Course Placement) that Took a CSC class at WHS	Non-Accelerate Students (Course Placement) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online.
Total Number of Students	107	13	12	14	340
College Subject Area					

	Accelerate Students (Course Placement) that Took a CSC Class at MHS	Non-Accelerate Students (Course Placement) that Took a CSC Class at MHS	Accelerate Students (Course Placement) that Took a CSC class at WHS	Non-Accelerate Students (Course Placement) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online.
CSC College Algebra	33	3	0	0	111
CSC English Comp I or II	56	7	8	13	150
CSC Strategies for Success, US History 1492 to Civil War Principles of Sociology, Introduction to Speech, General Psychology, American Fed Government	98	11	9	10	194

Table 4. Course Level GPA

	Accelerate Students (Course Placement) that Took a CSC Class at MHS	Non-Accelerate Students (Course Placement) that Took a CSC Class at MHS	Accelerate Students (Course Placement) that Took a CSC class at WHS	Non-Accelerate Students (Course Placement) that Took a CSC class at WHS	All CSC Concurrent Students that Took a Class on the CSC Campus or Online
GPA By College Subject Area					
Average GPA in CSC College Algebra	1.85	2			3
Average GPA in CSC English Comp I or II	1.85	3.62	3.07	3.8	3.21
Average GPA in CSC Strategies for Success, US History 1492 to Civil War, US History Civil War to Present, Principles of Sociology, Introduction to Speech, General Psychology, & American Federal Government.	2.74	3	3.07	3.75	3.32

Accelerate students fared better than their traditionally admitted peers taking classes on the college campus in CSC GPA, and traditionally admitted students taking courses on the high school site have the highest overall CSC GPA among their peers. The Warner Accelerate cohort had a higher fall to spring retention rate as compared to all other groups analyzed, including traditionally admitted concurrent students taking courses on the college campus. Accelerate admitted students fared just as well as their traditionally admitted peers taking courses on the college campus in earning a C or better in concurrent courses. Seventy-five point eight percent of the Accelerate cohort students and 80 percent of the non-Accelerate students earned an overall 2.0 GPA or higher. Overall, Accelerate Admissions and Placement does not adversely affect persistence and retention in an appreciable way and represents instead an appropriate expansion of college experience that increases access and success.

The distribution of High School average GPA by admission type (Accelerate vs. tradition admission), and location on high school site or college campus indicates a higher than average GPA for traditionally admitted concurrent students in descending order from those taking classes on the college campus, followed by traditionally admitted students taking class on the Warner High School site, followed by

traditionally admitted students taking classes on the Muskogee High School Site. The GPA difference between traditionally admitted and Accelerate admitted students taking classes on the high school sites is 0.28, with a slightly smaller difference between Warner students traditionally admitted vs. Accelerate admitted, and a slightly larger difference between Muskogee students traditionally admitted vs. Accelerate admitted. The Muskogee Accelerate GPA is slightly lower than the non-Accelerate. This is attributed to the admissions qualifications. Some student might have had a composite ACT above 19, but may have a subscore below 19 in math or English which qualifies them as Accelerate.

The range in average ACT composite scores by admission type and course location are presented in Figure 1 and display a two-point difference in the average ACT score between traditionally admitted students taking courses on the college campus vs. those admitted through the Accelerate program taking courses on the high school site. Very little disparity is seen in these scores comparing students on the CSC campus with both Accelerate and non-Accelerate students on the high school campus.
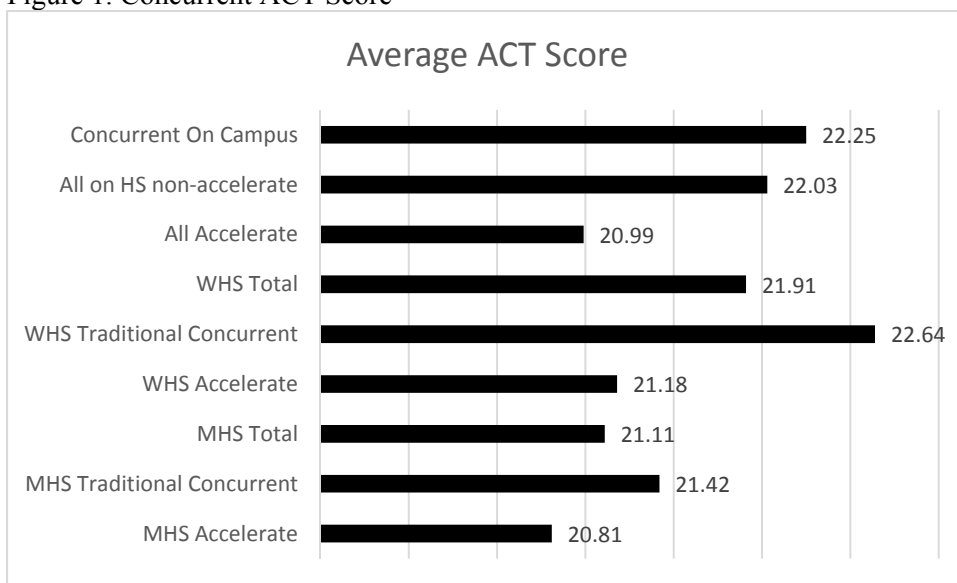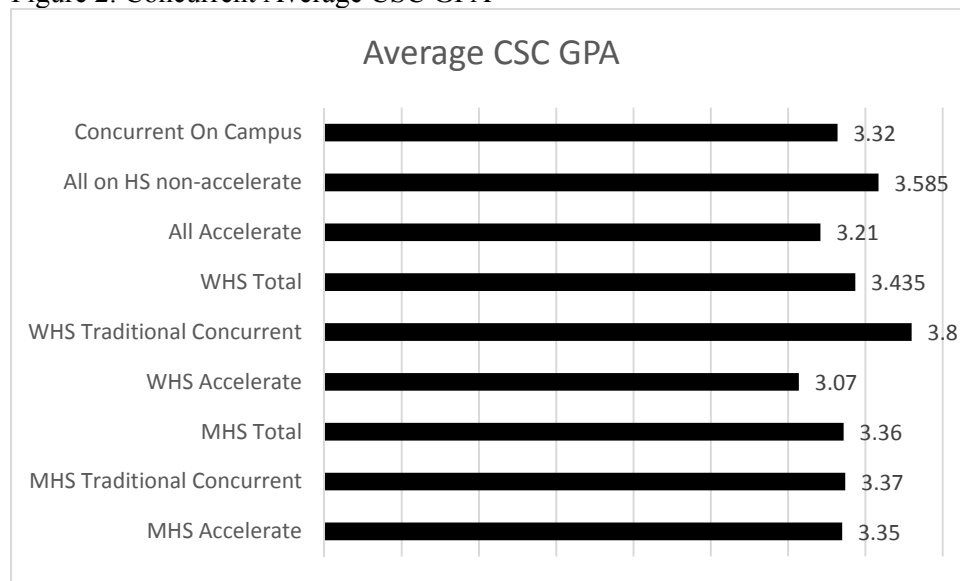
Figure 1. Concurrent ACT Score

Figure 2 displays the average CSC GPA for concurrent students taking classes on the college campus vs. each of the high school site, and by admission type (traditional vs. Accelerate). These data indicate small differences in CSC GPA depending upon admission type and location. Overall, Accelerate admitted and traditionally admitted students taking classes on the high school site fared better in average cumulative GPA than their traditionally admitted concurrent peers on the college campus. In particular, Muskogee High School Accelerate students demonstrated an average CSC GPA .03 points higher and Warner High School Accelerate students achieved an average CSC GPA only .25 points lower than the concurrent students admitted through existing policy taking courses on the college campus.

Figure 2. Concurrent Average CSC GPA

Average CSC GPA

Category	GPA
Concurrent On Campus	3.32
All on HS non-accelerate	3.585
All Accelerate	3.21
WHS Total	3.435
WHS Traditional Concurrent	3.8
WHS Accelerate	3.07
MHS Total	3.36
MHS Traditional Concurrent	3.37
MHS Accelerate	3.35

Key student support services personnel attended the mandatory student and parent orientation meeting to convey pertinent student information and facilitate relationships between students and CSC staff to ensure ongoing support as the semesters proceed. In addition to orientation participation, all students had access to student and academic support services remotely. All links to student academic and support services are provided on the CSC website under "My CSC," and student and parent orientation includes training on how to access support remotely. Services that students could access electronically and for which individual appointments may have been made where CSC personnel visited the high school site for support included (but may not be limited to):

- Admission to the college with applications accepted online at the CSC main website.
- Academic advising and career planning services available from certified appreciative advisors and certified retention advisors by appointment on the high school site, and remotely with options embedded within the CSC website, including secure online chat rooms dedicated to advising during business hours, and always available email secured by CKey password and access protection.
- Enrollment services available electronically through the CSC Student Information System, including course schedule planning and enrolling once permitted by an advisor at student orientation. Enrollment services are also available by appointment.
- Tutoring services available around the clock and on demand. To encourage the use of these services, they are linked within each Blackboard section from CSC site license to tutor.com.
- Transcript request services through which students may request official and unofficial transcripts from online Registrar services.
- Online student bursar services, including billing, payments, and installment plans. Bursar staff attended and provided training and information at the mandatory student orientation.
- Student Support Services representatives who visited with students during the orientation, with dedicated advising and counseling also available by phone and email.

CSC and both high schools began the semester hosting student recruitment events to ensure that students received information concerning the program and expectations of students in pursuit of their college courses. The CSC coordinator for Accelerate, key college personnel, and principals and counselors from the high schools had the opportunity to be present and answer any questions or address any concerns. In order to alleviate the problem of transportation for these students, CSC's coordinator and staff, and high school counselors scheduled times at each of the high schools to admit, advise, and register students each

semester. Students were presented with academic readiness, course, and faculty expectations. A Strategies for Success course was offered both semesters in Muskogee. This course is designed to maximize the student's potential to succeed academically and to adjust responsibly to the personal and interpersonal challenges of collegiate level work; to promote further development of student success skills, such as reading, writing and speaking; to help students gain intellectual confidence; to build in the expectation of academic success; and to provide assistance in making the transition to a degree destination.

During the semester, each high school's administrator and counselor worked to encourage and support the students who were struggling. They communicated with the CSC Accelerate coordinator to inquire about student progress and then reached out to students they felt might need encouragement. Faculty office hours were limited but could be scheduled for students needing assistance.

Students were encouraged to utilize free internet tutoring services such as Kahn Academy and Tutor.com through the Blackboard learning management system. However, this option is voluntary and high school students are not compelled to participate. The use of on-site academic support from CSC through the use of face-to-face tutors is not viable due to high school students' transportation limitations and limited student tutor hours as a result of funding limitations.

The Accelerate project was successful in many areas for CSC concurrent students, and the success of the project will benefit all future students, both concurrent and first time freshmen. This project afforded students the opportunity to earn college credit well in advance of their first full time year of college. The students who participated in the project were rural students who had no or limited transportation to a college campus. These students had no private transportation and public transportation did not exist for these high schools. These same students have less access than their urban peers to affordable high speed internet connections. The project also provided important benefits for underrepresented student populations by expanding college opportunity and success to a broader group of rural, minority, and low socioeconomic status households. Additionally, the project expanded the concurrent enrollment admissions policies to reach a wider range of students by targeting students with slightly lower ACT/SAT and GPA scores. Data reports from this project indicate the success of students in the Accelerate project. As a result of this data, CSC has adjusted its assessment policy and overall institutional data shows the success found in the project.

The Accelerate program significantly increased access to college for African American and Native American students as well as for all high school students. The findings suggest that removing some barriers to access were successful in helping increase the number of students of color and rurality enrolled in CSC courses. The greatest gains for students come directly from the alternative admission and placement policy exception granted to the Accelerate Program, expanding access for African American students to attend college courses and representing 18.6 percent of all Muskogee Accelerate students, and .04 percent of traditionally admitted students taking class on the Muskogee High School Site. The comparison of African American students on the college campus of 0.2 percent to MHS total of 17.5 percent indicates a gain served by both the alternative admission and placement measures, as well as the location of classes on the high school site in serving this population. Student performance was particularly impressive because the admissions exceptions of the pilot program resulted in students being included in concurrent enrollment who would not have qualified otherwise.

CSC indicated that students who participated in the Accelerate project expressed appreciation for the experience and opportunity to be in college. Many students had never considered college possible, yet they were taking classes and being successful. Students gained a confidence that they were able to be successful and pass their college courses. CSC's year 3 results continue to suggest that expanding access to students who are academically prepared, but otherwise not qualified according to existing policy, improves access to key demographic groups traditionally excluded from college opportunities including

African Americans, Hispanic, and Native Americans, all without negatively affecting academic performance despite alternative measures for admission and placement.

CSC did not request an extension of the pilot after its conclusion in spring 2018. CSC has communicated to State Regents staff that the institution is considering whether to renew the pilot project at a future date. State Regents staff will continue to work with CSC if the institution requests a renewal of the policy exception and work with all State System institutions to determine how best practices derived from this and other pilots can drive decisions related to concurrent enrollment throughout the State System and in State Regents' policy.

AGENDA ITEM #25-c (1):

> **Annual Reports.**

SUBJECT: Annual report on program requests.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

Oklahoma State System institutions submitted 155 program requests from July 1, 2018 to June 30, 2019. Twenty-nine requests were carried over from 2017-2018. The following schedules summarize requests and State Regents' actions in 2018-2019. The detailed report is available as a supplement.

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 Annual Report on Program Requests, available upon request as a supplement, contains the 2018-2019 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Electronic Media Requests
3. Approved Program Deletion Requests
4. Approved Program Name Change Requests
5. Approved Degree Designation Change Requests
6. Approved Cooperative Agreements
7. Approved Program Suspension Requests
8. Approved Reinstatement Requests
9. Approved Inventory Reconciliation Requests

2018-2019 Submissions and Actions. In the 2018-2019 year, institutions made the following requests and the State Regents took the following actions:

Requested Item Category	2017-2018 Carry-over	2018-2019 Submissions	2018-2019 Actions	Percentage of Requests Approved
1. New Programs	21	50	55	77%
2. Electronic Media	1	19	17	85%
3. Program Deletions	4	26	30	100%

Requested Item Category	2017-2018 Carry-over	2018-2019 Submissions	2018-2019 Actions	Percentage of Requests Approved
4. Degree Program Name Changes	2	26	25	89%
5. Degree Program Designation Changes	0	1	1	100%
6. Cooperative Agreements	1	5	6	100%
7. Program Suspensions	0	13	13	100%
8. Program Reinstatements	0	2	1	50%
9. Inventory Reconciliations	0	13	7	54%
Total	**29**	**155**	**155**	**84%**

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2019

AGENDA ITEM #25-c (2):

Annual Reports.

SUBJECT: Tuition and Fee Rate Book, FY2020.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the 2019-2020 academic year at their meeting on June 27, 2019. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of $302.08 at the University of Oklahoma to a low of $127.25 at Carl Albert State College.

- The average resident tuition and mandatory fee rate is $201.65 per credit hour, or approximately $6,049.39 for a full-time student enrolled in 30 credit hours.

- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of $327.35 at the Oklahoma State University to a low of $233.90 at Langston University.

- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

AGENDA ITEM #25-c (3):

   Annual Reports.

SUBJECT: Student Cost Survey, FY2020.

RECOMMENDATION:

   This item is for information only.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2019 and spring 2020 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

FY2019-2020 Average Cost of Attendance				
Full-Time Undergraduate Resident and Nonresident Students				
Resident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	$5,072	$5,616	$3,330	$4,091
Mandatory Fees	$3,968	$1,581	$1,169	$991
Average Academic Service Fees	2,195	565	393	550
Books & Supplies	894	1,123	1,305	1,320
Average Costs for Commuter	**$12,129**	**$8,886**	**$6,197**	**$6,952**
Room & Board	8,997	5,862	6,359	5,832
Average for on Campus Student	**$21,126**	**$14,748**	**$12,556**	**$12,784**
	Research Universities	Regional Universities	Community Colleges	Technical Branches
Nonresident Students				
Tuition	$20,523	$14,122	$8,638	$10,545
Mandatory Fees	$3,968	$1,581	$1,169	$991
Average Academic Service Fees	2,195	565	393	550
Books & Supplies	894	1,123	1,305	1,320
Average Costs for Commuter	**$27,580**	**$17,391**	**$11,505**	**$13,406**
Room & Board	8,997	5,862	6,359	5,832
Average for on Campus Student	**$36,577**	**$23,254**	**$17,864**	**$19,238**

ANALYSIS:

Undergraduate Resident Commuter Students:
- The average cost for a commuter student at the research universities is $12,129, an increase of $243 or 2.0 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $8,886, an increase of $144 or 1.6 percent more than the previous year.
- The average cost for a commuter student at the community colleges is $6,197, an increase of $149 or 2.5 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is $6,952, an increase of $452 or 7.2 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:
- The average cost for a student living on campus at the research universities is $21,126, a decrease of $285 or 0.9 percent less than the previous year. The decrease is due to lower preferred housing costs.
- The average cost for a student living on campus at the regional universities is $14,748, an increase of $182 or 1.2 percent more than the previous year.
- The average cost for a student living on campus at a community college is $12,556, an increase of $887 or 7.6 percent more than the previous year. The increase is due to higher preferred room and board costs.
- The average cost for a student living on campus at the technical colleges is $12,7841, an increase of $273 or 2.2 percent more than the previous year.

| | | | | OSU - Center | |
| | Research | Regional | | for Health | OU Health |
Resident Students	Universities	Universities	OSU - Tulsa	Sciences	Science Center
Tuition	$6,057	$5,619	$5,531	$5,531	$5,119
Mandatory Fees	2,462	1,206	2,929	1,284	2,344
Average Academic Service Fees	2,603	656	2,167	1,547	1,127
Books & Supplies	666	1,033	1,035	1,500	2,218
Average Costs for Commuter	**$11,788**	**$8,514**	**$11,662**	**$9,862**	**$10,808**
Room & Board	8,997	5,565	0	0	0
Average for on Campus Student	**$20,785**	**$14,079**	**N/A**	**N/A**	**N/A**

FY2019-2020 Average Cost of Attendance
Full-Time Graduate Resident and Nonresident Students

| | | | | OSU - Center | |
| | Research | Regional | | for Health | OU Health |
Nonresident Students	Universities	Universities	OSU - Tulsa	Sciences	Science Center
Tuition	$21,138	$13,363	$21,034	$21,034	$19,778
Mandatory Fees	2,462	1,206	2,929	1,284	2,344
Average Academic Service Fees	2,603	656	2,167	1,547	1,127
Books & Supplies	666	1,033	1,035	1,500	2,218
Average Costs for Commuter	**$26,869**	**$16,258**	**$27,164**	**$25,365**	**$25,467**
Room & Board	8,997	5,565	0	0	0
Average for on Campus Student	**$35,866**	**$21,823**	**N/A**	**N/A**	**N/A**

Graduate Resident Graduate Commuter Students:
- The average cost for a commuter student at the research universities is $11,788, an increase of $199 or 1.7 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $8,514, an increase of $51 or 0.6 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is $11,662, an increase of $113 or 1.0 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is $9,862, an increase of $1,123 or 12.9 percent more than the previous year. The increase is due to increases in fees.
- The average cost for a commuter student at the OU Health Sciences Center is $10,808, a decrease of $194 or 1.8 percent less than the previous year. The decrease is due to lower estimated cost of books and supplies.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:
- The average cost for a student living on campus at the research universities is $20,785, a decrease of $329 or 1.6 percent less than the previous year. The decrease is due to lower estimated room & board and books & supplies.
- The average cost for a student living on campus at the regional universities is $14,079, an increase of $17 or 0.1 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

Average Cost of Attendance for Full-Time Professional Resident and Nonresident Students - FY2020

Professional Programs - Residents	Resident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	$15,720	$4,208	$1,575	$1,320	$22,823
University of Oklahoma Health Sciences Center					
Doctor of Medicine	25,990	3,591	527	6,021	36,128
Doctor of Dental Science	28,720	3,333	5,423	9,602	47,077
Physician's Associate	12,947	3,333	1,212	2,712	20,204
Doctor of Pharmacy	15,914	3,085	3,049	3,489	25,537
Master of Occupational Therapy	8,292	2,344	947	4,578	16,161
Doctor of Physical Therapy	10,492	3,085	1,163	4,578	19,318
Doctor of Audiology	9,363	2,344	1,417	1,868	14,992
Public Health Professional	6,989	1,973	593	2,229	11,784
Doctor of Nursing Practice	9,109	1,973	642	2,770	14,494
Master of Science in Nursing	5,288	1,925	1,037	2,770	11,019
Oklahoma State University					
Doctor of Veterinary Medicine	20,430	3,127	487	3,800	27,844
Doctor of Osteopathic Medicine	25,797	2,582	1,542	6,000	35,921
Northeastern State University					
Doctor of Optometry	18,850	935	1,225	3,453	24,463
Northwestern Oklahoma State University					
Doctor of Nursing Practice	9,060	-	-	1,200	10,260
Southwestern Oklahoma State University					
Doctor of Pharmacy	19,968	1,168	-	1,200	22,336
Master of Science in Nursing	7,896	264	-	1,000	9,160
Langston University					
Doctor of Physical Therapy	10,093	2,968	252	200	13,512

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is $22,823, an increase of $1,752 or 8.3% from the previous year. The increase is due to more accurate estimation of academic service fees.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of $11,019 for the Master of Science in Nursing to $47,077 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is $27,844, an increase of $147 or 0.5 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is $35,921, an increase of $1,110 or 3.2 percent over the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is $24,463, an increase of $503 or 2.1 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is $10,260, an increase of $240 or 2.4 percent over the previous year.

- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is $22,336, an increase of $559 or 2.6 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is $9,160, an increase of $260 or 2.9 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is $13,512, a decrease of $242 or 1.8 percent.

Professional Programs - Nonresidents	Nonresident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	$27,030	$4,328	$3	$1,320	$32,681
University of Oklahoma Health Sciences Center					
Doctor of Medicine	56,492	3,591	627	6,913	67,622
Doctor of Dental Science	62,253	3,333	5,375	10,152	81,113
Physician's Associate	28,075	3,333	1,532	2,959	35,898
Doctor of Pharmacy	35,706	3,085	3,485	3,497	45,773
Master of Occupational Therapy	19,902	2,344	1,106	4,602	27,954
Doctor of Physical Therapy	26,497	3,085	1,344	4,602	35,528
Doctor of Audiology	24,473	2,344	1,756	1,851	30,424
Public Health Professional	18,896	1,973	611	2,253	23,733
Doctor of Nursing Practice	20,851	1,973	818	3,228	26,870
Master of Science in Nursing	16,258	1,973	1,234	3,228	22,693
Oklahoma State University					
Doctor of Veterinary Medicine	46,795	3,127	499	3,640	54,061
Doctor of Osteopathic Medicine	53,299	2,098	916	6,000	62,313
Northeastern State University					
Doctor of Optometry	35,950	1,047	1,111	3,828	41,936
Northwestern Oklahoma State University					
Doctor of Nursing Practice	14,724	-	-	1,200	15,924
Southwestern Oklahoma State University					
Doctor of Pharmacy	33,024	1,168	217	1,000	35,409
Langston University					
Doctor of Physical Therapy	25,354	2,895	232	780	29,261

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

AGENDA ITEM #25-c (4):

Annual Reports.

SUBJECT: Cash Reserve Report for FY2020.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

In FY2020, on a system-wide average 71.7 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12th) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th.

The system-wide projected reserve for July 1, 2019, was 12.3 percent and the projected system-wide reserve at June 30, 2019, is budgeted for 9.2 percent. The projected ending reserve is slightly more than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.

AGENDA ITEM #25-c (5):

> **Annual Reports.**

SUBJECT: Faculty Salary Report FY2019.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $69,738 for the year 2018-2019. This is an increase of $790 or 1.1 percent above 2017-2018. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2018-2019 is 4,845 a decrease of 192 from 2017-2018. When the constituent agencies are included, the total for the system is 6,125, a decrease of 267 or 4.2 percent from the previous year.

The 2018-2019 salaries range from a low of $11,760 to a high of $300,000, on a 9-10 month basis, and from $32,000 to $425,004 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits increased by 0.4 percent for 9-10 month faculty and decreased by 0.6 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $24,844 and $35,180 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. Historically, increases are largely influenced by increases in health care costs.

Oklahoma's average salaries are 74.7 percent of the national average in 2018-2019, compared to 89.3 percent of the national average in 2017-2018.

Supplement

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

<u>MINUTES</u>

Seven Hundred Ninety-Ninth Meeting

June 27, 2019

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

Minutes of the Seven Hundred Ninety-Ninth Meeting
June 27, 2019

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

Minutes of the Seven Hundred Ninety-Ninth Meeting
of the
Oklahoma State Regents for Higher Education
June 27, 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 9:00 a.m. on Thursday, June 27, 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, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen, Jeff Hickman and Steven W. Taylor.

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 May 31, 2019. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen, and Taylor. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Helm reflected on his year as chairman including the work at the State Capitol. He expressed his pleasure with the success of the universities and colleges. He thanked the staff for all they had done throughout the year.

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5.   **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson stated that he appreciated the tuition presentations from the college and university presidents and expressed his appreciation to the Governor and the Legislature for the appropriations increase. Chancellor Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents.

6.   **RECOGNITION.**   Chairman Helm announced that the State Regents would honor former Governor George Nigh for his accomplishments.   Chancellor Glen D. Johnson recognized Governor George and Donna Nigh and gave a brief summary of Governor Nigh's service to the State of Oklahoma which spanned both Government and Higher Education. Chancellor Johnson said that Governor Nigh had given commencement addresses in all 77 counties in Oklahoma starting in 1950, for a total of 70 consecutive years of commencement addresses.   This accomplishment is being recognized by a resolution from the State Regents and was read by Regent Jody Parker.

Regent Taylor made a motion, seconded by Regent Parker, to approve the resolution honoring Governor George Nigh. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor, and Stricklin.   Voting against the motion were none.

7.   **STUDENTS.   MS. DESTINY HENRY**, a student at the University of Central Oklahoma (UCO), spoke about her higher education experience. Ms. Henry explained that she is an Oklahoma's Promise student, a senior who is majoring in Family Life Education and is a member of the President's Leadership Program at UCO. Her experience at UCO has been rewarding and she is very thankful for the opportunity to fulfill her dream of higher education.

8.   **E&G BUDGET.**

     a.   FY20 Educational and General Allocations and Budgets for institutions, constituent

agencies, the higher education center, special programs, and other programs. Regent Holloway made a motion, seconded by Regent Hickman, to approve the FY20 Educational and General Allocations and Budgets for our institutions, constituent agencies, the higher education center, special programs, and other programs. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin and White. Voting against the motion were none.

b.   Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Regent Holloway made a motion to approve this allocation, seconded by Regent Lester. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White and Helm. Voting against the motion were none.

c.   Approval of a contract with the State of Oklahoma Department of Mental Health and Substance Abuse Services to accept grant funds for the State Opioid Response – Higher Education Community Outreach initiative and approval of the allocation of funds to five institutions that have been selected as grant recipients. Regent Holloway made a motion to approve the contract, seconded by Regent Parker. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm and Parker. Voting against the motion were none.

9.   **TUITION.**

a.   Approval of FY20 Academic Service Fees. Regent Holloway made a motion to approve the FY20 Academic Service Fees, seconded by Regent Hickman. Voting for the motion were Regents Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker and

Holloway.   Voting against the motion were none.

b.   Approval of FY20 Mandatory Fees and Tuition. Regent Holloway explained that tuition and mandatory fees for in-state undergraduate students will increase an average of 2.5 percent statewide for the 2019-20 academic year. Regent Holloway made a motion to approve the FY20 Mandatory Fees and Tuition, seconded by Regent Mike Turpen. Voting for the motion were Regents Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway and Lester.   Voting against the motion were none.

10.   **EPSCoR.**

a.   Approval of INBRE Grant Allocations.   Regent Holloway stated that this item is the approval of an allocation of $250,000 to participating colleges and universities for the National Institutes of Health INBRE grant. Regent Holloway made a motion to approve the INBRE Grant Allocation, seconded by Regent Mike Turpen. Voting for the motion were Regents Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman.   Voting against the motion were none.

b.   Approval of NASA Matching Funds.   Regent Holloway requested a motion, seconded by Mike Turpen, to approve the EPSCoR matching funds in the amount of $163,000 to the University of Oklahoma for NASA EPSCoR projects.   Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.

c.   Approval of Department of Energy Matching Funds. Regent Holloway made a motion, seconded by Regent Mike Turpen, to approve EPSCoR matching funds in the amount of $48,000 to the University of Oklahoma for the second year of a three-year Department of

Energy EPSCoR award. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Taylor. Voting against the motion were none.

d.   Approval of Contract/Agreement for Facilities. Regent Holloway made a motion, seconded by Regent Taylor, to approve the FY20 contract between the University of Oklahoma Board of Regents and the State Regents for lease of office space. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor and Stricklin. Voting against the motion were none.

e.   Acceptance of the 2019 Oklahoma EPSCoR Advisory Committee Annual Report. Regent Holloway made a motion, seconded by Regent Turpen to accept the 2019 Oklahoma EPSCoR Advisory Committee's Annual Report. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin and White. Voting against the motion were none.

11.   **CAPITAL.** Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission. Regent Holloway made a motion seconded by Regent Hickman to authorize the transmittal of institutional capital improvement plans for eight fiscal years, 2020-2028 to the State of Oklahoma Long-Range Capital Planning Commission. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White and Helm. Voting against the motion were none.

12.   **CONTRACTS AND PURCHASES**. Approval of the FY2020 purchases for amounts that are in excess of $100,000. Regent Holloway made a motion, seconded by Regent Lester, to approve the FY2020 purchases for amounts that are in excess of $100,000. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm and Parker. Voting

against the motion were none.

13.   **INVESTMENTS.** Approval of investment managers. Regent Parker made a motion, seconded by Regent Taylor, to approve new investment managers and allocation of funds for the Endowment Trust Fund. The committee's recommendation is for Related Real Estate Fund III – for $7 million and DRA Growth & Income Fund X for $7million. This is a follow-on investment opportunity. Voting for the motion were Regents Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker and Holloway.   Voting against the motion were none.

14.   **NEW PROGRAMS**

a.   Regent Hickman made a motion, seconded by Regent Lester, to approve a request from the University of Oklahoma to offer the Master of Arts in Teaching English to Speakers of Other Languages. Voting for the motion were Regents Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway and Lester.   Voting against the motion were none.

b.   Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Southwestern Oklahoma State University to offer the Associate in Science in Health Sciences, the Bachelor of Science in Sports Management and the Bachelor of Science in Pharmaceutical Sciences. Voting for the motion were Regents Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman.   Voting against the motion were none.

c.   Regent Hickman made a motion, seconded by Regent Lester, to approve the request from Northeastern State University to offer the Graduate Certificate in Science, Technology, Engineering, and Math Education. Voting for the motion were Regents Taylor, Stricklin,

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

d.   Regent Hickman made a motion, seconded by Regent Parker, to approve a request from the University of Central Oklahoma to offer the Bachelor of Science in Data Science, the Bachelor of Arts in Women, Gender, and Sexuality Studies, the Bachelor of Applied Technology in Commercial Music, and the Bachelor of Applied Technology in Audio Engineering.   Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Taylor.   Voting against the motion were none.

e.   Regent Hickman made a motion, seconded by Regent Turpen, to approve a request from Tulsa Community College to offer the Certificate in Paralegal.   Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor and Stricklin.   Voting against the motion were none.

15.   **PROGRAM DELETIONS.** Regent Hickman made a motion, seconded by Regent Turpen, to approve the following requests for program deletions:

A request from Oklahoma State University to delete the Undergraduate in General Studies, and the Graduate Certificate in Bioenergy and Sustainable Technology. A request from Northern Oklahoma College to delete the Associate in Arts in Enterprise Development and the Associate in Applied Science in Aviation: Professional Pilot. A request from Rose State College to delete the Associate in Science in Pre-Professional Healthcare, the Associate in Science in Pre-Pharmacy, the Associate in Applied Science in EMT/Paramedic, and the Associate in Science in Homeland Security. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin and White.   Voting against the motion were none.

16. **INTENSIVE ENGLISH PROGRAM.**

   a.   Regent Hickman made a motion, seconded by Regent Lester, to approve the Center for English Language as a Second Language program at the University of Oklahoma for four years. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White and Helm.   Voting against the motion were none.

   b.   Regent Hickman made a motion, seconded by Regent Turpen, to approve the Educational and Cultural Interaction in Moore, Oklahoma.   Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm and Parker.   Voting against the motion were none.

17. **POLICY.**

   a.   Regent Hickman made a motion, seconded by Regent Holloway, to approve an extension of the moratorium on function and mission changes or expansions. As the State System emerges from a systemic review by the Task Force on the Future of Higher Education in Oklahoma and in light of the ongoing discussions regarding voluntary governing board mergers/consolidations, and the potential impacts on degree offerings, it is recommended that the State Regents extend the moratorium and defer consideration of any requests for function change/expansion and mission expansion through June 30, 2020 to coincide with time allowed for fiscal reviews and long-term viability assessments on each institution. Voting for the motion were Regents Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker and Holloway.   Voting against the motion were none.

   b.   Regent Hickman made a motion, seconded by Regent Turpen, to approve a pilot project proposed by Oklahoma State University beginning in the fall of 2019 and ending in the spring of 2024 that allows a temporary policy exception to the International Student

Admission and Non-native Speakers of English policy. Voting for the motion were Regents Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

c. Regent Hickman made a motion, seconded by Regent Lester, to approve the revised Academic Program Approval policy. Voting for the motion were Regents Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

d. Regent Hickman made a motion, seconded by Regent Holloway, to approve revisions to the Teacher Education policy. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.

e. Regent Hickman made a motion, seconded by Regent Lester, to approve revisions to the term of office for the Faculty Advisory Council (FAC) Chair in the FAC policy. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Taylor. Voting against the motion were none.

18. **STATE AUTHORIZATION.** Regent Hickman made a motion, seconded by Regent Lester, to approve a private institution, Southwestern Assemblies of God University, to operate in Oklahoma. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Taylor and Stricklin. Voting against the motion were none.

19. **OKLAHOMA TUITION EQUALIZATION GRANT.** Regent Hickman made a motion, seconded by Regent Lester, to approve the proposed allocation methodology for the distribution of funding for the Oklahoma Tuition Equalization Grant program in the 2019-2020 academic

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

20.   **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.**

a.   Regent Hickman made a motion, seconded by Regent Lester, to approve the contract renewal with the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families program. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White and Helm. Voting against the motion were none.

b.   Regent Hickman made a motion, seconded by Regent Lester, to approve of the allocation of funds to Oklahoma community colleges participating in the TANF program pursuant to the contract with the Oklahoma Department of Human Services. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm and Parker. Voting against the motion were none.

21.   **SCHOLARS FOR EXCELLENCE IN CHILD CARE.**

a.   Regent Hickman made a motion, seconded by Regent Taylor, to approve the Scholars for Excellence in Child Care Scholarship contract with the Oklahoma Department of Human Services. Voting for the motion were Regents Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

b.   Regent Hickman made a motion, seconded by Regent Taylor, to approve the FY20 Scholars for Excellence in Childcare Program allocations to community colleges pursuant to the contract with the Oklahoma Department of Human Services. Voting for the motion were Regents Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

22.   **DEGREES CONFERRED.** Regent Stricklin made a motion, seconded by Regent Parker, to accept the Degrees Conferred in Oklahoma Higher Education Report. Voting for the motion were Regents Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman.

Voting against the motion were none.

23.   **EMPLOYMENT OUTCOMES REPORT.**   Regent Stricklin made a motion, seconded by Regent Lester, to accept the Annual Employment Outcomes Report. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.

24.   **TASK FORCE ON THE FUTURE OF HIGHER EDUCATION.** Regent Stricklin made a motion, seconded by Regent Turpen, to extend the voluntary governing board merger/partnership deadline until June 20, 2020 in order to allow Huron Consulting time to conduct fiscal viability reviews of all 25 colleges and universities within the Oklahoma State System of Higher Education.   Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Taylor. Voting against the motion were none.

25.   **COMMENDATIONS.** Regent Turpen made a motion, seconded by Regent Lester, 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, Turpen, Taylor and Stricklin. Voting against the motion were none.

26.   **EXECUTIVE SESSION.** Mr. Robert Anthony, general counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

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

a.   Programs.

    (1)   Program Modifications. Approval of institutional requests.

(2)   Suspension. Approval of institutional request.

b.   Reconciliation. Approval of institutional requests.

c.   Academic Nomenclature. Ratification of institutional requests.

d.   Electronic Delivery. University of Central Oklahoma. Approval to offer the Master of Education in Library Media Education, the Master of Education in Adult Education, and the Bachelor of Arts in Applied Liberal Arts through online delivery.

e.   Cooperative Agreements.

     (1)   Oklahoma City Community College. Ratification of institutional requests regarding cooperative agreement programs.

     (2)   Rose State College. Ratification of institutional requests regarding cooperative agreement programs.

f.   Brad Henry International Scholarship Program scholars. Ratification of the Brad Henry International Scholarship Program scholarships.

g.   Operations. Ratification of purchases in excess of $25,000 for FY2019.

h.   Resolutions. Approval of resolutions honoring retiring staff.

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

28.   **REPORTS.** Regent Hickman made a motion, seconded by Regent Lester, to accept the following reports:

d.   Programs. Current status report on program requests. (Supplement)

e.   Annual Reports.

     (1)   Current Income and Expenditure Report, FY2018.

     (2)   Acknowledgement of receipt of the Financial and Long-Term Viability Assessment-Redlands Community College – May 2019. (Supplement)

     (3)   Teacher Education Annual Report on System Wide Review. (Supplement)

     (4)   Report on Low Producing Programs.

(5) Quarterly Academic Policy Exceptions Report.

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

29. **REPORT OF THE COMMITTEES.**

a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

d. Investment Committee. The Investment Committee had no additional items for Regents' action.

30. **OFFICERS.** Regent Stricklin made a motion, seconded by Mike Turpen, to approve the following slate of officers: Jody Parker, Chair; Ann Holloway, Vice Chair; Andy Lester, Secretary and Jeff Hickman, Assistant Secretary. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Taylor, Stricklin, White, Helm and Parker. Voting against the motion were none.

31. **RECOGNITION.** Regent Parker presented Chairman Jay Helm with an honorary gavel in honor of his year of service as State Regents' Chairman. State Regents staff also honored Chairman Helm with a video presentation.

32. **NEW BUSINESS.** No new business was brought before the Board.

33. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that the next regular meetings are scheduled to be held Wednesday, September 4, 2019 at 10:30 a.m. and Thursday, September 5, 2019 at 9 a.m. at the State Regents' office in Oklahoma City.

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

ATTEST:

Jay Helm, Chairman	Ann Holloway, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, June 26, 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 a.m. on Wednesday, June 26, 2019, 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 June 12, 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 Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman, Mike Turpen, Toney Stricklin and Steven W. Taylor. Regent Helm called the meeting to order.

3. **PUBLIC HEARING.**

   a.   Regents reviewed the proposed changes to academic service fees for Northern Oklahoma College (NOC). Vice Chancellor for Budget and Finance, Amanda Paliotta, explained the fee request is related to the NOC/OSU Gateway program on the OSU campus.

   b.   There were no public comments made on the academic service fee hearing.

4. **EXECUTIVE SESSION.** Because of scheduling circumstances, the order of items was adjusted to have executive session later in the meeting. Regent Parker made a motion, seconded by Regent Lester, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, Stricklin and Taylor. Voting against the motion were none.

5. **TUITION.**

   a.   Chancellor Glen D. Johnson stated that the average tuition increase last year was four percent and the ten year average increase was only 4.9 percent. Chancellor Johnson finished by stating that in 2017 Oklahoma ranked 12th in the nation for lowest student loan debt, with 51 percent of students graduating without any student loan debt.

   b.   The Presidents of the State System institutions were invited to provide Regents with a summary of their tuition, mandatory fees, and academic service fees request for the 2019-2020 academic year. The schedule of speakers is shown as an attachment to these minutes.

6. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, vice chancellor for Budget and Finance, gave a brief budget report. She stated that FY19 revenue is going well and has no concerns.

7. **LEGISLATIVE UPDATE.** Upon advice from Counsel this item was deleted due to time constraints.

8. **TASK FORCE REPORTS.** Upon advice from Counsel this item was deleted due to time constraints.

   a.   Online Education Task Force

   b.   State Regents Campus Safety and Security Task Force

9. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the June 2019 update on institutional activities via e-mail on Tuesday, June 25.

10. **CALENDAR OF EVENTS.**

   - Wednesday, September 4, 2019 - State Regents Meeting – 10:30 a.m. at the State Regents' office in Oklahoma City.

   - Wednesday, September 4, 2019 – State Regents Dinner – 6:00 p.m. – TBA.

   - Thursday, September 5, 2019 – State Regents Meeting – 9:00 a.m. at the State Regents' office in Oklahoma City.

   - Friday, September 27, 2019 – Student Leadership Retreat – 11:30 a.m. at the University of Central Oklahoma in Edmond.

   - Thursday, October 3, 2019 – Regents Education Program Annual Conference – 8 a.m. - PHF Conference Center in Oklahoma City.

   - Wednesday, October 23, 2019 - State Regents Meeting – 10:30 a.m. at the State Regents' office in Oklahoma City.

   - Wednesday, October 23, 2019 – State Regents Dinner – 6:00 p.m. – TBA.

   - Thursday, October 24, 2019 – State Regents Meeting – 9:00 a.m. at the State Regents' office in Oklahoma City.

   - Thursday, November 7, 2019 – State Regents Special Budget Meeting – 10:30 a.m. at the State Regents' office in Oklahoma City.

   - Tuesday, November 12, 2019 – Legislative Forum – 8 a.m. at the Jeaneen and Bob Naifeh Family & Bud Wilkinson Event Center in Oklahoma City.

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

ATTEST:

_____   _____
Jay Helm, Chairman   Jody Parker, Secretary

TUITION PRESENTATIONS
June 26, 2019
10:30 a.m.

Time Limit – <u>7 minutes per institution</u>

Institution	**In Person**	**10:30 a.m.**
1. University of Oklahoma	Interim President Joe Harroz	In Person
2. Tulsa Community College	President Leigh Goodson	In Person
3. Oklahoma City Community College	President Jerry Steward	In Person
4. East Central University	President Katricia Pierson	In Person
5. Northeastern State University	President Steve Turner	In Person
6. Southwestern OK State University	President Randy Beutler	In Person
7. Carl Albert State College	President Jay Falkner	In Person

Institution	**In Person**	**11:15 a.m.**
8. University of Science and Arts of OK	President John Feaver	In Person
9. Murray State College	President Joy McDaniel	In Person
10. Rose State College	Vice President Kent Lashley	In Person
11. Northern Oklahoma College	President Cheryl Evans	In Person
12. Eastern Oklahoma State College	President Stephen Smith	In Person
13. University of Central Oklahoma	President-Select Patti Neuhold-Ravikumar	In Person

LUNCH BREAK 12:00 p.m. – 1:00 p.m.

Institution	**In Person**	**1:00 p.m.**
14. Southeastern Oklahoma State University	President Sean Burrage	In Person
15. Western Oklahoma State College	President Chad Wiginton	In Person
16. Rogers State University	President Larry Rice	In Person
17. Seminole State College	President Lana Reynolds	In Person
18. Cameron University	President John McArthur	In Person

Institution	**In Person**	**1:45 p.m.**
19. Northwestern OK State University	President Janet Cunningham	In Person
20. Oklahoma State University	President Burns Hargis	In Person
21. Langston University	Vice President Ruth Jackson Ms. Theresa Powell	In Person
22. Northeastern Oklahoma A&M College	President Jeff Hale	In Person
23. Oklahoma Panhandle State University	President Tim Faltyn	In Person
24. Redlands Community College	President Jack Bryant	In Person
25. Connors State College	President Ron Ramming	In Person