



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

March 5, 2015

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 5, 2015 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 March 5, 2015.

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

A G E N D A

SPECIAL MEETING

Thursday, March 5, 2015 – 11 a.m.
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma
Secretary Toney Stricklin, 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.
4. **Report of the Chairman.** (No Action, No Discussion).
5. **Report of Chancellor.** (No Action, No Discussion).
6. **Deleted Item.**

ACADEMIC

7. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Master of Arts in Global Affairs in Global Affairs. Page 1.
 - b. Carl Albert State College. Approval to offer the Associate in Applied Science in Occupational Health and Safety, the Associate in Applied Science in Health Information Technology, and the Certificate in Child Development/Director's Certificate. Page 9.
 - c. Tulsa Community College. Approval to offer the Associate in Arts in American Sign Language Education. Page 21.
8. **Program Deletions.** Approval of institutional requests for program deletions. Page 29.
9. **Teacher Education.** Approval of 2015-2016 Elementary and Secondary Education Act, Title II, Part A, Improving Teacher Quality (ITQ) Grant Awards. Page 31.
10. **Course Equivalency Project.** Accept the Course Equivalency Project for the 2015-2016 academic year. Page 37. (Supplement)
11. **Academic Plans.** Accept the academic plans submitted by institutions. Page 41. (Supplement)

12. **Degree Completion Plans.** Accept the degree completion plans submitted by institutions. Page 47. (Supplement)

FISCAL

13. **Master Lease Equipment.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2015A Equipment Property Master Lease Program. Page 55.
14. **Tuition.**
- a. Posting of requested legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2016; and institutional requests for changes to academic services fees for Fiscal Year 2016. Page 59. (supplement)
 - b. Announcement of public hearing on fees and tuition. Page 65.
15. **GEAR UP.** Approval of partnership incentives for summer camps. Page 67.
16. **Contracts and Purchases.** Approval of purchases over \$100,000. Page 69.
17. **Deleted Item.** Page 71.

EXECUTIVE

18. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 73.
19. **Executive Session.** Page 75.
- 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's 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

20. **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 77.
 - b. Reconciliation. Approval of institutional request for program reconciliation. Page 97.

- c. Electronic Delivery.
 - (1) Approval of requests to offer existing degree programs via online delivery for the University of Oklahoma. Page 99.
 - (2) Approval of requests to offer existing degree programs via online delivery for Connors State College. Page 101.
- d. Agency Operations.
 - (1) Ratification of purchases over \$25,000. Page 105.
 - (2) Ratification of a contract assignment. Page 107.
- e. Non-Academic Degree. Approval of a request from Oklahoma Panhandle State University to award a posthumous degree. Page 109.

REPORTS

- 21. **Reports.** Acceptance of reports listed.
 - a. Programs. Status report on program requests. Page 111. (Supplement)
 - b. Annual Reports.
 - (1) Low Producing Programs. Page 113.
 - (2) Oklahoma College Savings Plan. Annual Program Update for 2014. Page 117.
 - (3) Supplemental Pension Report, FY2014. Page 121.
- 22. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
- 24. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held in April on Wednesday, April 8, 2015 at 10:30 a.m. followed on Thursday, April 9, 2014 at 9 a.m. with a tuition hearing and at 10 a.m. with a regular State Regents meeting at the State Regents Office in Oklahoma City.
- 25. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 5, 2015

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Arts in Global Affairs.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Arts in Global Affairs through online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Arts in Global Affairs.** Continuation beyond Fall 2017 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2016; and
Graduates: a minimum of 10 students in 2016-2017.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- Continue aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our first year of implementing the Common Application for undergraduates and in the first year of implementing the College-Net software for processing applications for graduate students.
- 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.
- 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.

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

| | |
|----|--|
| 85 | Degree and/or certificate programs deleted |
| 77 | Degree and/or certificate programs added |

Program Review

OU offers 267 degree and/or certificate programs as follows:

| | |
|-----|---------------------------------------|
| 14 | Certificates |
| 0 | Associate of Arts or Sciences Degrees |
| 0 | Associate of Applied Science Degrees |
| 114 | Baccalaureate Degrees |
| 85 | Master's Degrees |
| 54 | 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 proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Arts in Global Affairs at the December 4, 2014 meeting. OU requests authorization to offer this certificate as outlined below.

OU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Arts in Administrative Leadership (375);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394)
- Bachelor of Arts in World Cultural Studies (390);
- Bachelor of Science in Criminal Justice (365);
- Certificate in Human Resource Diversity and Development (340);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Arts in Administrative Leadership (373);
- Master of Arts in Liberal Studies (232);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Master of Prevention Science (374);

- Master of Science in Criminal Justice (391);
- Master of Science in Civil Engineering (038);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Knowledge Management (347);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344); and
- Master of Legal Studies in Legal Studies (149).

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Global Affairs

Program purpose. The proposed program is designed to equip students with the ability to interpret and analyze global dynamics in an increasingly turbulent world.

Program rationale and background. There is a national demand for employees who have studied international affairs, are aware of global issues, who speak foreign languages, and who have travelled abroad. The number of international postings and assignments are increasing rapidly due to expanding global markets and interactions. Despite the demand, there are only a few accredited universities across the country that offer an online graduate program in international studies. OU currently offers a Global Studies option within the Master of Arts in International Studies in International Studies (337); however, the curriculum is not offered online. In addition to being offered online, the proposed program will provide students with more hands-on experience with a required practicum and overseas experience. Additionally, the program will provide students with more focus on the political, economic, and social issues and interactions that are the causes and effects of global turbulence. The proposed program will appeal to a variety of students and professionals from a wide range of backgrounds and will provide them with knowledge and expertise in the international security and economic concerns that many face around the world.

Employment opportunities. Employers in the private and public sectors are seeking well-trained employees who are current with technology and the world around them. In Oklahoma, the oil and agriculture industries have a growing need for internationally educated employees. Nathaniel Harding, President of Harding and Shelton Exploration in Oklahoma City, recently spoke with OU students and indicated that international petroleum exploration is one of the fastest growing fields. However, they need employees, such as engineers, who know about the world, who can speak a foreign language, who can understand different cultures, and are knowledgeable and familiar with the political and social norms of the countries in which business is being conducted. Chesapeake Energy Corporation, Devon Energy, and SandRidge Energy are other examples of companies that have indicated plans to explore international shale drilling opportunities. Additionally, the Oklahoma agriculture industry is exploring new international markets for its products. Having employees knowledgeable in different cultural proclivities and sensitivities will make these efforts more successful. Finally, the Native American Tribes, as sovereign nations, are seeking to expand their partnerships internationally and are exploring new and creative ways to provide international education for tribal members. The individuals interested in pursuing the proposed program will come from a wide range of disciplines and the job opportunities will be varied. Often, students pursuing the proposed program will already be employed in their chosen

careers. Therefore, it is difficult to quantify the demand for this program. However, OU is confident students completing the program will enhance their career opportunities and employment potential.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum Enrollment of majors in the program | 20 | Fall 2016 |
| Minimum Graduates from the program | 10 | 2016-2017 |

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

| Institution | Existing Program |
|---------------------------|--|
| Oklahoma State University | Master of Science in International Studies (410) |

A system wide letter of intent was communicated via email on November 18, 2014. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the specialized focus of the curriculum and increasing workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 33 total credit hours as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---------------------|--------------|
| Core Courses | 12 |
| Concentration Areas | 9 |
| Guided Elective | 12 |
| Total | 33 |

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

Delivery method and support services. OU will utilize the Desire2Learn and JANUX learning management system. OU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites. The library, facilities, and equipment are adequate for this 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 Arts in Global Affairs are shown in the following tables.

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 | \$111,906 | \$0 | \$0 | \$0 | \$0 |
| <i>Narrative/Explanation: The amount shown above reflects unobligated, unrestricted funds available from the university's central administration that have been allocated to cover the expenses necessary to launch the proposed program.</i> | | | | | |
| Student Tuition | \$120,000 | \$240,000 | \$242,000 | \$244,848 | \$247,345 |
| <i>Narrative/Explanation: The above student tuition includes the flat rate charge of \$24,000 per enrolled student. Based on the schedule of classes, each student will take, on average, half of their classes in the first year of the program and half of their classes in the second year of the program. As such, the \$24,000 rate for one student will be equally allocated between year one (\$12,000) and year two (\$12,000). Beginning in the third year, an tuition increase of 2 percent has been applied.</i> | | | | | |
| TOTAL | \$231,906 | \$240,000 | \$242,000 | \$244,848 | \$247,345 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$46,690 | \$47,624 | \$48,576 | \$49,548 | \$50,539 |
| <i>Narrative/Explanation: The amounts shown reflect salary and benefits for one FTE administrative support professional with a 2 percent cost of living adjustment beginning in the second year.</i> | | | | | |
| Faculty | \$89,346 | \$90,280 | \$48,576 | \$49,548 | \$50,539 |
| <i>Narrative/Explanation: The first and second year each include \$42,656 in course development costs, which will be funded from unobligated central funds. Additionally, approximately five courses will be taught per year as overload at \$7,000 per course. The amounts shown include related benefits. The increase in overload costs over the years presented is due to a 2 percent cost of living increase.</i> | | | | | |
| Graduate Assistants | \$30,870 | \$31,487 | \$32,117 | \$32,759 | \$33,415 |
| <i>Narrative/Explanation: Two graduate students will be used each year and paid a salary of \$15,000 plus benefits. A 2 percent cost of living increase is included in years two through five.</i> | | | | | |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$9,250 | \$9,450 | \$9,654 | \$9,862 | \$10,074 |
| <i>Narrative/Explanation: The amounts shown reflect costs for computer equipment and office supplies, as well as other overhead costs associated with developing and growing the proposed program.</i> | | | | | |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$25,000 | \$10,000 | \$10,200 | \$10,404 | \$10,612 |
| <i>Narrative/Explanation: These expenses include marketing and promotional support to conduct various advertising efforts and reach members of the target market.</i> | | | | | |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$500 | \$500 | \$500 | \$500 | \$500 |
| <i>Narrative/Explanation The amounts above are budgeted for printing related to normal office functions.</i> | | | | | |

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Telecommunications | \$250 | \$250 | \$250 | \$250 | \$250 |
| <i>Narrative/Explanation: The amounts above are budgeted for internal needs for normal office functions.</i> | | | | | |
| Travel | \$30,000 | \$30,600 | \$31,212 | \$31,836 | \$32,473 |
| <i>Narrative/Explanation: The amounts shown will pay for faculty-led travel for the study abroad program and includes inflation adjustment of 2 percent starting in year two.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$231,906 | \$220,191 | \$181,085 | \$184,707 | \$188,402 |

Attachment

**UNIVERSITY OF OKLAHOMA
MASTER OF ARTS IN GLOBAL AFFAIRS**

| Degree Requirements | Credit Hours |
|---|--------------|
| Core Courses | 12 |
| *IAS 5902 Global Political Turbulence | 2 |
| *IAS 5912 Global Economic Turbulence | 2 |
| *IAS 5922 Global Social Turbulence | 2 |
| *IAS 5803 Global Affairs Practicum | 3 |
| IAS 5xx0 Study Abroad Experience (students may enroll in various IAS Field Study courses) | 3 |
| Concentration Areas | 9 |
| International Security Studies | |
| IAS 5003 International Human Rights | 3 |
| IAS 5043 Global Security | 3 |
| IAS 5503 Theory and Practice of International Politics | 3 |
| Global Economics and Development | |
| IAS 5323 The Political Economy of Development | 3 |
| IAS 5523 Global Political Economy | 3 |
| *IAS 5623 Inequality Around the World | 3 |
| Guided Electives | 12 |
| Students may select courses from a list maintained by the program, including the following examples: | |
| IAS 5153 Chinese Foreign Policy IAS 5213 Politics of the European Union IAS 5453 Politics and Policy of the Middle East | |
| One course must be in the non-concentration field. | |
| Total | 33 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 5, 2015

AGENDA ITEM #7-b:

New Programs.

SUBJECT: Carl Albert State College. Approval to offer the Associate in Applied Science in Occupational Health and Safety, the Associate in Applied Science in Healthcare Information Technology, and the Certificate in Child Development/Director's Certificate.

RECOMMENDATION:

It is recommended that the State Regents approve Carl Albert State College's request to offer through online delivery the Associate in Applied Science in Occupational Health and Safety, the Associate in Applied Science in Health Information Technology, and the Certificate in Child Development/Director's Certificate, 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.

- **Associate in Applied Science in Occupational Health and Safety.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 24 students in Fall 2018; and
Graduates: a minimum of 7 students in 2018-2019.
- **Associate in Applied Science in Healthcare Information Technology.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 24 students in Fall 2018; and
Graduates: a minimum of 9 students in 2018-2019.
- **Certificate in Child Development/Director's Certificate.** This certificate is embedded within the Associate in Arts Child Development (055) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Carl Albert State College's (CASC) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

The academic priorities for CASC include new programs/certificates in the health care field. Research in employment needs and opportunities have been completed and a decision will be made in early spring 2014 regarding viability of such programs. See attached budget.

APRA Implementation

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

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

| | |
|----|--|
| 23 | Degree and/or certificate programs deleted |
| 16 | Degree and/or certificate programs added |

Program Review

CASC offers 30 degree and/or certificate programs as follows:

| | |
|----|---------------------------------------|
| 3 | Certificates |
| 22 | Associate of Arts or Sciences Degrees |
| 5 | Associate of Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master's Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degrees |

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

Program Development Process

CASC's faculty developed the proposals, which were reviewed and approved by institutional officials. CASC's governing board approved delivery of the Associate in Applied Science in Occupational Health and Safety at the October 14, 2014 meeting, the Associate of Applied Science in Healthcare Information Technology at the September 14, 2014 meeting, and the Certificate in Child Development/Director's Certificate at the October 14, 2014 meeting. CASC requests authorization to offer this degree program and these certificates as outlined below.

CASC is currently approved to offer the following degree programs through online delivery:

- Associate in Applied Science in Child Development (012);
- Associate in Applied Science in Computer Technology (040);
- Associate in Arts in Business Administration (006);
- Associate in Arts in Child Development (005);
- Associate in Arts in Enterprise Development (675);
- Associate in Arts in General Studies (039);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in Social Sciences (036); and
- Associate in Science in Enterprise Development (676).

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Occupational Health and Safety

Program purpose. The purposed of the proposed program is provide students with the knowledge and skills needed to seek employment in the occupational health and safety professions, along with opportunities to sit for various health certifications. Additionally, for students interested in continuing their education, the curriculum will prepare them for transfer into a similar program at a four-year institution.

Program rationale and background. CASC indicates they have been receiving numerous inquiries regarding opportunities in health and safety. Student survey results show that 46 percent of the respondents are very interested in pursuing a career in occupational health and safety. CASC is working with regional four-year partners who offer bachelor programs in health and safety to create a seamless transfer. The proposed program will provide students the opportunity to earn a credential that will allow them to seek immediate employment as technicians, as well as continue their education to advance their knowledge of the discipline.

Employment opportunities. Occupational health and safety technicians work in a variety of industries, collecting data on the safety and health conditions of the workplace. These entry-level jobs are high paying and, with additional education and training, can lead to career advancement and pay increases. According to the Bureau of Labor Statistics’ Occupational Outlook Handbook, jobs for occupational health and safety technicians are expected to increase 11 percent through 2022. In Oklahoma, the job growth for health and safety engineers is estimated to be 13 percent through 2022. CASC is confident that students graduating from this program will find employment in the field or be able to continue their education at a four-year institution.

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

| Productivity Category | Criteria | Deadline |
|---|-----------------|-----------------|
| Minimum Enrollment of majors in the program | 24 | Fall 2018 |
| Minimum Graduates from the program | 7 | 2018-2019 |

Duplication and impact on existing programs. There are no Associate in Applied Science in Occupational Health and Safety programs offered in Oklahoma. A system wide letter of intent was communicated via email on November 18, 2014. 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 program will consist of 62-63 total credit hours as shown in the following table. Thirteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---------------------|--------------|
| General Education | 26-27 |
| Technical Specialty | 36 |
| Total | 62-63 |

Faculty and staff. One Director/Instructor will be hired to teach the proposed program. Adjunct instructors will be hired as needed.

Delivery method and support services. CASC will utilize the Blackboard learning and course management system to deliver and support the program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty. Additionally, the library, facilities, and equipment are adequate for this degree program.

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

Program resource requirements. Program resource requirements for the Associate in Applied Science in Occupational Health and Safety are shown in the following tables.

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$18,000 | \$8,100 | \$1,500 | \$0 | \$0 |
| <i>Narrative/Explanation: The amount shown above reflects funds previously allocated for program development.</i> | | | | | |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$56,100 | \$66,000 | \$72,600 | \$79,200 | \$85,800 |
| <i>Narrative/Explanation: The above student tuition is based on students enrolling in occupational health and safety courses. CASC anticipates student enrollment of 17, 20, 22, 24, and 26 in years 1 through 5. Additionally, CASC expects the three coding courses to require a \$25 per credit hour fee.</i> | | | | | |
| TOTAL | \$74,100 | \$74,100 | \$74,100 | \$79,200 | \$85,800 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Administrative/Other Professional Staff | \$0 | \$0 | \$0 | \$0 | \$0 |
| Faculty | \$67,500 | \$67,500 | \$67,500 | \$67,500 | \$67,500 |

| | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| <i>Narrative/Explanation: One Director/Instructor will be hired to teach the proposed program. Adjunct instructors will be hired as needed.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| <i>Narrative/Explanation: The amounts shown reflect costs for general classroom materials, software, and setup.</i> | | | | | |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$200 | \$200 | \$200 | \$200 | \$200 |
| <i>Narrative/Explanation: The amounts budgeted will be used for printing copies for class and classroom materials and business cards for the director/instructor.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$400 | \$400 | \$400 | \$400 | \$400 |
| <i>Narrative/Explanation: The amounts above are budgeted for travel to industry sites, training for the director, and industry presentations.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$74,100 | \$74,100 | \$74,100 | \$74,100 | \$74,100 |

Associate in Applied Science in Healthcare Information Technology

Program purpose. The purpose of the proposed program is to prepare students for a career in health information, billing, and coding.

Program rationale and background. The curriculum for the proposed program is designed to provide students with an understanding of various billing and coding practices, including International Classification of Diseases (ICD) and other health information related coding practices. CASC surveyed 336 students regarding their interest in health information technology. Thirty-nine percent of the students indicated they were somewhat interested in the proposed program. Upon completion of the program students will be ready to sit for the registered health information technician certification and/or transfer to a four-year institution. CASC is working with area four-year partners to bridge the proposed program to similar bachelor programs. Students will have the benefit of being employable in their chosen career while continuing their education and career opportunities.

Employment opportunities. Most health information technicians work in hospitals or physicians' offices. The demand for health services is expected to increase as the population ages, which will result in more health insurance claims and reimbursements. Additional records, coupled with an increase use of electronic health records will lead to an increase need for technicians to organize and manage the influx of record keeping and coding. According to the Oklahoma Employment Security Commission, careers in medical records and health information are expected to increase statewide nearly 19 percent between 2012 and 2022 and 20 percent in the East Central Workforce Investment Area. Similarly, the Occupational Outlook Handbook projects job growth for medical records and health information technicians to grow faster than average at 22 percent through 2022. CASC is confident that graduates of the proposed program will be able to find employment or continue their education for advanced training.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum Enrollment of majors in the program | 24 | Fall 2018 |
| Minimum Graduates from the program | 9 | 2018-2019 |

Duplication and impact on existing programs. There are no Associate in Applied Science in Healthcare Information Technology programs offered in Oklahoma. A system wide letter of intent was communicated via email on November 18, 2014. 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 program will consist of 65-69 total credit hours as shown in the following table. Thirteen new courses will be added and the curriculum is detailed in the attachment (Attachment B).

| Content Area | Credit Hours |
|---------------------|--------------|
| General Education | 25 |
| Technical Specialty | 41-45 |
| Total | 66-70 |

Faculty and staff. One Director/Instructor will be hired to teach the proposed program. Adjunct instructors will be hired as needed.

Delivery method and support services. CASC will utilize the Blackboard learning and course management system to deliver and support the programs. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty. Additionally, the library, facilities, and equipment are adequate for this degree program.

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

Program resource requirements. Program resource requirements for the Associate in Applied Science in Healthcare Information Technology are shown in the following tables.

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |

| A. Funding Sources | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Existing State Resources | \$29,775 | \$18,100 | \$10,650 | \$3,200 | \$0 |
| <i>Narrative/Explanation: The amount shown above reflects funds previously allocated for program development.</i> | | | | | |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$62,825 | \$74,500 | \$81,950 | \$89,400 | \$96,850 |
| <i>Narrative/Explanation: The above student tuition is based on students enrolling in health information technology courses. CASC anticipates student enrollment of 17, 20, 22, 24, and 26 in years 1 through 5. Additionally, CASC expects the three coding courses to require a \$25 per credit hour fee.</i> | | | | | |
| TOTAL | \$92,600 | \$92,600 | \$92,600 | \$92,600 | \$92,850 |

| 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 | \$86,000 | \$86,000 | \$86,000 | \$86,000 | \$86,000 |
| <i>Narrative/Explanation: One Director/Instructor will be hired to teach the proposed program. Adjunct instructors will be hired as needed.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| <i>Narrative/Explanation: The amounts shown reflect costs for general classroom materials, software, and setup.</i> | | | | | |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$200 | \$200 | \$200 | \$200 | \$200 |
| <i>Narrative/Explanation: The amounts budgeted will be used for printing copies for class and classroom materials and business cards for the director.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$400 | \$400 | \$400 | \$400 | \$400 |
| <i>Narrative/Explanation: The amounts shown are budgeted for travel for continuing education for the director/instructor.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$92,600 | \$92,600 | \$92,600 | \$92,600 | \$92,600 |

Certificate in Child Development/Director's Certificate

Program purpose. The proposed certificate is embedded within the Associate in Arts in Child Development (055) and will prepare students for careers as a child care center director.

Program rationale and employment opportunities. The Scholars for Excellence in Child Care program has identified a high need for individuals with a Director's Certificate in the CASC service area. There are currently over 50 students who have completed the Certificate in Child Development (048) program and could apply for the proposed certificate or are within six credit hours of completing the required courses for the director's certificate. The proposed certificate would be part of a career ladder for individuals interested in working in child care centers. CASC currently participates in the Scholars for Excellence in Child Care program and offers a Certificate in Child Development (048). Upon completion of this certificate students would be eligible to continue their education into the proposed Certificate in Child Development/Director's Certificate.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Arts in Child Development (055) program.

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

| Institution | Existing Program |
|---|--|
| Oklahoma State University-Oklahoma City | Certificate in Early Care Education and Administration (087) |
| Tulsa Community College | Certificate in Child Development (206) |

A system wide letter of intent was communicated via email on November 18, 2014. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Due to the distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 22 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

| Content Area | Credit Hours |
|--------------------|--------------|
| General Education | 7 |
| Major Requirements | 15 |
| Total | 22 |

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

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Associate in Arts in Child Development (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 certificate. No additional funding is requested from the State Regents to support the certificate.

ATTACHMENT A

CARL ALBERT STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN OCCUPATIONAL HEALTH AND SAFETY

| Degree Requirements | Credit Hours |
|--|--------------|
| General Education | 26-27 |
| ENG 1113 Freshman Composition I | 3 |
| ENG 1213 Freshman Composition II | 3 |
| MATH 1513 or *MATH 1523 or MATH 1413 College Algebra Applied Statistics Survey of Mathematics | 3 |
| HIST 1483 or HIST 1493 American History 1492-1865 American History 1865 to Present | 3 |
| POS 1113 American Federal Government | 3 |
| *CHEM 1004 or CHEM 1115 Introduction to Chemistry General Chemistry w/ Lab | 4-5 |
| PSY 1113 or SOC 1113 Introduction to Psychology Introduction to Sociology | 3 |
| SPCH 1113 Introduction to Speech | 3 |
| ORI 1111 Freshman Orientation | 1 |
| Technical Specialty | 36 |
| BUS 2023 Principles of Management | 3 |
| *OHS 1313 Introduction to Safety and Health | 3 |
| *OHS 2003 Introduction to Fire Science | 3 |
| *OHS 1413 Physical Hazards Controls | 3 |
| *OHS 2103 OSHA: Construction Industry and Safety Regulations | 3 |
| *OHS 2203 Legal Aspects and Environmental Regulations | 3 |
| *OHS 2303 Introduction to Hazardous Materials and Waste | 3 |
| *OHS 2333 Safety Training Presentation Techniques | 3 |
| *OHS 2403 Principles of Industrial Hygiene | 3 |
| *OHS 2413 Ergonomics and Human Factors in Safety | 3 |
| *OHS 2423 Safety Program Management | 3 |
| *OHS 2433 Accident Prevention, Inspection, and Investigation | 3 |
| Total | 62-63 |

ATTACHMENT B

**CARL ALBERT STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN HEALTHCARE INFORMATION TECHNOLOGY**

| Degree Requirements | | Credit Hours |
|---|--|---------------------|
| General Education | | 25 |
| ENG 1113 | Freshman Composition I | 3 |
| ENG 1213 | Freshman Composition II | 3 |
| MATH 1513 or *MATH 1523 or MATH 1413 or BUS 2123 | College Algebra Applied Statistics Survey of Mathematics Business/Economic Statistics | 3 |
| HIST 1483 or HIST 1493 | American History 1492-1865 American History 1865 to Present | 3 |
| POS 1113 | American Federal Government | 3 |
| CS 1103 | Microcomputer Applications | 3 |
| PSY 1113 or SOC 1113 | Introduction to Psychology Introduction to Sociology | 3 |
| SPCH 1113 | Introduction to Speech | 3 |
| ORI 1111 | Freshman Orientation | 1 |
| Technical Specialty | | 41-45 |
| AHS 1113 | Introduction to Medical Terminology | 3 |
| AHS 1403 | Basic Pharmacology | 3 |
| HIT 1614 or ZOO 2114 and ZOO 2124 | Anatomy and Physiology for HIT Human Physiology Human Anatomy | 4-8 |
| *HIT 1113 | Introduction to Health Information Management | 3 |
| *HIT 1213 | CPT and other Coding | 3 |
| *HIT 1223 | Basic ICD Coding | 3 |
| *HIT 1443 | Health Information and the Law | 3 |
| *HIT 2223 | Advanced ICD Coding | 3 |
| *HIT 2333 | Quality Assessment and Process Improvement | 3 |
| *HIT 2433 | Healthcare Delivery Systems | 3 |
| *HIT 1333 | Reimbursement Methodologies | 3 |
| *HIT 2533 | Healthcare Statistics | 3 |
| *HIT 2633 | Insurance Procedures for the Medical Offices | 3 |
| *HIT 2711 or *HIT 2811 | Internship Special Project | 1 |
| Total | | 66-70 |

ATTACHMENT C

CARL ALBERT STATE COLLEGE
 CERTIFICATE IN CHILD DEVELOPMENT/DIRECTOR'S CERTIFICATE

| Degree Requirements | | Credit Hours |
|---------------------------|---|--------------|
| General Education | | 7 |
| ENGL 1113 | Freshman Composition I | 3 |
| ORI 1111 | Freshman Orientation | 1 |
| CS 1103 | Microcomputer Applications | 3 |
| Major Requirements | | 15 |
| CD 1103 | Teacher, Community and Family Relations | 3 |
| CD 1223 | Preschool Behavior and Guidance | 3 |
| CD 2113 | Child Growth and Development | 3 |
| CD 2133 | Language and Physical Skills | 3 |
| CD 2223 | Program Planning and Administration | 3 |
| Total | | 22 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 5, 2015

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Associate in Arts in American Sign Language Education.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the Associate in Arts in American Sign Language Education, with options in Interpreter Education, Deaf Education, American Sign Language Studies, and Services to the Deaf, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Arts in American Sign Language Education.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 55 students in Fall 2018; and
Graduates: a minimum of 8 students in 2018-2019.

BACKGROUND:

Academic Plan

Tulsa Community College's (TCC) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

Strategic Goal #1 - Learning Effectiveness and Student Success

- Create a fall semester One-College-Wide orientation and professional development for all 1,100 part-time instructors.
- Child Development Academic Program will receive reaccreditation from NAEYC.
- Participate in the implementation of the annual college-wide systematic process that assesses and supports effective teaching and learning.
- Receive HLC Accreditation for an additional location for TCC to conduct classes. This will permit TCC to offer all classes leading to an associate degree at the site.
- The Child Development Center (CDC) will provide mentoring and hands-on learning experiences to TCC students majoring in Child Development.
- The Vet Tech Center will provide mentoring and hands-on learning experiences to TCC students majoring in Veterinary Technology.
- Provide day and evening access to the Developmental Reading/Writing lab to promote student persistence and success.
- Actively support and increase course offerings in the online and/or blended format.
- Actively support and increase course offerings at various community campuses.

- Increase chemistry offerings as needed at West Campus.
- Provide fall and spring information sharing sessions for university Teacher Education Transfer Program and teacher education students at TCC.
- Continue to explore ways of cutting down the cost of textbooks for students (e.g. alternative textbook options).
- Explore a Corrections Education orientation to college class that features “Who Owns The Ice House” and uses Chef Jeff Henderson’s TCC presentations.

Strategic Goal #2 – Organizational Development and Accountability

- Lead fundraising for teaching/learning projects at West Campus (The Henge and Cross Timbers Nature Trail).
- Create a West Campus taskforce to investigate the feasibility of developing a community garden to benefit teaching and learning in the Child Development Center (CDC) and college classes.
- Seek continued and additional outside funding for Child Development and Corrections Education.
- Continue to foster partnerships with area high schools to include concurrent science courses based on the CALC project model.
- Continue to foster an undergraduate research program in the sciences and child development as advocated by the Council of Undergraduate Research Workshop sponsored by the Oklahoma State Regents for Higher Education and as directed by the Early Child Care Initiative Legislative Appropriation.

Strategic Goal #3 – Community Engagement

- Continue to foster partnerships to offer higher education opportunities for rural communities.

Metro Campus:

Update and remodel classrooms and labs for an improved teaching and learning environment at Metro Campus.

The Advance Placement (LPN/Paramedic to RN) program and Diagnostic Medical Sonography program were successfully launched in Fall 2013 at the new Tulsa Technology Center in Owasso. The Cardiovascular Technology program will begin at the Owasso Campus in Fall 2014.

Allied Health, with the help of the TCC Foundation, will develop a donor recognition program for those community partners who donate thousands of hours to the clinical education of allied health students every year.

The TCC Honors Program is developing a day-long research workshop for Honors students to learn skills and opportunities for undergraduate research.

Metro Campus has an extensive global education focus. The Metro Liberal Arts and Communications divisions offer extensive opportunities to study Asian culture and language, most visibly represented in the community by the bi-annual China Symposium. Metro Communications offers a great number of important languages, including Chinese, Spanish, French and Russian, and faculty in these areas work with institutions in other countries to provide study abroad and other collaborative options for students.

Metro BIT Division continues to maintain all programs using high-level equipment and software. Updated facilities would contribute to improved delivery of already successful programs and courses. The Digital Media Program continues to deliver cutting-edge options in the state of the art Center for Creativity.

To address the increasing demand for GIS technologies within the college and throughout the community, we have a state of the art GIS lab and now the ability to use the software anywhere in the TCC system.

Student Affairs:

Academic Advisement Models

As the needs and complexities of our student body changes, we are continuing to explore different academic advisement models to better meet the needs of our students. We will use the research through our new partnership with the Education Advisory Board Community College Forum to identify effective practices and programs. We are developing some pilot initiatives that we could launch as early as spring 2014 at certain campus locations. And, we have identified and are planning to acquire some potential technological tools that could assist with these efforts.

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

| | |
|----|--|
| 90 | Degree and/or certificate programs deleted |
| 77 | Degree and/or certificate programs added |

Program Review

TCC offers 95 degree and/or certificate programs as follows:

| | |
|----|---------------------------------------|
| 32 | Certificates |
| 26 | Associate of Arts or Sciences Degrees |
| 37 | Associate of Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master's Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degrees |

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

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Arts in American Sign Language Education at the November 13, 2014 meeting. TCC requests authorization to offer this degree program, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Arts in American Sign Language Education

Program purpose. The purpose of the proposed program is to prepare graduates with a strong foundation in American Sign Language, history and culture of the deaf community for entry-level employment to work with the deaf and hard of hearing population.

Program rationale and background. In 2002 the Oklahoma Educational Interpreter for the Deaf Act (Oklahoma Statute: 70-13-115 to 70-130-115.4) was passed and has increased the demand for public schools districts to find high quality educational interpreters for deaf students. Additionally, the National Registry of Interpreters for the Deaf has added a mandate requiring all candidates applying for the national interpreter certification must have a bachelor’s degree. The American with Disabilities Act also requires that communication access includes interpreters being available in all services and programs for deaf clients or deaf employees. These requirements have increased the need for more programs in American Sign Language Education and related areas. TCC has already secured articulation agreements with William Woods University and the University of Arkansas-Little Rock. TCC also reports the curriculum will seamlessly transfer to similar programs at East Central University, Lamar University, the University of Tulsa, and Gallaudet University. Currently only one institution in Oklahoma offers an associate degree in American Sign Language. TCC currently offers an Interpreter Education option within the Associate in Arts in Communications (005) program; however, the curriculum does not share an approximate 50 percent common core with the other options. Therefore, the proposed program will create a stand-alone degree that will serve to meet the growing demand for preparation in American Sign Language Education both for entry-level employment and additional education at a four-year institution.

Employment opportunities. In Oklahoma, agencies for the deaf, state and federal government agencies, state schools for the deaf, public schools, as well as for-profit and non-profit organizations struggle to find highly qualified professionals to fill job openings and often rely on out-of-state candidates. According to the Oklahoma Employment Security Commission’s long-term outlook, demand for interpreters will increase approximately 32 percent through 2022. The demand for teachers for ASL classrooms will increase 12 percent and 17 percent for rehabilitation counselors. TCC also reports that many agencies, such as Total Source for Hearing Association, Tulsa Public Schools, Sign Language Referral Services, Sorenson Video Relay Call Center, the State of Oklahoma Rehabilitation Services for the Deaf, and the Oklahoma School for the Deaf have many job openings for which they continue to seek qualified candidates. The proposed Associate in Arts in American Sign Language Education will serve to meet the growing need for sign language interpreters and individuals qualified to work with the deaf and hard of hearing population.

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

| Productivity Category | Criteria | Deadline |
|---|-----------------|-----------------|
| Minimum Enrollment of majors in the program | 55 | Fall 2018 |
| Minimum Graduates from the program | 8 | 2018-2019 |

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

| Institution | Existing Program |
|---|--|
| Oklahoma State University – Oklahoma City | Associate in Science in American Sign Language (073) |

A system wide letter of intent was communicated via email on June, 11, 2014. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 60-69 total credit hours each as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---------------------|--------------|
| General Education | 37 |
| Core Requirements | 14 |
| Option Requirements | 9-18 |
| Total | 60-69 |

Faculty and staff. Existing faculty will teach the proposed Associate in Arts in American Sign Language Education program.

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

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

Program resource requirements. Program resource requirements for the Associate in Arts in American Sign Language Education are shown in the following tables.

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$44,253 | \$86,137 | \$102,286 | \$108,598 | \$127,003 |

| A. Funding Sources | Year of Program | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| <i>Narrative/Explanation: Tuition was calculated based on enrollment only in major courses. TCC anticipates student enrollment of 25, 50, 55, 60 and 65 students in years 1 through 5. Current tuition was used in the calculation with an expected 2.5 percent increase each year.</i> | | | | | |
| TOTAL | \$44,253 | \$86,137 | \$102,286 | \$108,598 | \$127,003 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Administrative/Other Professional Staff | \$0 | \$0 | \$0 | \$0 | \$0 |
| Faculty | \$33,564 | \$64,890 | \$91,742 | \$101,811 | \$110,762 |
| <i>Narrative/Explanation: The amounts shown reflect the cost for faculty teaching courses within the proposed program. Both full-time and adjunct faculty will be used.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing and Supplies | \$2,203 | \$2,258 | \$2,314 | \$2,372 | \$2,431 |
| <i>Narrative/Explanation: The amounts shown reflects costs for DVD and media for student resource work both in and out of class and in the lab.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 |
| <i>Narrative/Explanation: The amounts shown will be used for faculty to maintain certification.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$39,767 | \$71,148 | \$98,056 | \$108,183 | \$117,193 |

Attachment

ATTACHMENT A

**TULSA COMMUNITY COLLEGE
ASSOCIATE IN ARTS IN AMERICAN SIGN LANGUAGE EDUCATION**

| Degree Requirements | | Credit Hours |
|---------------------------------------|--|---------------------|
| General Requirements | | 37 |
| ENGL 1113 | Composition I | 3 |
| ENGL 1213 | Composition II | 3 |
| | Humanities (select from the following) ASL Studies Option: ART 1113 and ENGL 2413 Deaf Education Option: ART 1113 and ENGL 2413 Interpreter Education Option: HUMN 2113 and HUMN 2223 Services to the Deaf Option: HIST 1063 and one other HUMN course listed in the catalog | 6 |
| MATH 1473 or MATH 1513 | Mathematics for Critical Thinking College Algebra Higher level MATH course substitutions may be permitted for college transfer | 3 |
| BIOL 1114 | General Biology for Non-Majors | 4 |
| | General Education Science (select 3 credit hours from courses that will transfer to the college/university you plan to attend) | 3 |
| POLS 1113 | American Federal Government | 3 |
| HIST 1483 or HIST 1493 | U.S. History 1492 to Civil War Era U.S. History Civil War Era to Present | 3 |
| ASLE 1363 | American Sign Language I | 3 |
| | Additional General Education Requirements (select from the following) ASL Studies Option: CSCI 1203 or Liberal Arts and Science Electives Deaf Education Option: CSCI 1203 or Liberal Arts and Science Electives Interpreter Education Option: INED 1423 and INED 2213 Services to the Deaf Option: CSCI 1203 and SPCH 1113 | 6 |
| Core Courses | | 14 |
| ASLE 1373 | American Sign Language II | 3 |
| ASLE 2414 | American Sign Language III | 4 |
| ASLE 2524 | American Sign Language IV | 4 |
| ASLE 1413 | Deaf Culture and History | 3 |
| Option Requirements | | 9-18 |
| American Sign Language Studies Option | | |
| CSYS 1211 | Introduction to MAC OS | 1 |
| CSCI 2263 | Digital Video I/Final Cut Pro | 3 |

| | | |
|------------------------------|--|--------------|
| GEOG 1043 | Introduction to Cultural Geography | 3 |
| PHIL 2143 | Introduction to Social and Political Philosophy | 3 |
| Deaf Education Option | | |
| CHLD 2243 | Language and Cognitive Development: Birth to Eight | 3 |
| PSYC 1113 | Introduction to Psychology | 3 |
| PSYC 2023 | Developmental Psychology | 3 |
| Interpreter Education Option | | |
| INED 2233 | ASL to English Interpreting II | 3 |
| INED 2393 | Interpreting I | 3 |
| INED 2403 | Interpreting II | 3 |
| INED 2443 | Interpreting in Specialized Settings | 3 |
| INED 2613 | Interpreting III | 3 |
| INED 2643 | Interpreting Internship | 3 |
| Services to the Deaf Option | | |
| PSYC 1113 | Introduction to Psychology | 3 |
| SOCI 1113 | Introduction to Sociology | 3 |
| HSVC 1213 | Basic Counseling Skills | 3 |
| HSVC 2003 | Family Relationships | 3 |
| Total | | 60-69 |

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AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the programs listed below:

- Bachelor of Arts in English [Tulsa] (482)
- Bachelor of Arts in History [Tulsa] (483)

POLICY ISSUES:

This action is consistent with the State Regents' Academic Program Review policy.

ANALYSIS:

OSU requests authorization to delete the Bachelor of Arts in English (482) offered on the Tulsa campus. This program was approved at the September 9, 2010 State Regents' meeting. OSU also requests authorization to delete the Bachelor of Arts in History (483) offered on the Tulsa campus. This program was approved at the October 21, 2010 State Regents' meeting. Reasons for requesting the deletions include:

- OSU reports inadequate funding for the programs and lack of student interest.
- There are currently no students enrolled in either program.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #9:

Teacher Education.

SUBJECT: Approval of 2015-2016 Elementary and Secondary Education Act, Title II, Part A, Improving Teacher Quality (ITQ) Grant Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the 2015-2016 Elementary and Secondary Education Act, Title II, Part A, Improving Teacher Quality (ITQ) Grant Awards.

BACKGROUND

The Elementary and Secondary Education Act of 1965 (ESEA), under provisions of the No Child Left Behind Act of 2001 (NCLB), has supported effective professional development activities in the United States for decades. Improving Teacher Quality (ITQ) grants are authorized by the ESEA, Title II-A public law (107-110) and are administered through the Oklahoma State Regents for Higher Education (OSRHE). OSRHE, which is the authorized State Agency for Higher Education in Oklahoma, invites eligible applicants to apply for these grants through a Request For Proposal process. This is a competitive grant application utilizing a peer-review award process. The grants must focus on improving K-12 student academic achievement by improving effective teaching and learning in the classroom and the equitable distribution of effective educators throughout the state. Through professional development, the funds can be used for in-service teachers, highly qualified paraprofessionals and/or effective principals and assistant principals as instructional leaders who are well-prepared to serve the schools and communities. The successful awardee will be held accountable to the public for improvement in K-12 student academic achievement.

The goal of the program is to ensure that all students have highly effective teachers - i.e., teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs. Also, ESEA clearly states that the purpose of teachers' professional development is to design activities that increase teacher content and pedagogical knowledge and improve teacher effectiveness, in classrooms. The focus of Oklahoma ITQ grants is to use scientifically based methods to improve teacher quality, school accountability, and core content knowledge leading to increased student academic achievement meeting the following priorities:

1. Provide high-quality and sustained professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals and principals who have subject matter knowledge in core academic subject areas to enhance student learning;
2. Enhance teacher knowledge on how to utilize student achievement data and/or classroom-level formative assessments to make effective adjustments in curriculum and instruction;
3. Provide effective professional development to prepare teachers with higher order thinking skills and supporting resources necessary for the Oklahoma Academic Standards implementation and transition.

4. Provide teachers with challenging curriculum that aligns with the Oklahoma Academic Standards;
5. Provide teachers with challenging curriculum that aligns with the ACT Standards for Transition to ensure students' success in higher education and to decrease the remediation rate;
6. Include participation of appropriate higher education faculty to promote the inclusion of proven methods and knowledge within teacher education programs; and
7. Incorporate scientifically research-based curriculum and practices.

The partnerships that are awarded grants will use the funds to conduct professional development activities in core academic subjects to ensure that teachers and highly qualified paraprofessionals have subject matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction. In accordance with federal statutes, the OSRHE awards Title II, Part A grants to only eligible partnerships.

A partnership must include, at a minimum: (1) a private or public institution of higher education (IHE) and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences that awards baccalaureate degrees; AND (3) a high-need local education agency (LEA). The education department (Partner #1) and the school of arts and sciences (Partner #2) may be housed within the same IHE.

A high-need LEA is a public or private school district or agency that meets both poverty constraints set forth by the census bureau and highly qualified status set forth by the Oklahoma State Department of Education requirement:

- A. An LEA that serves no fewer than 10,000 children from families with incomes below the poverty line OR for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; AND
- B. An LEA for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, OR for which there is a high percentage of teachers with emergency, provisional or temporary certification or licensing.

Eligible partnerships also may include additional IHEs - either two-year or four-year; LEAs public or private, whether they are high-need or not; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations, entities carrying out a pre-kindergarten program, teacher organizations; and principal organizations or businesses.

POLICY ISSUES

This year, **\$691,658.00** will be awarded to eligible partnerships. An award will be an indication of the program's viability to provide high quality and effective continuing professional education workshops for teachers, teams of teachers, and instructional leaders from individual schools and/or districts. The professional development workshops must be aligned with state academic standards requirements, transition and implementation AND the high-need school districts' needs. The continuing professional education must concentrate on improving pedagogical content knowledge in mathematics, science

and/or reading and language arts, in addition to instructional leadership training. Projects may also incorporate data-driven decision making, peer-teaching or co-teaching among project participants and strategies to help English Language Learner, English as a Second Language, and low income students by integrating mathematics, science and reading/language arts content and pedagogy.

ANALYSIS

A statewide professional development initiative will be launched upon the availability of the ESEA funds. The project must concentrate on implementation of Oklahoma Academic Standards and state mandated assessments. The eligible partners could submit a proposal for only one of the following three award categories:

1. Mathematics, Language Arts or Science (MLS) Professional Development to address Oklahoma Academic Standards Implementation/Transition Category;
2. Upper Level Science (ULS) Professional Development to address Oklahoma Academic Standards Physics/Chemistry Category;
3. Instructional Leaderships Support (ILS) Professional Development to prepare instructional leaders with higher thinking skills and supporting resources necessary for the Oklahoma Academic Standards and state mandated assessments. The proposal must address how they are planning to assist with the Oklahoma Teacher and Leader Effectiveness Evaluation System.

A total of 11 proposals were submitted this year. The proposals were evaluated, scored, and ranked by independent external reviewers. In addition to the reviewer's scores and detailed feedback, additional data was collected and analyzed for the purpose of determining funding. Four (4) MLS proposals; Two (2) ULS Proposals; and one (1) ILS proposal were awarded for the amount of **\$691,658.00**.

Attachment

*ESEA Title II, Part A Teacher Quality State Grants Program Awards
2015 GRANTS*

| Proposal | Higher Education Partners | Proposal Director(s) | Grant Type | Participants | Subject Area(s), Grade Level and/or Participant Type | High-Need LEAs and Other LEAs | Total Grant |
|--|--|--|-------------------|---------------------|--|--|---------------------|
| NSU Chemistry and Physics Academy | Northeastern State University | Dr. April Adams | ULS | 20 | Physical Science, Biology, Technology, Middle School Science, Earth Science, Chemistry and Physics Secondary Teachers | Oklahoma City Public Schools, Wagoner Public Schools, Fort Towson Public Schools, Morrison Public Schools, Pryor Public Schools, Prue Public Schools | \$64,670.00 |
| NWOSU ToPPS 2015 | Northwestern Oklahoma State University | Dr. Steven Maier and Dr. Jenny Sattler | ULS | 20 | Physics, Physical Science, General Science, Biology, and Chemistry Secondary Teachers Grades 8-12 | Tulsa Public Schools, Enid Public Schools, Hominy Public Schools, Mannford Public Schools, Moore Public Schools, Oklahoma City Public Schools, Pond Creek-Hunter Public Schools, Shattuck Public Schools, Timberlake Public Schools, Vici Public Schools | \$62,759.00 |
| Geometry and Algebra Leadership of Oklahoma (GALO) | Oklahoma Christian University | Dr. Jennifer Bryan | MLS | 48 | Mathematics (Pre-Algebra, Algebra I, and Geometry) Secondary Teachers Grades 6-12 | Tulsa Public Schools, Oklahoma City Public Schools, Wellston Public Schools, Lawton Public Schools, Enid Public Schools, Putnam City Public Schools | \$131,060.00 |

| Proposal | Higher Education Partners | Proposal Director(s) | Grant Type | Participants | Subject Area(s), Grade Level and/or Participant Type | High-Need LEAs and Other LEAs | Total Grant |
|--|--|---------------------------------------|-------------------|---------------------|--|---|---------------------|
| KESAM Statewide Partnerships 2015 | Southwestern Oklahoma State University | Dr. John Woods | MLS | 60 | Mathematics Elementary and Middle School Teachers Grades PreK-8 | Wyandotte Public Schools, Oklahoma City Public Schools, Moore Public Schools, Ardmore Public Schools, Poteau Public Schools | \$135,000.00 |
| Partnership, Feedback and Reflection: Developing H.O.T. Teachers | University of Central Oklahoma | Dr. Tyler Weldon and Dr. Linda Harris | MLS | 40 | Core Content and Specials Elementary Teachers Grades PreK-6 | Oklahoma City Public Schools | \$93,708.00 |
| K20-OKC Biology Foundations Teacher Academy | University of Oklahoma | Dr. Linda Atkinson | MLS | 83 | Science Elementary and Secondary Teachers Grades 4-8 | Oklahoma City Public Schools | \$134,263.00 |
| Supporting Instructional Leaders with Skills to Increase Student Achievement in Reading and Close Achievement Gaps (Leaders ACHIEVE) | University of Oklahoma | Dr. Susan Kimmel | ILS | 20 | Early Childhood, Elementary Education (all subjects) and Special Education Early Childhood & Elementary Education Teachers Grades PreK-6 | Western Heights Public Schools | \$70,198.00 |
| Total Teachers and instructional Leaders Served | | | | 291 | Total Grant Amount | | \$691,658.00 |

Meeting of the
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AGENDA ITEM #10:

Course Equivalency Project.

SUBJECT: Acceptance of the Course Equivalency Project report.

RECOMMENDATION:

It is recommended that the State Regents accept the system faculty's 2015-2016 Course Equivalency Project report.

BACKGROUND:

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, over 8,000 courses across more than 49 disciplines are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

| CEP: Historical Review | | |
|-------------------------------|----------------|--------------------|
| YEAR | COURSES | DISCIPLINES |
| 1996-97 | 1,594 | 16 |
| 1997-98 | 2,875 | 22 |
| 1998-99 | 3,690 | 25 |
| 1999-00 | 4,187 | 30 |
| 2000-01 | 4,399 | 32 |
| 2001-02 | 4,531 | 32 |
| 2002-03 | 4,926 | 32 |
| 2003-04 | 5,343 | 33 |
| 2004-05 | 6,423 | 36 |
| 2005-06 | 6,668 | 39 |
| 2006-07 | 7,030 | 39 |
| 2007-08 | 7,450 | 39 |
| 2008-09 | 7,523 | 39 |
| 2009-10 | 7,634 | 40 |
| 2010-11 | 7,921 | 46 |
| 2011-12 | 8,076 | 46 |
| 2012-13 | 7,957 | 47 |
| 2013-14 | 8,104 | 49 |
| 2014-15 | 8,163 | 49 |
| 2015-16 | 8,188 | 49 |

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group.

POLICY ISSUES:

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions. The CEP provides information that facilitates institutions' compliance with policy guidelines.

ANALYSIS:

Positive features of the CEP are listed below:

- ❑ It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.
- ❑ It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.
- ❑ A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.

- ❑ A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.
- ❑ The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.
- ❑ Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.

The 2015-2016 faculty CEP document is provided as a supplement to this item. The COI approved the 2015-2016 CEP document February 12, 2015. It is recommended that the State Regents approve the 2015-2016 CEP.

Supplement available upon request.

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AGENDA ITEM #11:

Academic Plans.

SUBJECT: Disposition of institutional academic plans.

RECOMMENDATION:

It is recommended that the State Regents accept the following 2014-2015 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 2014, Fall 2015, and Fall 2016.

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 September 15, 2014. The 2014-2015 Academic Plan Outline is provided below.

| | | |
|----------------------------------|----------------|--------------|
| 1) Priorities/Programs | | |
| 2) Technology | Current Status | Future Plans |
| 3) Academic Efficiencies | Current Status | Future Plans |
| 4) 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 available upon request.



Institutional Degree Completion and Academic Plans 2014-2015 Outline

The Institutional Degree Completion and Academic Plans provide 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 three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) 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. The 2014-2015 Degree Completion and Academic Plan is due **September 15, 2014**. 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 and academic plans for the year 2014-2015.

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

1. Priorities/Programs. List the institution’s academic priorities for the 2014-2015 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 2014-2015 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. **Priorities/Programs**

2. Technology (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting 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)

3. 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.

c. **Current Status**

d. **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. Learning Site Activity Report

Please respond to the following questions as a learning site:

- a. Include the number of courses sent to and received from other institutions, including only electronic courses. 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.

- c. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

C. Provide the institution's 2014, 2015, 2016 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2014: Undergraduate Headcount:_____
- Fall 2014: Graduate (if applicable) Headcount:_____
- 2014 Annual FTE:_____

- Fall 2015: Undergraduate Headcount:_____
- Fall 2015: Graduate (if applicable) Headcount:_____
- 2015 Annual FTE:_____

- Fall 2016: Undergraduate Headcount:_____
- Fall 2016: Graduate (if applicable) Headcount:_____
- 2016 Annual FTE:_____

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March 5, 2015

AGENDA ITEM #12:

Degree Completion Plans.

SUBJECT: Acceptance of Oklahoma's institutional degree completion plans.

RECOMMENDATION:

It is recommended that the State Regents accept the following 2014 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 agreements 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 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 Governor Mary Fallin and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants are working with the Oklahoma State Regents for Higher Education (OSRHE) staff to incorporate Oklahoma's preliminary 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 initial 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 brought on by the recession – increased enrollment demands, significant calls for higher education to drive economic development, and declining and inelastic 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, the Governor and other elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call requires a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what is proposed under the CCA and NGA Complete to Compete action plan is 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 will be a revised Brain Gain accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects these new priorities by measuring and rewarding these state priorities.

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 be focused on a public agenda framework that covers two fronts:

- 1) Academic preparation initiatives that offer a fundamental rethinking of the role of remediation; and
- 2) Adult degree completion initiatives that aim to streamline degree options and remove time and sequence barriers.

Bolstering the initiatives will be a reform of the state's successful Brain Gain Performance Funding Program that will provide accountability and metrics for measuring state and campus progress toward these important goals.

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.

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.

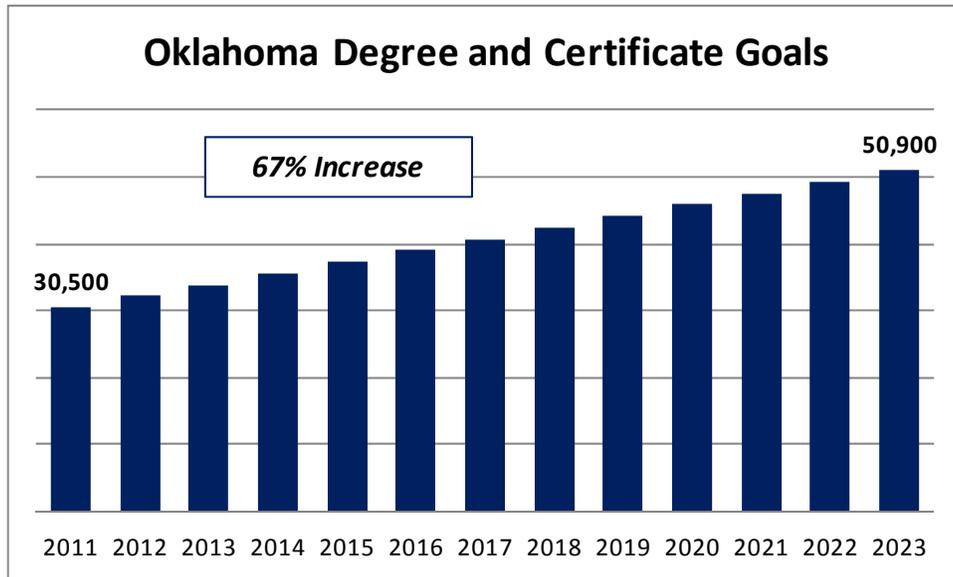
Initiative #3: Our colleges and universities will implement programs that create clear pathways to degrees and certificates including the cooperative alliance with Career Technology Centers and new CCA-pioneered techniques to provide electronic degree checklists, advising, and academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to students who have some college credit but have not completed their associate or bachelor's degree. The program is being expanded to include college certificates.

Initiative #5: In April 2012, the State Regents adopted a revised performance based funding formula modeled on Oklahoma's successful Brain Gain Performance Funding Program 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. Oklahoma’s colleges and universities currently produce 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma is committed to 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.



Institutions were requested to submit updated institutional degree completion plans by September 15, 2014 (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 available upon request.



Institutional Degree Completion and Academic Plans 2014-2015 Outline

The Institutional Degree Completion and Academic Plans provide 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 three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) 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. The 2014-2015 Degree Completion and Academic Plan is due **September 15, 2014**. 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 and academic plans for the year 2014-2015.

C. The Completion Agenda -- 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 student 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
- Certificate completion options through further development of cooperative agreements between higher education and CareerTech

- 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.

Based on your institution’s priorities and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. (note: tables may expand to allow full information)

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 strategies | How will we do it? | Who will be responsible? | What is timetable? | Measures of success? | Progress from last report? |
|---------------------------|------------------------|--------------------|--------------------------|--------------------|----------------------|----------------------------|
| Focus on Readiness | | | | | | |
| | | | | | | |

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 strategies | How will we do it? | Who will be responsible? | What is timetable? | Measures of success? | Progress from last report? |
|------------------------------|------------------------|--------------------|--------------------------|--------------------|----------------------|----------------------------|
| Transform Remediation | | | | | | |
| | | | | | | |

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 strategies | How will we do it? | Who will be responsible? | What is timetable? | Measures of success? | Progress from last report? |
|--|------------------------|--------------------|--------------------------|--------------------|----------------------|----------------------------|
| Build Bridges to Certificates and Degrees | | | | | | |
| | | | | | | |

4. Reach Higher for Adult Completion. Further expand and develop Reach Higher as a degree and certificate completion effort that involves the entire system of postsecondary education.

| | High-impact strategies | How will we do it? | Who will be responsible? | What is timetable? | Measures of success? | Progress from last report? |
|--|------------------------|--------------------|--------------------------|--------------------|----------------------|----------------------------|
| Reach Higher for Adult Completion | | | | | | |
| | | | | | | |

5. Other Local Institutional Priority Areas for Degree Completion.

| | High-impact strategies | How will we do it? | Who will be responsible? | What is timetable? | Measures of success? | Progress from last report? |
|---|------------------------|--------------------|--------------------------|--------------------|----------------------|----------------------------|
| Other Local Institutional Priority Areas | | | | | | |
| | | | | | | |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #13:

Master Lease Equipment.

SUBJECT: Master Lease Purchase Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2015A Equipment Master Lease Series. The total projects from two institutions totaling \$9,204,565.

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.

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 series for 2015 includes two system institutions with an estimated total of \$9.2 million in equipment purchases and upgrades. The following table summarizes this series of project totals by institution.

| Institution | Total Amount to be Financed in This Issue |
|-------------------------|--|
| | |
| East Central University | 8,454,565 |
| Rogers State University | 750,000 |
| Total for this issue | \$9,204,565 |

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 MASTER LEASE-PURCHASE DETAILED LISTING
 Fiscal Year 2015**

| Name of Institution: ECU | | | | | | | | | | |
|--------------------------|---|---|----------------|--|-------------------------------------|--------------------------------|---|---|---|---|
| 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 | 230-0047 | HVAC Improvements-Campus Boilers Replacement-6 buildings (Ajax/Atlas Series, or equivalent), Chemical Fume Hoods Replacement at PES, Kitchen Hoods Retrofit, AHU Coils Cleaning at Horace Mann, VAV Conversion at PES, Cooling Towers Refurbishment and Water Side Economizer at 3 buildings (PES, Administration, Taf/Briles Hall), Tiger Commons Electrical Meter Rack Installation | \$2,699,500 | 20 | May-15 | 25 | 25 | The only place a third party might benefit is from the kitchen hood retrofit. That would benefit our third-party food service provider. | Jessica A. Boles, VP for Admin & Finance (580) 559-5539 | JCI Performance Contract |
| 2 | 230-0047 | Lighting Improvements/Retrofit (LED) | \$1,924,311 | 20 | May-15 | 15 -20 | 20 | No | Jessica A. Boles, VP for Admin & Finance (580) 559-5539 | JCI Performance Contract |
| 3 | 230-0047 | Controls Upgrades and Improvements/Optimization (Johnson Controls Metasys) | \$ 1,798,857 | 20 | May-15 | 20 | 20 | No | Jessica A. Boles, VP for Admin & Finance (580) 559-5539 | JCI Performance Contract |
| 4 | 230-0047 | Water Conservation Measures (Sloan-Regal, Niagara Conservation- Stealth, Neoperl-PCA Spray, or equivalent) | \$ 256,752 | 20 | May-15 | 20 | 20 | No | Jessica A. Boles, VP for Admin & Finance (580) 559-5539 | JCI Performance Contract |
| 5 | 230-0047 | Building Envelope Improvements (Dow Corning Silicone or equivalent) | \$ 175,144 | 20 | May-15 | 20 - 30 | 30 | No | Jessica A. Boles, VP for Admin & Finance (580) 559-5539 | JCI Performance Contract |
| 6 | 230-0043 | Enterprise Wireless Project | \$ 1,600,000 | 5 | May-15 | 5 | 5 | No | Jessica A. Boles, VP for Admin & Finance (580) 559-5539 | This project includes the installation of a new fiber optic backbone, fiber optic runs, switching equipment, wireless access point design, and a wireless controller. |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| | | Total (Subtotal if multiple sheets) | \$8,454,565 | | | | | | | |

* 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 2015**

| Name of Institution: Rogers State University | | | | | | | | | | |
|---|---|--|----------------|--|-------------------------------------|--------------------------------|---|---|--|--|
| 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 | 461-1508 | Rogers State University will be upgrading the current administrative hardware and software. The new system will support our student information systems with new software for admissions, financial aid, registration, student life, student records, advising and retention. Software will be upgraded for business operations such as general ledger, accounts receivable, accounts payable, purchasing, budget, fixed assets, human resources, payroll and personnel. In addition, hardware will be replaced as needed and data processing improvements will be made. | \$750,000 | 5 years | 7/1/2015 | 15-20 years | Servers every 5 years | No | Tom Volturo: 918-343-7861 | Total project is estimated at \$1,000,000. Requesting \$750,000 through Master Lease. University will fund any amount above \$750,000. |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| Total (Subtotal if multiple sheets) | | | \$750,000 | | | | | | | |
| * 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. | | | | | | | | | | |

Meeting of the
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AGENDA ITEM #14-a:

Tuition.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2016 and posting of institutional requests for changes to academic services fees for Fiscal Year 2016.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2016; and 2) institutional requests for changes to academic services fees for Fiscal Year 2016, as reported on the attached schedules.

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2016, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2016 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2016. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2016 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office on April 9, 2015 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 25, 2015. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY16 Legislative Peer Limits for Tuition and Mandatory Fees* schedules attached. Peer institutions in each tier also increased their tuition and mandatory fees in FY15, resulting in Oklahoma's rates, relative to those of their respective peers, increasing slightly as well. Research universities' current average tuition and mandatory fee rates are 84.8 percent of the Big 12 Conference average, an increase of 2.1 percentage points from last year's average; the average for regional universities' tuition and mandatory fees increased 4.9 percentage points to 81.6 percent of the peer average; and the average for community colleges has increased 3.6 percentage point to 63.7 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year. This information is available upon request.

2) Academic Services Fees

Of the twenty-five public institutions and six constituent agencies in The State System, twenty-seven requested changes in academic services fees for Fiscal Year 2016 and four had no requests for changes in these fees. Fourteen institutions have requested 52 changes in Special Instruction Fees; eight institutions have requested 27 changes in Facility/Equipment Utilization Fees; eight institutions have requested 30 changes in Testing/Clinical Services Fees; Sixteen institutions have requested changes in 306 Classroom/Laboratory Supply and Material Fees; and seventeen institutions have requested 109 changes

in various Other Special Fees. A total of 524 changes have been requested to academic services fees for Fiscal Year 2016, an increase of 254 requests (94%) when compared to FY15 requests. The complete listing of requests for posting is attached.

This information is being posted for State Regents' review and public comment.

Oklahoma State Regents for Higher Education
FY16 Legislative Peer Limits for Tuition and Mandatory Fees

| Undergraduate (30 Credit Hours) | FY16 Peer Limit for Resident Tuition and Mandatory Fees | FY16 Per Credit Hour Rate | FY16 Peer Limit for Nonresident Tuition and Mandatory Fees | FY16 Per Credit Hour Rate |
|--|---|--|--|---------------------------------|
| Research Universities <i>(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i> | \$9,221.00 | \$307.37 | \$26,220.00 | \$874.00 |
| Regional Universities <i>(Includes Ardmore Higher Education Center)</i> | \$6,930.00 | \$231.00 | \$14,613.00 | \$487.10 |
| University of Central Oklahoma | \$7,668.00 | \$255.60 | \$19,178.00 | \$639.27 |
| Univ of Science & Arts of Okla | \$9,094.00 | \$303.13 | \$20,695.00 | \$689.83 |
| Community Colleges | \$5,658.00 | \$188.60 | \$10,246.00 | \$341.53 |
| <hr/> | | | | |
| Graduate (24 Credit Hours) | FY16 Peer Limit for Resident Tuition and Mandatory Fees | FY16 Per Credit Hour Rate | FY16 Peer Limit for Nonresident Tuition and Mandatory Fees | FY16 Per Credit Hour Rate |
| Research Universities <i>(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i> | \$9,757.00 | \$406.54 | \$21,724.00 | \$905.17 |
| Regional Universities <i>(Includes Ardmore Higher Education Center)</i> | \$6,875.00 | \$286.46 | \$13,594.00 | \$566.42 |
| University of Central Oklahoma | \$9,180.00 | \$382.50 | \$18,844.00 | \$785.17 |
| <hr/> | | | | |
| <p>70 O.S. 2004 Supp., Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.</p> <p>Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.</p> <p>70 O. S. 2004 Supp., Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.</p> | | | | |
| <u>TIER</u> | | <u>PEER INSTITUTIONS</u> | | |
| Research Universities | | Big 12 Public Institutions | | |
| Regional Universities | | Like-type public institutions in surrounding and other states | | |
| Community Colleges | | Public two-year colleges that receive no local tax funding in surrounding and other states | | |
| <p><i>At their meeting in June 2015, State Regents will consider FY16 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</i></p> | | | | |

Oklahoma State Regents for Higher Education
FY16 Legislative Peer Limits for Tuition and Mandatory Fees

| Professional Programs | FY16 Peer Limit for Resident Tuition and Mandatory Fees | FY16 Peer Limit for Nonresident Tuition and Mandatory Fees |
|---|---|--|
| <i>University of Oklahoma</i> | | |
| College of Law | \$26,098.00 | \$39,532.00 |
| <i>OU Health Sciences Center</i> | | |
| Doctor of Medicine | \$30,772.00 | \$57,715.00 |
| Doctor of Dental Science | \$31,121.00 | \$65,952.00 |
| Physician's Associate | \$14,449.00 | \$30,784.00 |
| PharmD | \$22,833.00 | \$41,503.00 |
| Occupational Therapy | \$11,598.00 | \$22,058.00 |
| Physical Therapy -- Doctoral | \$14,067.00 | \$28,576.00 |
| Doctor of Audiology | \$13,383.00 | \$27,288.00 |
| Public Health | \$11,678.00 | \$23,472.00 |
| Nursing -- Doctor of Nursing Practice | \$12,005.00 | \$23,518.00 |
| Master of Science in Nursing | \$8,209.00 | \$17,635.00 |
| <i>Oklahoma State University</i> | | |
| Center for Health Sciences | \$32,523.00 | \$60,546.00 |
| College of Veterinary Medicine | \$24,211.00 | \$46,854.00 |
| <i>Northeastern State University</i> | | |
| College of Optometry | \$26,428.00 | \$40,574.00 |
| <i>Southwestern Oklahoma State University</i> | | |
| PharmD | \$21,520.00 | \$36,217.00 |
| <i>Langston University</i> | | |
| Physical Therapy -- Doctoral | \$14,067.00 | \$28,576.00 |
| <p>70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.</p> <p style="text-align: center;"><i>At their meeting in June 2015, State Regents will consider FY16 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</i></p> | | |

PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES Effective Academic Year 2015-2016

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, April 9, 2015 at 9:00 a.m.

The following will be presented for comment:

- Tuition and mandatory fee limits for undergraduate and graduate programs;
- Tuition and mandatory fee limits for professional programs;
- Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 3, 2015 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.



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AGENDA ITEM #15:

GEAR UP.

SUBJECT: Approval of partnership contribution to, Connors State College and Rogers State University in support of summer expanded learning opportunities for students in designated GEAR UP schools.

RECOMMENDATION:

It is recommended that the State Regents approve a partnership contribution of \$54,500 to Connors State College and \$22,000 to Rogers State University to support summer camps in leadership, science, technology, engineering and mathematics (STEM) topics for students in designated GEAR UP school sites.

BACKGROUND:

Educational research supports offering expanded learning opportunities (ELO's) to improve academic performance, college and career preparation, social and emotional development and health and wellness outcomes for underserved youth. The term "expanded learning opportunities" is used to describe the range of programs and activities available to young people that occur beyond regular school hours, including summer activities. Because of the circumstances of many underserved students such as limited family support, many Oklahoma students simply have not had the opportunity to participate in expanded learning opportunities such as the Summer Academies program. The federally-funded Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) in Oklahoma seeks to address these issues by partnering with Connors State College and Rogers State University to offer two summer institutes in leadership, science, technology, engineering and mathematics (STEM) topics in June 2015.

POLICY ISSUES:

The U.S. Department of Education's GEAR UP program endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness.

ANALYSIS:

A report by the National Governor's Association (NGA) Center for Best Practices cites evidence that expanded learning opportunities such as the summer institutes in leadership, science, technology, engineering and mathematics (STEM) topics proposed by the higher education institutions in partnership with GEAR UP can be a key component to meeting state challenges such as the high school dropout rate because they (1) support rigor in the classroom, (2) increase the relevance of academic content to students, and (3) establish supportive relationships between students and caring adults. Further, another study by the James Irvine Foundation determined that the average math score for participants in their expanded learning opportunity program was higher than 70 percent of their peers who did not participate.

The Oklahoma GEAR UP program posted a call for proposals on the Oklahoma State Regents for Higher Education/GEAR UP webpage in December 4, 2014. Connors State College and Rogers State University were selected to meet the extended learning opportunity for student in the 24 designated GEAR UP districts. These institutions have previously produced high quality summer programs in leadership, science, technology, engineering and mathematics (STEM) topics on their respective campuses. The partnership agreement specified that the expanded learning opportunity program would be made available to students from 24 current GEAR UP school sites in grades 8-9-10 and 11. Recruitment of students from the GEAR UP school sites must be completed by May 1, 2015. The grant funds available from GEAR UP are limited to a total of \$100,000; however each college has identified additional resources and facilities, including private foundation funds that make the summer programs possible. The names of the institutes: “GEAR UP University-Wilderness Adventure” at Connors State College, and ART (Appreciating Real-work Technology) at Rogers State University suggest that the students will have an exceptional leadership and learning experience in summer 2015.

The two summer institutes in leadership, science, technology, engineering and mathematics (STEM) topics for students in designated GEAR UP school sites are funded (total: \$76,500) by federal grant dollars. No state funds are included in the grants.

| Institution | Amount of Grant | Frequency/Duration | Number of Student Participants |
|-------------------------|------------------------|---------------------------|---------------------------------------|
| Connors State College | \$54,500 | 2 one-week sessions | 80 |
| Rogers State University | \$22,000 | 1 one-week session | 30 |
| Total | \$76,500 | | 110 |

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AGENDA ITEM #16:

Contracts and Purchases.

SUBJECT: Approval of FY-2015 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2015 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 Solutions in the amount of \$105,500.00 for maintenance of the Oklahoma Community Anchor Network. This is an annual expense which OneNet will recover through invoicing the Oklahoma Community Anchor Network customers. (Funded from 718-OneNet).

GEAR UP

- 2) Aurora Learning Community Association in the amount of \$182,387.00 to provide a longitudinal data system to all 24 GEAR UP school sites. The data system provides tools for mapping, planning and assessing curriculum as outlined in the federal grant requirements. (Funded from 730-GEAR UP).

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AGENDA ITEM #17:

Deleted Item.

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AGENDA ITEM #18:

Commendations.

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:

- **Jolynn Horn**, assistant vice chancellor for GEAR UP, represented Oklahoma and presented on the topic, "Effectively Utilizing Data for Personalizing Instruction and Interventions for GEAR UP students and schools," at the National NCCEP/GEAR UP Capacity Building Workshop in Philadelphia, PA.
- **Chancellor Glen D. Johnson** presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Northeastern State University (NSU) in Muskogee; provided remarks at a town hall meeting for State Superintendent Joy Hofmeister at East Central University (ECU) in Ada; presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Pete's Place in Krebs; participated in conference call for the State Higher Education Executive Officers Association (SHEEO) Executive Committee meeting; presented Higher Education's FY16 budget request at Senate Budget and Performance Hearing at the State Capitol in Oklahoma City; taped public service announcement for the 2015 Governor's Cup awards competition; met with Senator John Ford and Representative Earl Sears in Bartlesville to discuss higher education issues; presented the Higher Education Distinguished Service Award to Senator John Ford in Bartlesville; attended Governor Fallin's State of the State Address at the State Capitol in Oklahoma City; met with Senator David Holt in Oklahoma City to discuss higher education issues; met with Secretary of Commerce and Tourism Deby Snodgrass in Oklahoma City to discuss higher education issues; presented Higher Education's FY16 budget request at House Budget and Performance Hearing at the State Capitol in Oklahoma City; chaired Campus Safety and Security Task Force Meeting in Oklahoma City; met with East Central University (ECU) President John Hargrave in Oklahoma City to discuss higher education issues; participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss higher education issues; participated in Oklahoma Educational Television Authority (OETA) Board of Directors Executive Committee conference call; presented the Higher Education Distinguished Service Award to Representative Jon Echols at Oklahoma City Community College (OCCC) in Oklahoma City; met with University of Central Oklahoma (UCO) President Don Betz in Edmond to discuss higher education issues; attended Governor's Council for Workforce and Economic Development meeting at Oklahoma State University – Oklahoma City (OSU-OKC); served as panelist for Leadership Oklahoma Class XXVIII conference at the Oklahoma Department of Career and Technical Education in Stillwater; participated in conference call with Higher Learning Commission (HLC) President

Barbara Gellman-Danley to discuss higher education issues; met with Northeastern State University (NSU) President Steve Turner and Secretary of Commerce and Tourism Deby Snodgrass in Oklahoma City to discuss higher education issues; participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues; met with Oklahoma Association of Community Colleges (OACC) Executive Director Gary Davidson in Oklahoma City to discuss higher education issues; attended Northeastern Oklahoma A&M College's (NEO) Higher Education Day dinner in Oklahoma City; met with former Lockheed Martin Chairman and CEO Norm Augustine, Senator Clark Jolley, Senator John Ford, Representative Scott Martin, and Representative Lee Denney in Oklahoma City to discuss higher education issues; attended Seminole State College's (SSC) Higher Education Day luncheon at the State Capitol; attended Rogers State University's (RSU) Higher Education Day luncheon at the State Capitol; provided remarks and served as master of ceremonies for Higher Education Day at the Capitol; met with former Lockheed Martin Chairman and CEO Norm Augustine and Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues; attended Oklahoma Heritage Association Board of Directors meeting in Oklahoma City; attended State Chamber Board of Directors meeting in Oklahoma City; attended State Chamber Legislative Reception in Oklahoma City; met with Secretary of Education and Workforce Development Natalie Shirley in Oklahoma City to discuss higher education issues; participated in conference call with Oklahoma State University (OSU) Vice President Gary Clark to discuss higher education issues; participated in conference call with University of Science and Arts of Oklahoma (USAO) President John Feaver to discuss higher education issues; met with Secretary of Transportation Gary Ridley in Oklahoma City to discuss higher education issues; attended Standards Setting Steering Committee meeting in Oklahoma City; provided Welcome for State Regents Economic Development Institute Training in Oklahoma City; provided remarks at TRIO Day program at the State Capitol in Oklahoma City; and met with members of the Oklahoma Association of Colleges for Teacher Education (OACTE) in Oklahoma City to discuss higher education issues.

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AGENDA ITEM #19:

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's 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 #20-a:

Programs.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)

- 2 degree program name changes
- 1 degree program requirement change
- 1 degree program option addition
- 2 degree program option deletions
- 3 degree program option name changes

University of Oklahoma (OU)

- 1 degree program requirement change
- 2 degree program name changes
- 1 degree program designation change
- 2 degree program option name changes
- 1 degree program option deletion

Southwestern Oklahoma State University (SWOSU)

- 29 degree program requirement changes

Northeastern Oklahoma A&M College (NEOAMC)

- 8 degree program requirement changes

Oklahoma State University – Oklahoma City (OSU-OKC)

- 10 degree program requirement changes

Seminole State College (SCC)

- 1 degree program requirement change

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Approval policy.

ANALYSIS:

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Agriculture Science and Natural Resource (004)

Degree program name change and degree program option deletion

- Change program name to “Agricultural Economics.”
- Delete option “Agricultural Economics.”
- The proposed changes update the program inventory to reflect institutional practice.
- 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 Agricultural Sciences and Natural Resources in Horticulture (128)

Degree program option name changes

- For the “Horticulture Business” option:
 - Change name to “Horticultural Business.”
- For the “Horticulture Science” option:
 - Change name to “Horticultural Science.”
- The proposed changes align State Regents’ inventory with institutional practice.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Master of Science in Counseling (194)

Degree program option name change

- For the “Community Counseling” option:
 - Change option name to “Mental Health Counseling.”
- The proposed change reflects current trends in the field of counseling and also meets the requirements of the Council for the Accreditation of Counseling and Related Educational Programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Master of Science in Human Environmental Sciences in Human Sciences (427)

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

- Change program name from “Human Sciences” to “Family Financial Planning.”
- Delete option “Family Financial Planning.”
- Remove DHM 5503, HDFS 5203, HS 5703, REMS 5953 and HS 5253 from “Required Courses.”
- Add HS 5333.
- Add 6 credit hours of “Electives” to be selected from: HS 5483, DHM 5503, HS 5343, HS 5703, and REMS 5953.
- The proposed changes will align the curriculum with similar programs at other institutions and with the Certified Financial Planner Board of Standards.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 42 to 36.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Business Administration in Management (449)

Degree program option addition

- Add option “Nonprofit Management.”

- The proposed option will better prepare students interested in pursuing careers in nonprofit organizations.
- 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 Botany in Botany (021)

Degree designation change, degree program name change, and degree program option name change

- Change degree designation to “Bachelor of Science in Plant Biology.”
- Change program name to “Plant Biology.”
- For the “Botany” option:
 - Change option name to “Plant Biology.”
- The proposed changes reflect the updated name of the department.
- 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 Journalism in Journalism, Broadcasting, and Electronic Media (135)

Degree program name change and degree program option name change

- Change program name to “Creative Media Production.”
- For the “Journalism, Broadcasting, and Electronic Media” option:
 - Change option name to “Creative Media Production.”
- The proposed changes more accurately reflect the focus of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Fine Arts in Art (268)

Degree program option deletion

- Delete option “Visual Communication.”
- The proposed deletion is due to the approval of the Bachelor of Fine Arts in Visual Communication (399) program.
- There are currently 87 students enrolled in the option and will be advised into the new program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Science in Construction Management in Construction Management (243)

Degree program requirement changes

- Remove CNS 5013, CNS 5203, CNS 5303, CNS 5313, CNS 5403, CNS 5413, and CNS 5113 from “Required Courses.”
- Change credit hours required for “Required Courses” from 24 to 3-9 and add CNS 5003 and CNS 5013.
- Change credit hours required for “Electives” from 3 to 9-15.
- The proposed changes provide a more flexible program to accommodate students from both construction management backgrounds and similar disciplines such as engineering and architecture.

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

SWOSU – Bachelor of Fine Arts in Art (007)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require students to complete HUM 1103 or HIST 1033 and ART 1223 to fulfill the “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity” electives.
- Change credit hours required for “General Education” from 43-44 to 40.
- Change credit hours required for “Elective Studio Art Courses” from 15 to 18.
- Change credit hours required for “Major” courses from 80 to 70.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Biology (009)

Degree program requirement changes

- Remove MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Require BIOL 1054 to meet the “Life Science” requirement.
- Require CHEM 1203 and CHEM 1252 to meet the “Physical Science” requirement.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity” electives.
- Require “General Education” electives to be from two different disciplines.
- Change credit hours required for “General Education” from 43-44 to 40.
- Change credit hours required for “Other Requirements” from 24-28 to 18-20.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Business Administration in Business Administration (011)

Degree program requirement changes

- Remove MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require COMM 1313.
- Require “General Education” electives to be from two different disciplines.
- Change credit hours required for “General Education” from 43-44 to 40.
- Add PSYCH 1003 to “Professional Business Core” requirements.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Education in Elementary Education (017)

Degree program requirement changes

- Remove MATH 1503 and add MATH 1153 and MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Require COMM 1313 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- Remove the 9 credit hours of “Mathematics” and 4 credit hours of “Natural Sciences” requirements and replace them with the following requirement: “Additional Hours to Complete Oklahoma 4x12 Requirements - Teacher candidates are expected to work closely with their faculty advisor to select courses that fulfill the 4x12 requirement.”
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.

- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 120-125 to 120-122.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in History (022)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require ECONO 2263.
- Add HIST 1043 or HIST 1053 (whichever was not taken to meet General Education requirements) and GEOG 1103 to “Major Requirements.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Education in Health and Physical Education (023)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require KINES 1133.
- Change credit hours required for “General Education” from 43-44 to 40.
- Change credit hours required for “Electives” from 10 to 11.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 122-123 to 120.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Mathematics (031)

Degree program requirement changes

- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Education in Mathematics Education (032)

Degree program requirement changes

- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require COMM 1313.
- Require PSYCH 1003 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Medical Laboratory Science (034)

Degree program requirement changes

- Remove MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”

- Require BIOL 1054 and CHEM 1004.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Require COMM 1313 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124-126 to 121.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Music in Music (037)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and MUSIC 1103 to fulfill the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 120-136 to 120-133.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Music Education in Music Education (038)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and MUSIC 1103 to fulfill the 6 credit hours of “Humanities” requirement.

- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Require COMM 1313 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 137-139 to 134-136.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Political Science (047)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Psychology (048)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Require COMM 1313 and KINES 1133 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.

- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents' policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Parks and Recreation Management (049)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require KINES 1133.
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents' policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Education in Education Mild/Moderate Special Education (053)

Degree program requirement changes

- Remove MATH 1503 and add MATH 1153 and MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Require COMM 1313 as part of the “General Education Electives.”
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Change credit hours required for “General Education” from 43-44 to 40.
- Remove the 9 credit hours of “Mathematics” and 4 credit hours of “Natural Sciences” requirements and replace it with the following requirement: “Additional Hours to Complete

Oklahoma 4x12 Requirements - Teacher candidates are expected to work closely with their faculty advisor to select courses that fulfill the 4x12 requirement.”

- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 125.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Communication Arts (054)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require COMM 1313.
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Criminal Justice (103)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity” and require SPAN 1054 or higher level Spanish course.
- Require SOCIO 1003 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.

- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents' policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Education in History Education (132)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Require SOCIO 1003 and COMM 1313 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- Add GEOG 1103 to “Core Requirement-Social Science.”
- Change credit hours required for “Core Requirement-Social Science” from 3 to 6.
- Add HIST 1043 or HIST 1053 (whichever was not taken to meet General Education requirements) to “Core Requirements-History.”
- Change credit hours required for “Core Requirements-History” from 36 to 39.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents' policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Engineering Physics (133)

Degree program requirement changes

- Remove MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require CHEM 1004 or a higher level chemistry or physics course.
- Require HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require COMM 1313.
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents' policy requirements.

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

SWOSU – Bachelor of Science in Health Sciences (137)

Degree program requirement changes

- Remove MATH 1143 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Require BIOL 1004 or BIOL 1054 and CHEM 1004 or a higher level chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require COMM 1313.
- Require PSYCH 1003 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Athletic Training (143)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Require BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require PSYCH 1003.
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Interdisciplinary Studies (145)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity.”
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Parks and Wildlife Law Enforcement (146)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require KINES 1133.
- Change credit hours required for “General Education” from 43-44 to 40.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Exercise Science (151)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.

- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require KINES 1133.
- Change credit hours required for “General Education” from 43-44 to 40.
- Add PSYCH 1003 and COMM 1313 to “Major” requirements.
- Change credit hours required for “Major” requirements from 52 to 58.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Organizational Leadership (775)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity.”
- Change credit hours required for “General Education” from 40-45 to 40.
- Change credit hours required for “Professional and Free Electives” from 37-42 to 35-41.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

SWOSU – Associate in Applied Science in Radiologic Technician (122)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.

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

SWOSU – Associate in Science in General Business (126)

Degree program requirement changes

- Add MATH 1143 and MATH 1153 as an alternative course to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1023 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity.”
- Change credit hours required for “General Education” from 43-44 to 40.
- Change credit hours required for “Business Electives” from 15-16 to 21.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60 to 61.
- No funds are requested from the State Regents.

SWOSU – Associate in Science in Computer Science (140)

Degree program requirement changes

- Allow students to complete a higher level math course as an alternative to MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1023 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3 credit hours of “Human, Cultural, and Social Diversity” and require COMM 1313.
- Require TECH 1223 as part of the “General Education Electives.”
- Change credit hours required for “General Education” from 43-44 to 40.
- Change credit hours required for “Guided Electives” from 1-3 to 3.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Associate in Science in Cheyenne Arapaho Tribal College General Studies (159)

Degree program requirement changes

- Add MATH 1153 as an alternative course to MATH 1143 or MATH 1513.
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Remove COMSC 1022 and require 0-3 credit hours of “Computer Proficiency.”
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 and HIST 1033 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 4 credit hours of “Human, Cultural, and Social Diversity” and require CATC 1204 or CATC 1254 or higher level CATC course.
- Change credit hours required for “General Education” from 44 to 40.
- Require CATC 1513, CATC 1553, and CATC 2603.
- The proposed changes are the result of an institutional-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Arts in Native American Studies (108)

Degree program requirement change

- Remove NAS 1023.
- The proposed change aligns the curriculum with course offerings and removes a course that is no longer taught.
- 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.

NEOAMC – Associate in Arts in Psychology and Sociology (041)

Degree program requirement change

- Remove SOCI 2203.
- The proposed change aligns the curriculum with course offerings and removes a course that is no longer taught.
- 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.

NEOAMC – Associate in Science in Sports Management (122)

Degree program requirement change

- Remove OIS 2523 and add MGMT 2203.
- The proposed change aligns the curriculum with course offerings, removes a course that is no longer taught and adds a course that will provide students with hand-on, experiential learning.
- 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.

NEOAMC – Associate in Applied Science in Business Administration Technology (032)

Certificate in Accounting (066)

Certificate in Management and Marketing (less than one year) (100)

Certificate in Management and Marketing (less than two years) (082)

Degree program requirement change

- Remove BADM 1211.
- The proposed change aligns the curriculum with course offerings and removes a course that is no longer taught.
- 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.

NEOAMC – Associate in Applied Science in Computer Science (011)

Degree program requirement change

- Remove CS 1313.
- The proposed change aligns the curriculum with course offerings and removes a course that is no longer taught.
- 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-OKC – Associate of Applied Science in Early Care Education (081)

Certificate in Early Care Education and Administration (087)

Degree program requirement changes

- Remove ECCD 1233 and add ECCD 2243.
- The proposed changes update the curriculum with current content and will better prepare students for employment.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Bachelor of Technology in Emergency Responder Administration (102)

Degree program requirement change

- Require students to earn a grade of ‘C’ or better in all Emergency Responder Administration major course work.
- The proposed change will ensure students maintain a high level of collegiate work and are knowledgeable in the curriculum 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-OKC – Certificate in Firefighter I (029)

Degree program requirement change

- Add MFP 1143.
- The proposed change updates the curriculum to align with requirements for the Associate in Applied Science in Emergency Medical Services – Municipal Fire (088) program.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 27 to 30.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Horticulture Technology (066)

Degree program requirement changes

- For the “Pre-Landscape Architecture/Landscape Management” option:
 - Require students to complete ART 1103 to fulfill the “General Education Elective” requirement.
 - Remove “Guided Electives” requirement.
 - Add CSUR 2614.
- The proposed changes are the result of recommendations following the Professional Landcare Network accreditation site visit.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 63-64.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Information Technology (094)

Degree program requirement change

- Add ITD 2333.
- The proposed change adds curriculum content that will better prepare students for industry certifications and employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 66.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Management Information Systems (096)

Degree program requirement changes

- Remove MGMT 2103, GDD 1333, MKT 2273, MGMT 2143, MGMT 2213, and 6 credit hours of “Science” courses as an alternative to PSYC 1113 or SOC 1113.
- Add MIS 1733, MIS 2233, MIS 2333, CIS 2703, MIS 2743, and 3 credit hours of CIS, ITD or MIS elective.
- The proposed changes are the result of recommendations from the advisory board.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Municipal Fire Protection (009)

Degree program requirement changes

- Remove 3 credit hours of ARCH, CONS, FPST, MFP, or PLSC elective
- Add MFP 1143
- The proposed change updates the curriculum to align with requirements for the Associate in Applied Science in Emergency Medical Services – Municipal Fire (088) program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Police Science (015)

Degree program requirement changes

- Remove INDD 1513 as an alternative course to “3 credit hours of Computer Science.”
- The proposed change aligns the curriculum with course offerings by removing a course that is not regularly scheduled.
- 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-OKC – Associate in Applied Science in Veterinary Technology (079)

Degree program requirement change

- Remove VT 1113, VT 1114, VT 2403, and VT 2404.
- Add VT 1112, VT 1123, VT 2504, VT 2402, and VT 2413.
- The proposed changes will provide students with more hands-on training.
- Five new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SSC – Associate in Science in Health, Physical Education, and Recreation (206)

Degree program requirement changes

- Add HPER 1012, HPER 2222, HPER 2223, HPER 2413, and PSYC 1113 to “Major Field Requirements” and remove HPER 2053 and 9 credit hours of HPER electives.
- Change credit hours required for “Major Field Requirements” from 15 to 16.
- Change credit hours required for “Major Field Electives and Support” from 4-6 to 10.
- The proposed changes will better align the requirements with similar programs at four-year 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 5, 2015

AGENDA ITEM #20-b:

Reconciliation.

SUBJECT: Approval of an institutional request for degree program inventory reconciliation.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested a degree program modification change for the Bachelor of Science in Human Sciences in Nutritional Sciences (097) to reconcile institutional practice with official degree program inventory.

Northeastern State University (NSU) requested a degree designation change for Master of Science in Education in Special Education – Autism Spectrum Disorders (155) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Approval policy.

ANALYSIS:

OSU submitted a degree program modification for the Bachelor of Science in Human Sciences in Nutritional Sciences (097) program, which was approved at the December 4, 2014 State Regents Meeting. The modification indicated that the total credit hours for the degree will not change. OSU reported that the total hours for the degree will change from 120-122 to 120-121. This action will reconcile State Regents' inventory with institutional practice.

NSU submitted a proposal for a Master of Science in Education in Special Education – Autism Spectrum Disorders (155) which was approved at the October 16, 2014 State Regents' meeting. NSU reports that all the graduate education programs at NSU are designated as a Master of Education and requests to change the degree designation for the Master of Science in Education in Special Education – Autism Spectrum Disorders (155) to Master of Education. This action will reconcile State Regents' inventory with the official institutional records.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 5, 2015

AGENDA ITEM #20-c (1):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval of request to offer an existing degree program through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the existing Master of Education in Education Administration (050) through online delivery.

BACKGROUND:

The University of Oklahoma (OU) is currently approved to offer the following degree programs via electronic media:

- Bachelor of Arts in Administrative Leadership (375);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394)
- Bachelor of Arts in World Cultural Studies (390);
- Bachelor of Science in Criminal Justice (365);
- Certificate in Human Resource Diversity and Development (340);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Arts in Administrative Leadership (373);
- Master of Arts in Liberal Studies (232);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Master of Prevention Science (374);
- Master of Legal Studies in Legal Studies (149);
- Master of Science in Criminal Justice (391);
- Master of Science in Civil Engineering (038);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Knowledge Management (347); and
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344).

OU's governing board approved offering online the existing Master of Education in Education Administration at their October 2014 meeting and OU requests authorization to offer the existing program online, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

OU satisfactorily addressed the requirements in the Electronically Delivered and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Education in Education Administration

Delivery method. The existing degree program will be delivered through a blended/hybrid format whereby courses delivered online will utilize the Desire2Learn learning management system and courses delivered in the traditional face-to-face format will utilize The Core, which is OU's premier active learning classroom that encourages collaboration and facilitates the decision-making process. OU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites.

Demand. The Bureau of Labor Statistics (BLS) and Oklahoma Employment Security Commission (OESC) projects administrative level jobs in the elementary and secondary employment sector will increase about as fast as average. Through 2022, the BLS projects an increase of approximately 5.7 percent and the OESC projects an increase of approximately 5.10 and 8.92 in employment of elementary and secondary school administrators, respectively.

The degree program has met or exceeded minimum program productivity requirements and OU seeks to continue meeting student and industry demand by offering online the existing degree program. OU will meet the needs of its students who have time management constraints and will provide its students with an option that will give them access to a degree program that will increase their professional opportunities.

Funding. No new funding will be required to deliver the degree program online. The program will be funded through existing allocations, program fees and tuition.

A system wide letter of intent was distributed electronically to presidents on December 22, 2014 and no institution requested a copy of the proposal to deliver online the existing Master of Education in Education Administration.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OU's request to offer online the existing Master of Education in Education Administration, as described above.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 5, 2015

AGENDA ITEM #20-c (2):

Electronic Delivery.

SUBJECT: Connors State College. Approval of request to offer an existing degree program through online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's request to offer the existing Associate in Science in Business Administration (005) through online delivery.

BACKGROUND:

Connors State College (CSC) is currently not approved to offer degree programs through online delivery. CSC requests authorization to offer the Associate in Science in Business Administration (005) through online delivery, as outlined below. CSC's governing board approved offering the program through online delivery at their September 6, 2013 meeting.

POLICY ISSUES:

This action is consistent with the State Regents' Electronically Delivered and Traditional Off-Campus Courses and Programs policy. For institutions without approval to deliver degree programs electronically, the process calls for the President to send a letter of intent to the Chancellor along with a request to deliver an existing degree program via electronic media that addresses how the institution will meet the academic standards specified in policy and the following criteria: 1) centrality to the institution's mission, 2) academic standards, 3) method of delivery, 4) duplication, 5) demand, and 6) program cost.

ANALYSIS:

CSC satisfactorily addressed the policy requirements in the Electronically Delivered and Traditional Off-Campus Courses and Programs policy as summarized below.

Centrality of the Proposed Online Delivered Program to the Institution's Mission. This degree program is consistent with CSC's mission, which is to build futures one at a time by providing quality learning, service, and leadership experiences designed to promote excellence in a global society.

Academic Standards. The academic standards meet State Regents' policy requirements listed in section 3.16.5. The proposal provided adequate detail regarding faculty, academic integrity, learning resources, admission, retention, assessment, student services, and technical support systems.

Method of Delivery. CSC will utilize the learning and course management system, Blackboard, to deliver and support the program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time

interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

Duplication. The table below lists the institutions that offer related programs in business.

| School | Program Name | Degree Type |
|--|-------------------------|------------------------------|
| Cameron University | Business | Associate in Science |
| Carl Albert State College | Business Administration | Associate in Arts |
| Connors State College | Business Administration | Associate in Science |
| Eastern Oklahoma State College | Business Administration | Associate in Science |
| Murray State College | Business | Associate in Science |
| Northern Oklahoma College | Business Management | Associate in Applied Science |
| Northeastern Oklahoma A&M College | Business Administration | Associate in Science |
| Oklahoma City Community College | Business | Associate in Science |
| Oklahoma State University Institute of Technology | Business | Associate in Science |
| Redlands Community College | Business Administration | Associate in Applied Science |
| Rogers State University | Business Administration | Associate in Science |
| Rose State College | Business | Associate in Science |
| Seminole State College | Business | Associate in Science |
| Southwestern Oklahoma State University | General Business | Associate in Science |
| Tulsa Community College | Business | Associate in Applied Science |
| Western Oklahoma State College | Business | Associate in Science |

A system wide letter of intent was distributed electronically to presidents on December 20, 2013 and no institution requested a copy of the proposal to deliver online the existing Associate in Science in Business (005).

Demand. Business Administration is consistently among the most popular majors at CSC. The Oklahoma Employment Security Commission (OESC) indicates job prospects in business and financial operation related occupations look favorable with about as fast as average growth rate for entry level positions. Through 2022, the OESC projects the rate of change in employment to increase by 9 percent. A study by the Georgetown University Center on Education and the Workforce projects that approximately 10,000 new jobs will be created in managerial and professional office occupations across Oklahoma through 2020. Moreover, a Workforce and Training needs study conducted by the Muskogee Chamber of Commerce identified key needs for a variety of industries, which strongly indicates a demand for employees with degrees in business administration.

CSC’s adult students have time management constraints based on the need to balance work, home, and family while completing a higher education degree. CSC will help alleviate these time management constraints by offering the degree program through the electronic media format.

Curriculum. The existing degree program to be delivered online will consist of 61 total credit hours from the following areas:

| Content Area | Credit Hours |
|---------------------|---------------------|
| General Education | 37 |
| Core/Major Option | 12 |
| Business Specific | 12 |
| Total | 61 |

Faculty and Staff. Existing and adjunct faculty will teach the existing degree program via electronic media.

Support Services. The library, facilities and equipment are adequate.

Program Cost. This degree program will be offered on a self-supporting basis and the current tuition and fee structure adequately fund the program. CSC anticipates increased student enrollment and no additional funding is requested.

Based on staff review of CSC's proposal, it is recommended that the State Regents approve CSC's request to offer the existing Associate in Science in Business Administration through online delivery as described above.

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AGENDA ITEM #20-d (1):

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between January 5, 2015 and February 6, 2015.

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 January 5, 2015 and February 6, 2015 there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

Purchases Between \$25,000.01 and \$99,999.99

OCAP

- 1) Staplegun Design in the amount of \$40,000.00 for the digital advertising plan development and execution to promote timely completion of the FAFSA application. The target audiences for this campaign are Oklahoma students in the 12th grade, their parents and other adults with influence. This effort is part of OCAP's 2015 FAFSA education campaign, which includes digital advertising, online tools and direct community outreach. (Funded from 701-OCAP).

OneNet

- 2) Dell Marketing in the amount of \$25,555.98 for an uninterruptable power supply at the McAlester hub site located at the Kiamichi Career Technology Center and the Chickasha hub site located at the University of Science and Arts of Oklahoma. The current uninterruptable power supply is at the end of life and needs to be replaced in order to support the current equipment located at these hub sites. (Funded from 718-OneNet).
- 3) Dobson Technologies Transport and Telecom Solutions in the amount of \$34,981.00 to construct seven fiber access points along the Oklahoma Community Anchor Network fiber path for the Vyve Indefeasible Right of Use fiber lease from the Oklahoma Community Anchor Network. This acquisition will provide access points on the OCAN fiber network that will provide Vyve

with ability to connect and lease fiber from OCAN. Vyve has provided payment to OneNet for the construction of these fiber access points. (Funded from 718-OneNet).

Multiple Funds

- 4) Office of Management and Enterprise Services in the amount of \$48,824.65 for fiscal year 2015 insurance premiums for Risk Management property insurance coverage. (Funded from 210-Core, 701-OCAP, and 718-OneNet).

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AGENDA ITEM #20-d (2):

Agency Operations.

SUBJECT: Contract Assignment.

RECOMMENDATION:

It is recommended that the State Regents ratify the assignment of the current contract with Student Outreach Solutions, Inc. to United Student Aid Funds for grace period and cohort management services and to Student Assistance Corporation for FFELP default aversion services.

BACKGROUND:

Agency contract assignments 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 terms of the contract. There are no changes in contract terms, only in vendors supplying the services.

ANALYSIS:

Contract assignments will become effective April 1, 2015.

OCAP

- 1) Assignment of services contracted with Student Outreach Solutions, Inc. to provide student grace period and cohort management services on both Federal Direct and FFELP loans to certain state system schools and state technology schools with the most recently published 3-year cohort default rates in excess of 10 percent, with the goal to reduce cohort default rates for these schools to United Student Aid Funds.
- 2) Assignment of services contracted with Student Outreach Solutions, Inc. for federally required FFELP default aversion services performed on behalf of OCAP to Student Assistance Corporation.

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AGENDA ITEM #20-e:

Non-Academic Degree.

SUBJECT: Oklahoma Panhandle State University.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State Panhandle University's request to award a non-academic degree.

BACKGROUND:

Oklahoma Panhandle State University (OPSU) has requested to award a Bachelor of Business Administration degree posthumously to Ms. Jacqueline Marie Wheat. At the time of her death on October 16, 2014, Ms. Wheat had completed 91 credit hours towards her degree and was enrolled in 16 semester hours at OPSU.

POLICY ISSUES:

This request is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

The proposed diploma for the non-academic degree is attached for State Regents' approval.

*The Oklahoma State Regents for Higher Education
Acting Through The*

Oklahoma Panhandle State University

Have admitted

Jacqueline Marie Mheat

to the degree of

Bachelor of Business Administration
Accounting
(Posthumous)

*and all the honors, privileges and obligations belonging thereto, and in witness
thereof have authorized the issuance of this diploma duly signed and sealed.*

*Issued at the Oklahoma Panhandle State University
at Goodwell on the fifteenth day of May, 2015.*

FOR THE STATE REGENTS

FOR THE UNIVERSITY

CHAIR

CHAIR, BOARD OF REGENTS

PRESIDENT OF UNIVERSITY

VICE-PRESIDENT OF ACADEMIC AFFAIRS

SECRETARY

CHANCELLOR



N. Boettger

Rick Davis

John S. ...

Ed Bryant

Wayne ...

Wayne ...

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AGENDA ITEM #21-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, 2014 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the State Regents' 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 (2014-2015).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #21-b (1):

Annual Reports.

SUBJECT: Low-Productivity Programs Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

| | Minimum Degrees Conferred | Minimum Majors Enrolled |
|--------------------------------|--------------------------------------|------------------------------------|
| Associates in Arts or Sciences | 5 | 25 |
| Associates in Applied Sciences | 5 | 17 |
| Baccalaureate | 5 | 12 |
| Master's | 3 | 6 |
| Doctoral | 2 | 4 |

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.
3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.
7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In March 2014, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 1 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

This action is consistent with the State Regents' Academic Program Review policy.

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

| Institution | Total Programs Offered | Low Producing by Number and Percent | | Disposition*by Number of Programs | | | Exceptions for Low Producing Program Granted (See Exception Categories Below) | | | | | | | |
|---------------|------------------------|-------------------------------------|-----------|-----------------------------------|----------|-----------|---|----------|----------|----------|----------|----------|----------|---|
| | | # | % | DEL | SUS | EXP | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| OU | 267 | 2 | 1% | 1 | 0 | 1 | | | 1 | | | | | 1 |
| OUHSC | 60 | 2 | 3% | 0 | 0 | 2 | | | | | 1 | | | 1 |
| OU-LAW | 7 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OSU | 227 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OSU-OKC | 56 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OSUIT | 26 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OSU-VET | 2 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OSU-CHS | 6 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| CU | 52 | 2 | 4% | 1 | 0 | 1 | | | 1 | | | | | 1 |
| ECU | 49 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| LU | 38 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| NSU | 88 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| NWOSU | 45 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OPSU | 30 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| RSU | 32 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| SEOSU | 55 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| SWOSU | 70 | 1 | 1% | 0 | 0 | 1 | | | | 1 | | | | |
| UCO | 104 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| USAO | 23 | 1 | 4% | 0 | 0 | 1 | | | | | | | | 1 |
| CASC | 30 | 2 | 7% | 0 | 0 | 2 | | | | | 1 | | | 1 |
| CSC | 25 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| EOSC | 34 | 1 | 3% | 0 | 0 | 1 | | 1 | | | | | | |
| MSC | 30 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| NEOAMC | 49 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| NOC | 36 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| OCCC | 79 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| RCC | 30 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| RSC | 56 | 0 | 0% | 0 | 0 | 0 | | | | | | | | |
| SSC | 23 | 1 | 4% | 0 | 0 | 1 | | 1 | | | | | | |
| TCC | 95 | 1 | 1% | 0 | 0 | 1 | | | 1 | | | | | |
| WOSC | 21 | 4 | 19% | 0 | 1 | 3 | | 2 | 1 | 1 | | | | |
| Totals | 1,745 | 17 | 1% | 2 | 1 | 14 | 0 | 4 | 4 | 2 | 2 | 0 | 5 | |

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Two programs (11.76 percent) have been deleted or are scheduled for deletion.
2. **Suspended programs.** One program (5.88 percent) has been suspended or is scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Fourteen programs (82.35 percent of the 17 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

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AGENDA ITEM #21-b (2):

Annual Reports.

SUBJECT: Program Update for 2014.

RECOMMENDATION:

This item is an informational item only.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member, currently serves as vice-chair of the board. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section which authorizes state "qualified tuition plans." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as \$100 with subsequent contributions as small as \$25 dollars or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

ANALYSIS:

A new contract for program management of the plan began in 2010. TIAA-CREF Tuition Financing Inc., which administered the program during its first ten years, also won the new contract to continue administering the program. As a result of the re-bidding process, program participants have benefited from both lower costs and additional investment options. The current contract called for an initial five-year contract period from 2010 to 2015 with an option, at the discretion of the board, of a second five-year term to run from 2015 to 2020. Prior to the expiration of the initial five year contract, the board approved the five year extension at the June 3, 2014 meeting.

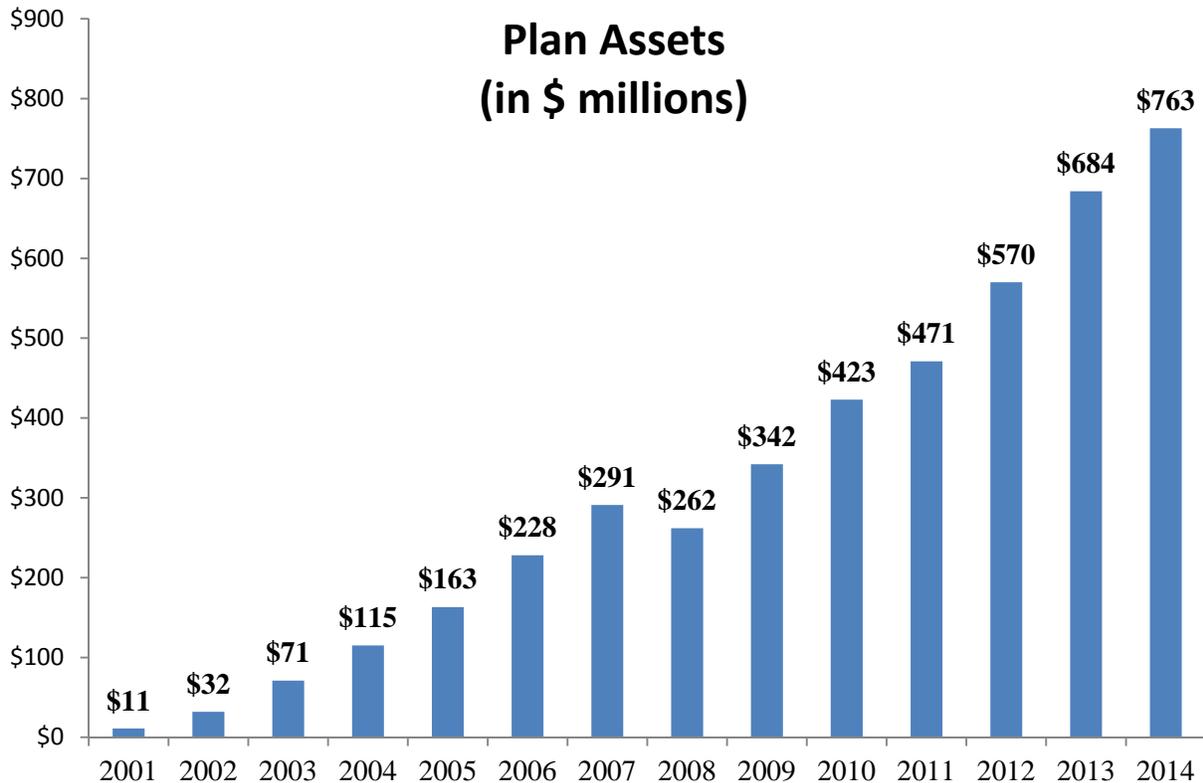
Following a 10 percent decline in asset values in 2008, the program's assets continued their sixth straight year of growth, increasing in 2014 by \$79 million. Since the program's inception, Oklahoma families have withdrawn over \$267 million to pay for college expenses.

Account and Asset Growth: The following table shows the growth of the program over the past fourteen years.

OCSF History of Account and Asset Growth

| | # of Investment Option Accounts | Unduplicated Total Accounts | Annual % Chng | Total Assets | Annual % Chng |
|----------------|--|-----------------------------------|------------------|---------------|------------------|
| As of 12/31/01 | 3,830 | | 160% | \$10,729,693 | 251% |
| As of 12/31/02 | 12,017 | | 213% | \$32,262,626 | 201% |
| As of 12/31/03 | 18,647 | | 55% | \$70,823,971 | 120% |
| As of 12/31/04 | 24,390 | | 31% | \$115,325,223 | 63% |
| As of 12/31/05 | 28,741 | | 18% | \$163,146,757 | 41% |
| As of 12/31/06 | 32,735 | | 14% | \$228,073,626 | 40% |
| As of 12/31/07 | 38,123 | | 16% | \$290,897,749 | 28% |
| As of 12/31/08 | 41,744 | | 9% | \$262,026,337 | -10% |
| As of 12/31/09 | 44,466 | | 7% | \$342,305,879 | 31% |
| As of 12/31/10 | 47,326 | | 6% | \$422,735,335 | 23% |
| As of 12/31/11 | 51,088 | | 8% | \$470,891,493 | 11% |
| As of 12/31/12 | 54,915 | 45,170* | 7% | \$570,296,748 | 21% |
| As of 12/31/13 | 58,869 | 48,453* | 7% | \$684,331,826 | 20% |
| As of 12/31/14 | 62,974 | 51,830* | 7% | \$762,694,816 | 11% |

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.



Allocation of Investments: Most account owners choose the aged-based investment option that automatically adjusts the types of investments for the account as the child grows older. The following table shows the distribution of accounts and assets among the investment options as of 12/31/14.

| | # of Investment Option | <u>% of Total</u> | <u>Total Assets</u> | <u>% of Total</u> |
|---------------------------------------|------------------------------|-------------------|----------------------|-------------------|
| Age-Based Allocation | 30,685 | 48.73% | \$394,826,146 | 51.77% |
| 100% Equity Option | 7,411 | 11.77% | \$113,886,817 | 14.93% |
| Guaranteed Option | 6,993 | 11.10% | \$64,631,700 | 8.47% |
| Balanced Option | 3,765 | 5.98% | \$31,453,935 | 4.12% |
| Diversified Equity Option | 2,643 | 4.20% | \$25,518,619 | 3.35% |
| Fixed Income Option | 1,348 | 2.14% | \$11,105,548 | 1.46% |
| Equity Index Option | 1768 | 2.81% | \$17,011,663 | 2.23% |
| Oklahoma "SEED" Accounts ¹ | 1,360 | 2.16% | \$1,945,977 | 0.26% |
| Subtotal Direct-Sold Accounts | 55,973 | 88.88% | \$660,380,405 | 86.59% |
| Advisor-Sold Accounts | 7,001 | 11.12% | \$102,314,411 | 13.41% |
| Total - All Accounts | 62,974 | 100.00% | \$762,694,816 | 100.00% |

¹The "SEED" accounts are part of a long-term research project funded by private foundation grants. The foundation grants provide initial \$1,000 contributions for accounts of selected Oklahoma newborn children. The research project is intended to examine the impact of early college savings on the eventual college-going rates of the account beneficiaries.

Investment Options and 2014 Investment Performance:

Direct-Sold Program – The direct-sold program has nine investment options, including three age-based Managed Allocation options that mix equity, real estate, fixed income, and money market mutual funds based on the age of the beneficiary.

| | <u>2014 Performance</u> |
|--|-------------------------|
| Moderate Managed Allocation | +3.06% to +7.10% |
| Conservative Managed Allocation | +3.36% to +1.17% |
| Aggressive Managed Allocation | +7.95% to +4.38% |
| U.S. Equity Index | +12.09% |
| Diversified Equity | +5.62% |
| Global Equity Index | +7.94% |
| Balanced (60% equities, 40% bonds) | +5.48% |
| Fixed Income Option | +4.64% |
| Guaranteed Option (principal protected from loss) ² | +1.09% |

Advisor-Sold Program – The advisor-sold program has a total of nineteen investment options, including six age-based portfolios, two static portfolios, and eleven individual fund options. The 2014 performance reflects Class A shares.

| | |
|--------------------------------------|-------------------------|
| Age-Based Portfolios | <u>2014 Performance</u> |
| Ages 0-8 | +2.97% |
| Ages 9-11 | +3.13% |
| Ages 12-14 | +2.85% |
| Ages 15-16 | +2.44% |
| Ages 17-18 | +1.77% |
| Ages 19+ | +1.70% |
| Static Portfolios | <u>2014 Performance</u> |
| Capital Appreciation | +2.46% |
| Capital Preservation | +1.57% |
| Individual Funds | |
| AllianzGI Income & Growth | +4.39% |
| AllianzGI NFJ Dividend Value | +9.11% |
| AllianzGI NFJ International Value | -6.05% |
| PIMCO Diversified Income | +2.26% |
| PIMCO Global Multi-Asset | +6.99% |
| PIMCO Real Return | +2.56% |
| PIMCO Total Return | +3.91% |
| TIAA-CREF International Equity Index | -6.16% |
| TIAA-CREF Money Market | --- |
| TIAA-CREF S&P 500 Index Fund | +12.62% |
| TIAA-CREF Small-Cap Blend Index Fund | +4.32% |

Program Costs for Participants:

Direct-sold program: There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.42 percent to 0.86 percent, depending on the investment option.

Advisor-sold program: Investments in the advisor-sold program are purchased as either Class A or Class C shares. Class A shares have a 4.25 percent initial sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.73 percent to 1.76 percent. Class C shares have a 1.00 percent initial sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.73 percent to 2.51 percent.

National Ratings: SavingforCollege.com, an independent and authoritative website on state college savings plans, continues to give the OCSP a high rating (for Oklahoma residents, the direct-sold option was rated 4.5/5.0 and the advisor-sold option was rated 4.0/5.0). The program is also recommended by Kiplinger.com and the national financial aid website finaid.org.

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AGENDA ITEM #21-b (3):

Annual Reports.

SUBJECT: FY2014 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions.

RECOMMENDATION:

It is recommended that the State Regents accept the FY2014 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions and authorize its transmittal to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the eighteenth system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and include the authority to:

1. Employ and fix compensation of such personnel as deemed necessary....,
2. Direct the disposition of all moneys appropriated by the legislature...., and
3. Establish and maintain plans for ...retirement of employees.. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

As of June 30, 2014, 17 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2014, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2013 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2014, included 12 of 13 universities and constituents and five of 13 two-year colleges.
2. The present value of future pension obligations as of June 30, 2014, for those institutions reporting amounted a net of \$1,633,705. The current reporting format shows that nine (9) institutions have negative obligations for the future, having put aside funds for their liability. Ten (10) institutions reported no obligations and seven (7) reporting obligations.

COST OF POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 45 became effective with the June 2008 reporting period. Thus, this year's report reflects the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement is that institutions are now required to report the normal yearly costs paid for post-employment benefits, other than pensions, for healthcare and life insurance as well as the annual required contribution, as calculated through an actuarial formula, for the unfunded liability.

Costs of post-employment benefits other than pensions were reported by 19 institutions in FY 2014 and amounted to \$177,645,650. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in Attachment II of the report. Fourteen institutions reported FY2014 costs for medical insurance premiums for retirees amounting to \$176,988,924, or 99.6 percent of the total expenses. Seven institutions reported costs for life insurance premiums for retirees amounting to \$656,726. One institution, the University of Oklahoma, accounted for approximately 52.6 percent of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 45.4 percent. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

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

MINUTES

Seven Hundred Sixty-Third Meeting



January 29, 2015

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

Minutes of the Seven Hundred Sixty-Third Meeting
January 29, 2015

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Sixty-Third Meeting
of the
Oklahoma State Regents for Higher Education
January 29, 2015**

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, January 29, 2015, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 10, 2014. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Turpen called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Jody Parker, Ann Holloway, Ike Glass, Mike Turpen and John Massey. Regent Jay Helm joined at 9:04 a.m. Regent Ron White joined at 9:20 a.m.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Stricklin, to approve the minutes of the State Regents' Committee-of-the-Whole meeting on December 3, 2014 and the minutes of the State Regents' regular meeting December 4, 2014. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Turpen reflected on the upcoming 20th anniversary of the Oklahoma City bombing. He asked the State Regents to consider approving a resolution at the March State Regents' meeting paying homage to the Oklahoma standard "victory over victimization."
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also distributed a

recent article from *The Oklahoman* written by Kathryn McNutt focusing on the institutional Complete College America presentations. Chancellor Johnson also stated that the Oklahoma State Regents for Higher Education have conducted several successful legislative tours in the past several months.

6. NEW PROGRAMS.

a. Regent Massey made a motion, seconded by Regent Helm, to approve the request from Southeastern Oklahoma State University to offer the Graduate Certificate in Management. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

7. PROGRAM DELETIONS. Regent Helm made a motion, seconded by Regent Massey, to approve the following requests for program deletions:

- Carl Albert State College requested to delete the Associate in Applied Science in Radiologic Technology.

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

8. POLICY.

a. Regent Helm made a motion, seconded by Regent Holloway, to approve revisions to the *Cooperative Alliances Between Higher Education Institutions and Technology Centers* policy. Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin, Helm and Parker. Voting against the motion were none.

b. Regent Helm made a motion, seconded by Regent Holloway, to approve revisions to the *Credit for Extracurricular Learning* policy. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, Helm, Parker and Holloway. Voting against the motion were none.

c. Regent Helm made a motion, seconded by Regent Holloway, to approve revisions to the *Teacher Education* and *Teacher Professional Development Residency Program* policies.

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

9. **OKLAHOMA'S PROMISE.** Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided Regents with an update on the Oklahoma's Promise scholarship program. Regent Massey made a motion, seconded by Regent Stricklin, to accept the Oklahoma's Promise 2013-2014 Year-End Report. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway, Glass and Turpen. Voting against the motion were none.
10. **E&G BUDGET.** Regent Stricklin made a motion, seconded by Regent Helm, to approve the allocation of \$893,137.02 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Turpen and Massey. Voting against the motion were none.
11. **POLICY.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the proposed permanent rule revisions to the Regents Purchasing Policy. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.
12. **EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR).** Regent Stricklin made a motion, seconded by Regent Parker, to approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation EPSCoR Research Infrastructure Improvement Award and an allocation of \$800,000 for this program for FY 2015. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Turpen, Massey, Stricklin and White. Voting against the motion were none.
13. **CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve the following purchases for amounts in excess of \$100,000:
 - a. Expenditure request from OneNet to purchase Juniper routers and switches in the amount

of \$400,000. The equipment will be used to upgrade the Oklahoma Department of Mental Health and Substance Abuse Services network.

- b. An increase in the amount of \$30,100 is needed for the Suddenlink Media purchase order, which was originally, ratified at the September 4, 2014 State Regents' meeting for the amount of \$80,500. OneNet is upgrading Internet services for Hilldale, Muskogee, Seminole and Woodward public schools.
- c. An increase in the amount of \$137,000.00 is needed for the Skyrider Communication Incorporated purchase order, which was originally, ratified at the October 16, 2014 State Regents' meeting for the amount of \$32,000. OneNet is providing Internet service for the school districts of Riverside, Wainwright, Bowring, Tannehill, Indianola, Monroe, Fanshawe, Madill, Kildare and Peckham.

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

14. DELETED ITEM.

15. TECHNOLOGY TRANSFER. Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, provided Regents with an update on the Technology Transfer Report and Policy Review. Regent Massey made a motion, seconded by Regent Parker, to accept the Technology Transfer Report. Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

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

17. EXECUTIVE SESSION. Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

18. CONSENT DOCKET. Regent Parker made a motion, seconded by Regent Helm, to approve the following consent docket items.

a. Programs.

(1) Program Modifications. Approval of institutional requests.

(2) Program Suspension. Approval of institutional requests.

b. Reconciliation. Approval of institutional request for program reconciliation.

c. Electronic Delivery. Approval of requests to offer existing degree programs via online delivery for Carl Albert State College.

d. GEAR UP. Ratification of incentive support for implementation of the College Liaison/Coach intervention strategy serving students at participating GEAR UP middle and high schools.

e. Agency Operations. Ratification of purchases over \$25,000.

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

19. REPORTS. Regent Massey made a motion, seconded by Regent Stricklin, to approve the following reports:

a. Programs. Status report on program requests.

b. Annual Reports.

(1) Report of the Oklahoma State University Center for Veterinary Health Sciences policy exception regarding transfer admissions.

(2) Report of the University of Oklahoma's holistic admission process.

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

20. REPORT OF THE COMMITTEES.

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee did not meet.

21. NEW BUSINESS. No new business was brought before the Regents.

22. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Turpen announced that the next regular meetings are scheduled to be held on Wednesday, March 4, 2015 at 10:30 a.m. and Thursday, March 5, 2015 at 9 a.m. at East Central University in Ada, Oklahoma.

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

ATTEST:

Michael C. Turpen, Chairman

Toney Stricklin, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, January 28, 2015

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, January 28, 2015, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on October 10, 2014. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Ann Holloway, Ike Glass, Jimmy Harrel, Mike Turpen and John Massey. Regent Jody Parker joined at 10:38 a.m. and Regent Jay Helm joined at 11:04 a.m. Regent Turpen called the meeting to order and presided.
3. **COMPLETE COLLEGE AMERICA.** Chancellor Glen Johnson stated that all institutions have been asked to give a brief presentation on their 2014-2015 Institutional Degree Completion plans at the spring 2015 Committee-of-the-Whole meetings. The institutions presenting at the January meeting were: Oklahoma State University, Southwestern Oklahoma State University and Tulsa Community College.
 - a. Oklahoma State University (OSU). President Burns Hargis and Dr. Gary Sandefur, Provost and Senior Vice President, gave a brief presentation on OSU's Complete College America (CCA) initiatives. President Hargis began by stating that OSU's first goal is to increase their college graduates. Dr. Sandefur stated that OSU has been focusing on college readiness, remediation reform, pathways to success, degree completion and rewarding performance. OSU has many initiatives underway to assist with these goals such as a P-12 Academic Partnerships office, a math placement system, reverse transfer initiatives, and restructuring alignment of advisors. Dr. Sandefur finished by stating that OSU is improving and growing.
 - b. Southwestern Oklahoma State University (SWOSU). President Randy Beutler gave a brief presentation on SWOSU's CCA initiatives. President Beutler began by stating that SWOSU has several initiatives underway including creating an honors program, an intrusive advisement program and analyzing data to see why students leave the university. SWOSU has also created the Bulldogs Angels fund that helps students who are one financial crisis away from having to withdraw. Additionally, the SWOSU College of Pharmacy Rural Health Network has partnered with pharmacies across the state to place a SWOSU Pharmacy student at their location for Medication Therapy Management Services.
 - c. Tulsa Community College (TCC). President Leigh Goodson gave a brief presentation on TCC's CCA initiatives. President Goodson stated that as part of Achieving the Dream, TCC has had the opportunity to focus on degree completion, improving college readiness, strengthening pathways, remediation and increasing adult completion. President Goodson also mentioned the TCC EXCElerate program for concurrent high school students as well as the reverse transfer partnerships with several regional institutions as a factor in TCC's degree completion success. Additionally, President Goodson stated that

the Tulsa Achieves program is a good investment for Oklahoma degree completion, providing full tuition and fees for every high school student who graduates from a Tulsa County high school.

4. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents' for Higher Education, advised Regents that there was not a need to go into executive session.
5. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet stated that Oklahoma State Regents for Higher Education (OSRHE) staff attended the January 2015 meeting of the Oklahoma Board of Equalization. She stated that there is a 4-5 percent revenue deficit which will most likely get larger but it is still too early to speculate on the governor's budget.
6. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Associate Vice Chancellor for Governmental Relations, gave a brief legislative update. Ms. Hunt started by saying that all of the legislative tours were well attended and she reviewed several pieces of legislation.
 - HB 2180 – This bill would require an Oklahoma's Promise student to complete 30 hours per academic year and extend the application eligibility to the end of a student's 11th grade year.
 - SB 137 – This bill would develop an appeals process for students denied an Oklahoma's Promise scholarship.
 - SB 177 – This bill would increase the income eligibility for Oklahoma's Promise to \$55,000.
 - SB 504 – This bill would allow the Oklahoma's Promise scholarship to be used for an online institution.
 - SB 557 – This bill would allow faculty who have a valid handgun license to carry a licensed weapon on campus.
 - SB 461 – This bill would allow any individual with a valid handgun license to carry a licensed weapon on campus.
 - SB 212 – This bill would require every institution to publicly post their firearm policy.
 - SB 1265 - This bill would allow any individual with a valid handgun license to carry a licensed weapon on a private college campus.
 - HB 1733 – This bill would create a trust fund to cover a student's tuition and fees at a two year institution.
 - HB 1732 – This bill would allow funds from the Tobacco Settlement Endowment Fund to be used for endowed chairs.
 - HB 2081 – This bill would require the OSRHE to establish a transition and postsecondary program for students with intellectual disabilities.
 - SB 589 – This bill would require private institutions to publicly post the cost and transferability of their courses.

Ms. Hunt stated that the list will grow as the session continues.

7. **SREB.** Chancellor Johnson briefly summarized his presentation at the recent Southern Regional Education Board (SREB) Commission on College Affordability meeting. He stated that he discussed Oklahoma's ranking among the nation in affordability and best states for recent graduates. He also discussed Oklahoma's formula, favorable economic climate, lower cost of living and low unemployment.

8. TASKFORCE REPORTS.

- a. **Online Education Task Force.** Dr. Blake Sonobe gave a brief update on the work of the State Regents' Online Education Task Force. Dr. Sonobe stated that at the next meeting, Mr. Ken Parker, Chief Executive Officer of NextThought, will give a presentation regarding Oklahoma's next steps in digital education. Additionally, the task force is planning an Online Summit on April 17, 2015 for online educators.
- b. **State Regents' Campus Safety and Security Task Force.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, gave a brief update on the work of the State Regents' Campus Safety and Security Task Force. Ms. Caddell stated that the three work groups are currently working on projects.

The Campus Best Practices workgroup is working with the Council on Student Affairs to provide Title IV training.

The Training and Plan Development workgroup is working to develop top training needs for all staff.

The Issue Monitoring Advocacy and Research workgroup will be working closely with Ms. Hollye Hunt on the composition of the legislature and support during the legislative session.

9. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the January 2015 update on institutional activities.

10. UPCOMING EVENTS.

Chancellor Johnson discussed several upcoming events this fall:

- a. January 30, 2015— Higher Education's Distinguished Service Award presentation to Senator John Ford — 10:00 a.m. at Arvest Bank in Bartlesville, Oklahoma.
- b. February 5, 2015 — Higher Education's Distinguished Service Award presentation to Representative Jon Echols — 2:30 p.m. at Oklahoma City Community College in Oklahoma City, Oklahoma.
- c. February 10, 2015— Higher Education Day at the Capitol — 2:00 p.m. in the House Chamber at the State Capitol in Oklahoma City.
- d. March 4, 2015— State Regents' Committee-of-the-Whole Meeting— 10:30 a.m. at East Central University in Ada, Oklahoma.
- e. March 5, 2015— State Regents' Regular Meeting —9:00 a.m. at East Central University in Ada, Oklahoma.
- f. March 5, 2015— Online Education Task Force — 10:30 a.m. at East Central University in Ada, Oklahoma.

11. ADJOURNMENT.

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

ATTEST:

Michael C. Turpen, Chairman

Toney Stricklin, Secretary