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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# Agenda

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September 6, 2018

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 6, 2018 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on September 6, 2018.

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

# **A G E N D A**

Thursday, September 6, 2018 – 9:15 a.m.  
Or immediately following the 8:30 a.m. meeting  
State Regents' Conference Room  
655 Research Parkway, Suite 200, Oklahoma City  
Chairman Jay Helm, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion).
5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

## **STUDENTS**

6. **Students.** A student reports on higher education's impact. Page 5.

## **ACADEMIC**

7. **New Programs.**
  - a. Oklahoma State University. Approval to offer the Bachelor of Science in Human Sciences in Early Child Care and Development, the Graduate Certificate in Program Evaluation, and the Graduate Certificate in Workforce and Adult Education. Page 7.
  - b. Oklahoma State University Center for Health Sciences. Approval to offer the Graduate Certificate in Medical Sciences. Page 25.
  - c. University of Oklahoma. Approval to offer the Master of Science in Finance, the Executive Master of Business Administration in Energy, and the Bachelor of Arts in Health, Medicine, and Society; and approval to offer the Bachelor of Public Health in Public Health in collaboration with the University of Oklahoma Health Sciences Center. Page 31.
  - d. University of Oklahoma College of Law. Approval to offer the Graduate Certificate in International Law. Page 53.

- e. Rose State College. Approval to offer the Certificate in Administrative Office Professional and the Certificate in Cyber Security. Page 59.
- 8. **Program Deletions.** Approval of institutional requests for program deletions. Page 67.
- 9. **Academic Plans.** Acknowledgement of academic plans submitted by institutions. Page 69.
- 10. **Degree Completion Plans.** Acknowledgement of degree completion plans submitted by institutions. Page 75.
- 11. **Policy Exception.** Request for approval of policy exceptions for Oklahoma State University-Oklahoma City to admit Dove Science Academy students into the statewide Reach Higher degree completion program. Page 85.
- 12. **Policy.** Posting of revisions to the Teacher Education policy. Page 87.
- 13. **State Authorization.** Request to reauthorize a private institution operating in Oklahoma. Page 95.
- 14. **Grants.** Allocation of the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate grant programs. Page 99.
- 15. **Academic Scholars Program.** Authorization of freshmen institutional nominees for Fall 2019. Page 105.
- 16. **Regional University Baccalaureate Scholarship Program.** Approval of freshmen scholarship slots for 2019-20. Page 109.
- 17. **Oklahoma's Promise.**
  - a. Posting of proposed Oklahoma's Promise – Oklahoma Higher Learning Access Program Rule Revisions. Page 113.
  - b. Acceptance of Oklahoma's Promise Program Performance Review by the Southern Regional Education Board (SREB). Page 121.

## **FISCAL**

- 18. **E&G Budget.**
  - a. Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 127.
  - b. Approval of the fifth year of a five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project. Page 129.
- 19. **Master Lease Program.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2018A Master Lease Equipment Projects. Page 131.
- 20. **Contracts and Purchases.**



- a. Approval of FY 2019 Purchases in excess of \$100,000. Page 137.
  - b. Acceptance of Career Tech Carl Perkins Contract. Page 139.
21. **Investments.** Approval of investment managers. Page 143.

## EXECUTIVE

22. **Concurrent Student Enrollment Report.** Acceptance of the 2016-2017 Concurrent Student Enrollment Report. Page 145.
23. **State Regents' Meetings.** Approval of the proposed 2019 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 153.
24. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 155.
25. **Executive Session.** Page 157.
- a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
  - b. Enter into executive session.
  - c. Open session resumes.
  - d. Vote to exit executive session.

## CONSENT DOCKET

26. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Programs.
    - (1) Approval of institutional requests for program modifications. Page 159.
    - (2) Ratification of institutional requests for program suspensions. Page 179.
  - b. Northeastern State University. Approval of request to offer the existing Bachelor of Science in Health Organizations Administration through online delivery. Page 181.
  - c. Cooperative Agreements. Western Oklahoma State College. Ratification of request to delete a cooperative agreement program. Page 185.

- d. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 187.
- e. Agency Operations.
  - (1) Ratification of purchases in excess of \$25,000 for FY2018. Page 189.
  - (2) Approval of a new plan document for existing agency 403(b) retirement plan. Page 193.
- f. Personnel. Ratification of the appointment of the Director of Human Resources, Director of Student Performance Data, and the Director of Workforce and Economic Development. Page 195.
- g. Resolutions. Approval of resolutions honoring retiring staff. Page 217.

## **REPORTS**

- 27. **Reports.** Acceptance of reports listed.
  - a. Programs. Current status report on program requests. Page 219. (Supplement)
  - b. Annual Reports.
    - (1) Annual status report on program requests. Page 221. (Supplement)
    - (2) Teacher Education Program Admission Study. Page 223.
    - (3) Tuition and Fees Rate Book, FY2019. Page 231. (Supplement)
    - (4) Student Cost Survey, FY2019. Page 233. (Supplement)
    - (5) Cash Reserve Report for FY2019. Page 241. (Supplement)
    - (6) Faculty Salary Report FY2018. Page 243. (Supplement)
- 28. **Report of the Committees.** (No Action, No Discussion).
  - a. Academic Affairs and Social Justice and Student Services Committees.
  - b. Budget and Audit Committee.
  - c. Strategic Planning and Personnel Committee and Technology Committee.
  - d. Investment Committee.
- 29. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, October 24, 2018 at 10:30 a.m. and Thursday, October 25, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.
- 30. **Adjournment.**

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #5:**

**Report of the Chancellor.**

**SUBJECT:** Report of the Chancellor's activities on behalf of the State Regents for the period of June 15, 2018 through August 23, 2018.

**RECOMMENDATION:**

**This is an information item only.**

**ANALYSIS:**

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of June 15, 2018 through August 23, 2018:

- Met with University of Central Oklahoma (UCO) President Don Betz in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President-Designate Stephen Pruitt to discuss higher education and SREB issues.
- Met with Representative Cyndi Munson in Oklahoma City to discuss higher education issues.
- Met with Senator Tom Dugger in Oklahoma City to discuss higher education issues.
- Met with University of Oklahoma College of Education Dean Gregg Garn in Oklahoma City to discuss education issues.
- Attended Oklahoma State Chamber Board of Directors Meeting at the National Cowboy & Western Heritage Museum in Oklahoma City.
- Participated in conference call with Dr. Brit Kirwan, Chancellor Emeritus of the University of Maryland System and Senior Fellow with the Association of Governing Boards to discuss higher education issues.
- Met with University of Oklahoma (OU) President-Designate Jim Gallogly in Oklahoma City to discuss higher education issues.
- Participated in conference call with Kansas Board of Regents President Blake Flanders to discuss higher education issues.
- Attended Southern Regional Education Board (SREB) annual meeting in Boca Raton, Florida.
- Met with Senator Gary Stanislawski, Southern Regional Education Board (SREB) President Dave Spence, and SREB Vice President for Postsecondary Education Cheryl Blanco during the SREB annual meeting in Boca Raton, Florida to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) conference call to discuss SHEEO issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss SHEEO issues.
- Met with Senator Ron Sharp in Shawnee to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education and SREB issues.

- Met with KGOU General Manager Dick Pryor in Oklahoma City to discuss higher education issues.
- Attended and presided as Chair at the State Higher Education Executive Officers Association (SHEEO) Annual Meeting in Park City, Utah.
- Met with Representative Jacob Rosecrants in Oklahoma City to discuss higher education issues.
- Met with Oklahoma State Chamber President Fred Morgan in Oklahoma City to discuss higher education issues.
- Met with Tulsa Community College President Emeritus Tom McKeon in Oklahoma City to discuss higher education issues.
- Met with Oklahoma Christian University President John deSteiguer in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn to discuss higher education issues.
- Participated in conference call with University of Oklahoma Vice President and General Counsel Anil Gollahalli to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Met with Southeastern Oklahoma State University (SEOSU) President Sean Burrage and Speaker of the Oklahoma House of Representatives Charles McCall in Atoka to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss SHEEO issues.
- Met with Representative Kevin Wallace and Representative Chris Kannady in Oklahoma City to discuss higher education issues.
- Met with Representative Chad Caldwell in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma State University – Oklahoma City (OSU-OKC) President Brad Williams to discuss higher education issues.
- Met with Representative Emily Virgin in Oklahoma City to discuss higher education issues.
- Met with Tulsa Community College President Emeritus Tom McKeon and Tulsa Impact Executive Director Kathy Seibold in Oklahoma City to discuss higher education issues.
- Attended retirement dinner honoring Lieutenant General Lee Levy at Tinker Air Force Base.
- Participated in conference call with Dr. Brit Kirwan, Chancellor Emeritus of the University of Maryland System and Senior Fellow with the Association of Governing Boards to discuss higher education issues.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Met with Oklahoma Panhandle State University (OPSU) President Tim Faltyn, Cameron University (CU) President John McArthur, and Northeastern Oklahoma A&M College (NEO) President Jeff Hale in Oklahoma City to discuss higher education issues.
- Met with House Appropriations and Budget Committee Chair Kevin Wallace at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with former Oklahoma City Mayor Ron Norick in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Chair Garrett King to discuss OETA issues.
- Met with House Speaker Pro Tempore Harold Wright in Oklahoma City to discuss higher education issues.
- Met with Southern Regional Education Board (SREB) President Stephen Pruitt in Oklahoma City to discuss higher education issues.

- Attended luncheon honoring University of Oklahoma (OU) President Jim Gallogly at OU in Norman.
- Attended Greater Oklahoma City Chamber's State of the Schools luncheon at the National Cowboy and Western Heritage Museum in Oklahoma City.
- Attended State Fair Board of Directors meeting in Oklahoma City.
- Met with Senator Greg Treat in Oklahoma City to discuss higher education issues.



Meeting of the  
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**AGENDA ITEM #6:**

**Students.**

*This is an oral presentation.*





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #7-a:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval to offer the Bachelor of Science in Human Sciences in Early Child Care and Development, the Graduate Certificate in Program Evaluation, and the Graduate Certificate in Workforce and Adult Education.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Human Sciences in Early Child Care and Development via electronic delivery, the Graduate Certificate in Program Evaluation via traditional and electronic delivery, and the Graduate Certificate in Workforce and Adult Education via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Science in Human Sciences in Early Child Care and Development.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 12 students in Fall 2023; and  
Graduates: a minimum of 5 students in 2023-2024.
- **Graduate Certificate in Program Evaluation.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 6 students in Fall 2022; and  
Graduates: a minimum of 5 students in 2022-2023.
- **Graduate Certificate in Workforce and Adult Education.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 6 students in Fall 2019; and  
Graduates: a minimum of 3 students in 2019-2020.

**BACKGROUND:**

**Academic Plan**

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

**CAS, College of Arts and Sciences**

- Retention remains the top priority. Several new initiatives to improve retention include working with department heads to place high caliber instructors in courses taken by first-year students and

converting lecturer and adjunct instructional appointments to Teaching Assistant Professor positions to attract high quality faculty working on multi-year contracts.

- Curriculum revision is a second priority. CAS departments and schools are presently involved in efforts to update and modernize undergraduate and graduate degree and certificate programs in ways that recognize changing workforce needs and career opportunities. This initiative has included a reexamination of general education courses, departmental course requirements for degrees, and the content and organization associated with individual courses.

#### **CASNR, College of Agricultural Sciences and Natural Resources**

- Improving undergraduate retention and graduation rates is a main priority. Departments are reexamining academic advising support, promoting undergraduate research opportunities, offering extensive internship programs, and completing comprehensive reviews of degree programs. The college is also providing support for retention and academic success programs, including the adoption of a personal financial literacy curriculum.
- Increasing graduate program enrollment and corresponding assistantship support is another priority. While the investment in GTA stipends has increased, support for GRA positions has decreased due to reductions in the OAES budget and retirements/departures of research faculty. Quality graduate students are critical to faculty research success and also to support undergraduate student retention.
- The Department of Animal Science is considering a name change to better reflect both undergraduate majors offered in the department (animal science and food science).

#### **CEAT, College of Engineering, Architecture and Technology**

- Matching resources and academic opportunities with growing enrollment is the main priority. CEAT is in process of installing new qualified admissions criteria for freshman and transfer students. These new criteria will apply to fall 2018 incoming students.
- Improving freshman retention is parallel to this effort. CEAT has developed a new Freshman Living Learning Community with focused programming in Parker Hall – available fall 2017.
- Increase the technology fee this year and consider increases in the future to attain at least on par with peers for technology resources.
- Continue to grow the CEAT faculty and update CEAT facilities to meet growing enrollment and to modernize classrooms and labs.

#### **COE, College of Education**

- Increasing enrollment growth in new degree programs in Nursing, Exercise Science, and the Master of Arts in Teaching is a main priority.
- Increasing the rate of degree completion in our undergraduate majors is also a priority.

#### **COHS, College of Human Sciences**

- An increase in undergraduate enrollment in two academic majors within the Human Sciences College (Design, Housing & Merchandising; Hotel & Restaurant Administration) while maintaining undergraduate enrollment in two other academic majors (Nutritional Sciences; Human Development and Family Science) is a primary priority.
- The School of Hotel & Restaurant Administration (HRAD) will have a name change to Hospitality & Tourism Management. They will also propose to change the name of the undergraduate major to Hospitality & Tourism Management including four embedded specializations, allowing each student to choose an emphasis associated with his/her chosen career path. The School is making adjustments to undergraduate program requirements in

keeping with changes in the hospitality industry and in sync with the program's Advisory Board input.

### **SSB, Spears School of Business**

- The introduction and roll-out of new and revised courses in the core curriculum, which include interpersonal, leadership, and career-readiness skills, along with expansion of Excel and data analysis skills are the main priorities.
- Ensuring that all students have access to and participate in a variety of career-readiness initiatives, including Eastin Center activities, mentoring, internships, and study abroad is an additional priority.

### **CVHS, Center for Veterinary Health Sciences**

- Rebuilding faculty in key specialties is a main priority.
- Completing a comprehensive curriculum review is an additional priority.

### **OSU-Tulsa**

- Development of an Academic Strategic Plan is a main priority.

### **OSU-CHS, Center for Health Sciences**

- Opening of the TANDY Medical Academic Building with its medical simulation center is a major milestone which will facilitate the training of medical students and residents with state-of-the-art simulation facilities. Through strategic planning, the priorities are being assessed and best use of vacated space at the CHS by the opening of the TANDY Medical Academic Building is under consideration.
- Internal review of all graduate programs as part of a strategic assessment to determine the direction of each of the respective programs for the next 10 years is an additional priority.

### **New Academic Programs under consideration or proposal**

#### **CAS**

- Undergraduate certificate in Teaching English to Speakers of Other Languages (TESOL)
- Undergraduate certificates in Digital Media Production and Social Media Strategy
- Undergraduate certificate in Pre-nursing
- Undergraduate certificate in Digital Humanities
- Graduate certificate in GIS in Oil and Gas
- Graduate certificate in Crisis Communication
- Graduate certificate in Higher Education Teaching Content
- BS in American Studies
- BS in Medicinal and Biological Chemistry
- BA in Arts Administration
- Undergraduate Certificate in Pre-medical Sciences

#### **CASNR**

- BSAG in Agricultural Mechanical Technology
- Professional 1-year Master's program in Biochemistry and Molecular Biology
- Online MAG and MS through Masters of International Agriculture
- Undergraduate and Graduate certificates in various specialized areas of study, including college teaching in agriculture and natural resources, food safety, agricultural leadership, social sciences research associated with agriculture and natural resources, equine science, ag systems

management, grain elevator safety, aeration system design and management, materials handling design, ag energy management, irrigation management, renewable energy management, sustainable ag production, precision agriculture management, bioforensic techniques, and plant protection.

#### **CEAT**

- PhD in Petroleum Engineering
- BS in Fire Protection and Safety Engineering
- ME in Mechanical and Aerospace Engineering
- Graduate certificate in the School of Architecture (in the approval process)
- Graduate certificate program in composite materials
- Graduate certificate program in manufacturing
- MS in Materials Science and Engineering (new degree track for part-time students)

#### **COE**

- PhD in Counseling Psychology
- Undergraduate certificate program in Career and Technical Education
- Graduate certificate in Workforce and Adult Education
- Graduate certificate in Civic and Community Leadership
- Graduate certificate in Title IX offered through the Higher Education Program
- Undergraduate Certificate in Teaching English Language Learners
- Graduate Certificate in Teaching English Language Learners

#### **COHS**

- BSHS in Early Childhood Education
- BSHS (online) in Early Care and Education
- Graduate certificate in Advanced Revenue Management
- Undergraduate certificate in Personal (or Family) Financial Planning
- MS (online) in Family and Consumer Sciences Education
- PhD in Human Development and Family Science

#### **SSB**

- BSBA in Environmental Management (interdisciplinary program in Tulsa)
- BSBA in Cybersecurity
- MS in Health Analytics (interdisciplinary)
- MS in Human Resources Management
- Undergraduate certificate in Cybersecurity 1
- Undergraduate certificate in Cybersecurity 2
- Undergraduate certificate in Energy Business
- Undergraduate certificate in Information Systems Development 1
- Undergraduate certificate in Information Systems Development 2
- Undergraduate certificate in Real Estate
- Graduate certificate in Advanced Systems Development
- Graduate certificate in Data Science
- Graduate certificate in Energy Business
- Graduate certificate in Healthcare Informatics and Analytics
- Graduate certificate in Real Estate

## OSU-CHS

- New Learning Site at Cherokee Nation Hospital in Tahlequah, Oklahoma. The MPH and DO degrees are under plans for that location of Osteopathic Medicine
- Graduate certificate in Biomedical Sciences
- Graduate certificate in Health Care Administration
- Graduate certificate in Global Health
- PhD in Athletic Training
- MS degree Physician Assistant Studies in the School of Allied Health.
- PhD in Forensic Science

## APRA Implementation

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

Since 1992, Oklahoma State University has taken the following program actions in response to APRA:

33	Degree and/or certificate programs deleted
116	Degree and/or certificate programs added

## Program Review

OSU offers 255 degree and/or certificate programs as follows:

36	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
93	Baccalaureate Degrees
79	Master's Degrees
47	Doctoral Degrees
0	First Professional Degrees

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

## Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Science in Human Sciences in Early Child Care and Development at their March 2, 2018 meeting and the Graduate Certificate in Program Evaluation and the Graduate Certificate in Workforce and Adult Education at their June 22, 2018 meeting. OSU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);

- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Grad Cert in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);

- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531); and
- Certificate in Interface Excellence (495).

OSU requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Bachelor of Science in Human Sciences in Early Child Care and Development**

**Program purpose.** The proposed program will address the need for professionals who work with young children, birth through age eight, and their families in an increasingly mobile society.

**Program rationale and background.** Mobile families include those who are homeless, living in poverty, immigrant families, military families, and/or traveling to earn wages. Upon completion of the proposed program, graduates will be qualified to work in a variety of early childhood care settings with young children and families, including Early Head Start, Head Start, child care centers, preschool programs, home-based family child care programs, U.S. Department of Defense Child Development Centers, and before/after-school programs. According to the Oklahoma Department of Human Services (OKDHS), the number of child care facilities and their total capacity has been declining from 5,203 centers in 2008 to 3,409 centers in 2016. Furthermore, in 2015, an OKDHS report indicated that the percentage of parents who experienced difficulty seeking childcare rose from 22 percent in 2011 to 31 percent in 2013, to 44 percent in 2015. OSU’s College of Human Sciences was invited to participate in offering this program in collaboration with the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) in an effort to address the supply and demand issue facing child care availability in Oklahoma. The Great Plains IDEA is a consortium of 13 peer universities that launched its first program in 1999. The proposed program already exists in the consortium and has been delivered by six Great Plains IDEA partners since Fall 2015.

**Employment opportunities.** The demand for early child care providers is well documented with the U.S Bureau of Labor Statistics, which projects employment growth for Preschool and Childcare Center Directors at 11 percent through 2026. Similarly, Oklahoma Employment Security Commission data indicates an 11 percent employment growth in this field. Additionally, the latest federal Head Start performance standards require at least 50 percent of all Head Start teachers nationwide to have a minimum of a bachelor’s degree in child development or early childhood education. OSU is confident that graduates of the proposed program will find employment within the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2023
Minimum Graduates from the program	5	2023-2024



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

<b>Institution</b>	<b>Existing Program</b>
Southeastern Oklahoma State University	Bachelor of Science in Early Intervention and Child Development (111)
University of Central Oklahoma	Bachelor of Science in Family Life Education (180) with an option in Family Life Education-Child Development
University of Oklahoma	Bachelor of Science in Education in Early Child Education (046) with an option in Early Childhood Education: Birth through Third Grade
Langston University	Bachelor of Science in Family and Consumer Sciences (021) with an option in Early Childhood Development

A system wide letter of intent was communicated by email on April 2, 2018. The University of Oklahoma (OU) requested a copy of the proposal, which was sent May 18, 2018. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Human Sciences in Early Child Care and Development program will consist of 120 total credit hours as shown in the following table. All courses currently exist within the Great Plains IDEA consortium. Fifteen new courses will be added to OSU’s inventory and the curriculum is detailed in the attachment (Attachment A).

<b>Content Area</b>	<b>Credit Hours</b>
General Education	40
Major Requirements	45
College/Departmental Requirements	3-5
General Electives	30-32
<b>Total</b>	<b>120</b>

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

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



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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Human Sciences in Early Child Care and Development are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$9,960	\$19,920	\$24,900	\$29,880	\$59,760
<i>Narrative/Explanation: Tuition for the Great Plains IDEA programs is \$415 per credit hour. OSU anticipates enrolling 2, 4, 5, 6, and 12 students in years 1 through 5 and students completing 12 credit hours of major course work per academic year.</i>					
<b>TOTAL</b>	<b>\$9,960</b>	<b>\$19,920</b>	<b>\$24,900</b>	<b>\$29,880</b>	<b>\$59,760</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$6,000	\$6,000	\$12,000	\$12,000	\$18,000
<i>Explanation: The amounts above reflect salary and benefits (.25 FTE per faculty per course) for OSU faculty teaching the Great Plains IDEA courses.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$5,000
<i>Explanation: The amount shown in year 5 reflects salary and benefits for one Graduate Teaching Assistant at .25 FTE.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$2,960	\$11,920	\$10,900	\$15,880	\$34,760
<i>Explanation: The amounts above are fees and teaching costs for collaborating with institutions in the Great Plains IDEA consortium.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0

Travel	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amounts above are the estimated costs of travel to annual Great Plains IDEA spring meetings.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$9,960</b>	<b>\$19,920</b>	<b>\$24,900</b>	<b>\$29,880</b>	<b>\$59,760</b>

### **Graduate Certificate in Program Evaluation**

**Program purpose.** The proposed certificate will acknowledge the completion of specialized coursework, documenting students’ knowledge, training, and skills in program evaluation.

**Program rationale and background.** Due to increased interest and demand for data-driven decisions within the fields of education, psychology, and other social behavioral sciences, there is a need to prepare future educators, psychologists, health providers, and others in related fields with the necessary skills in program evaluation. According to OSU, many students outside of the Research, Evaluation, Measurement, and Statistics (REMS) department enrolled in advanced-level REMS courses. Although their transcripts show completion of the courses required in the proposed program, earning a graduate certificate will provide students with an official credential as they seek employment opportunities.

**Employment opportunities.** The proposed graduate certificate is designed as an added credential for students seeking careers as Program Evaluators/Management Analysts. Program evaluators are in high demand in the public and private sector. School districts, community-based organizations, and human services/health organizations routinely have staff/departments dedicated to evaluating program effectiveness. Additionally, program evaluators are frequently employed by or funded through state and federal government organizations/institutes to evaluate programs, grants, and policies. According to Oklahoma Employment Security Commission data, career opportunities for Management Analysts are expected to increase 9 percent through 2026. Nationally, the Bureau of Labor Statistics data project a 12 percent growth through 2026. OSU is confident that students earning the proposed graduate certificate in addition to a bachelor’s or master’s degree will benefit through increased employment opportunities.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	6	Fall 2022
Minimum Graduates from the program	5	2022-2023

**Duplication and impact on existing programs.** There are no Graduate Certificate in Program Evaluation programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 30, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Graduate Certificate in Program Evaluation program will consist of 12 total credit hours as shown in the following table. No new courses will be added to OSU’s inventory and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	9
Guided Electives	3
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** Courses required for the proposed program will be delivered in both face-to-face and online format. Those courses offered online will be delivered primarily through Brightspace and will incorporate features within the software, including uploaded video lectures, links to additional reading tools, quizzes, and discussion boards to facilitate student-to-student and student-to-instructor conversations. The library, classroom, and lab space are adequate for the degree program.

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in Program Evaluation are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$19,066	\$17,386	\$18,207	\$17,527	\$17,347
<i>Explanation: The amounts above reflect current funds internally allocated to the REMS department.</i>					
Student Tuition	\$5,359	\$8,039	\$10,718	\$13,398	\$16,078
<i>Narrative/Explanation: OSU anticipates enrolling 2, 3, 4, 5, and 6 students in years 1 through 5. The amounts above were calculated based on students completing 12 credit hours in one academic year and tuition of \$223.30 per credit hour.</i>					
<b>TOTAL</b>	<b>\$24,425</b>	<b>\$25,425</b>	<b>\$28,925</b>	<b>\$30,925</b>	<b>\$33,425</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$1,000	\$1,000	\$2,500	\$2,500	\$2,500
<i>Explanation: The amounts above reflect a portion of salary for staff to provide support in the scheduling of classes and assisting faculty with course needs.</i>					
Faculty	\$16,425	\$16,425	\$16,425	\$16,425	\$16,425

*Explanation: The current average salary of the REMS faculty is \$65,699.21. Faculty are under a 1.00 FTE, teaching 4-5 courses per academic year. The REMS department approximates that half of the students enrolled in each of the courses within this certificate will officially declare the certificate and their program of study. As such, the budget expenses for faculty for courses related to this certificate are .25.*

Graduate Assistants	\$3,000	\$4,000	\$5,000	\$6,000	\$8,000
<i>Explanation: The amounts above are budgeted for Graduate Assistants who may facilitate online courses and grade assignments.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$3,000	\$3,000	\$4,000	\$5,000	\$5,500
<i>Explanation: The amounts above will be used to maintain computers necessary for courses, for supplies, and supplemental software.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: The amounts above are budgeted for printing exams, in-class worksheets, and other materials being provided to students.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$24,425</b>	<b>\$25,425</b>	<b>\$28,925</b>	<b>\$30,925</b>	<b>\$33,425</b>

### **Graduate Certificate in Workforce and Adult Education**

**Program purpose.** The proposed graduate certificate is designed for degreed professionals who desire to better their skills in training and teaching.

**Program rationale and background.** The proposed graduate certificate was developed in response to feedback from the Workforce and Adult Education Program Advisory Committee to provide key student populations with the necessary skills and training for a variety of occupational settings. One student population that would benefit from the graduate certificate are Career and Technical Education teachers who already have a bachelor's degree in their content area but need course work in instructional strategies and curriculum design. Another student population that would be interested in the proposed graduate certificate are those employed in adult training and curriculum development careers. Many industries hire trainers who can assist with the development of a skilled workforce.

**Employment opportunities.** According to Oklahoma Employment Security Commission data, career opportunities for Training and Development Specialists are expected to increase nearly 11 percent through 2026. Students pursuing the proposed graduate certificate will have already earned a bachelor's degree in specific content areas and are likely to be employed. The proposed graduate certificate will be an added credential in order to enhance skills in teaching and curriculum design.

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



Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2019
Minimum Graduates from the program	3	2019-2020

**Duplication and impact on existing programs.** There are no Graduate Certificate in Workforce and Adult Education programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 30, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Graduate Certificate in Workforce and Adult Education program will consist of 12 total credit hours as shown in the following table. No new courses will be added to OSU's inventory and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	9
Guided Electives	3
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** Courses required for the proposed program will be delivered in both face-to-face and online format. Those courses offered online will be delivered primarily through Brightspace and will incorporate features within the software, including uploaded video lectures, links to additional reading tools, quizzes, and discussion boards to facilitate student-to-student and student-to-instructor conversations. The library, classroom, and lab space are adequate for the degree program.

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in Workforce and Adult Education are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$16,078	\$16,078	\$16,078	\$16,078	\$16,078

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>Narrative/Explanation: OSU anticipates enrolling 6 students each year in years 1 through 5. The amounts above were calculated based on students completing 12 credit hours in one academic year and tuition of \$223.30 per credit hour.</i>					
<b>TOTAL</b>	<b>\$16,078</b>	<b>\$16,078</b>	<b>\$16,078</b>	<b>\$16,078</b>	<b>\$16,078</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<i>Explanation: The amounts above were calculated using an average faculty salary of \$60,000. The cost of faculty for the proposed graduate certificate has been calculated at .25 FTE.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,070	\$1,070	\$1,070	\$1,070	\$1,070
<i>Explanation: The amounts above are budgeted for printing marketing and promotional materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$16,070</b>	<b>\$16,070</b>	<b>\$16,070</b>	<b>\$16,070</b>	<b>\$16,070</b>

Attachments

## OKLAHOMA STATE UNIVERSITY

**BACHELOR OF SCIENCE IN HUMAN SCIENCES IN EARLY CHILD CARE AND DEVELOPMENT**  
**Program Requirements** **Credit Hours**

<b>General Education</b>		<b>40</b>
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I	3
ENGL 1213	Composition II	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History since 1865	3
POLS 1113	American Government	3
	Analytical and Quantitative Thought (courses designated A)	3
	Humanities (courses designated H)	6
	Natural Sciences (courses designated N)	6
	Social Sciences (courses designated S)	3
	Additional General Education (courses designated A, H, N, or S)	10
<b>College/Departmental Requirements</b>		<b>3-5</b>
HDFS 2113	Development Across the Lifespan	3
HS 3112	Human Sciences First-Year Seminar for Transfer Students	2
<b>Major Requirements</b>		<b>45</b>
*HDFS 3023	Child Development - Birth to 3 (Infant/Toddler)	3
*HDFS 3033	Child Development - Ages 4 to 8	3
*HDFS 3043	Professional Development for Early Childhood Educators	3
*HDFS 4013	Practicum I in Early Childhood	3
*HDFS 3263	Curriculum Development for Children Ages Birth to 3	3
*HDFS 3273	Curriculum Development for Children Ages 4-8	3
*HDFS 3283	Assessing Young Children and their Environments to Enhance Development	3
*HDFS 3293	Understanding and Adapting for Developmental Differences	3
*HDFS 3053	Child Guidance and Classroom Environments	3
*HDFS 4023	Practicum II in Early Childhood Art I	3
*HDFS 3303	Administration and Supervision in Early Childhood Settings	3
*HDFS 3063	Health, Safety, and Nutrition	3
*HDFS 3313	Technology and Young Children	3
*HDFS 3323	Diversity in the Lives of Young Children and Families	3
*HDFS 3333	Practicum III in Early Childhood	3
<b>General Electives</b>		<b>30-32</b>

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Students must take 27-29 credit hours so the number of  
credit hours completed totals 120.

<b>Total</b>	<b>120</b>
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\*Denotes new courses



**OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN PROGRAM EVALUATION**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>9</b>
REMS 5013	Research Methods	3
REMS 6373	Program Evaluation I	3
REMS 6383	Program Evaluation II	3
<b>Guided Electives</b>		<b>3</b>
Select one of the following		
SCFD 5913	Introduction to Qualitative Inquiry	3
SCFD 6123	Qualitative Research I	3
<b>Total</b>		<b>12</b>

**OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN WORKFORCE AND ADULT EDUCATION**

Program Requirements	Credit Hours
<b>Required Courses</b>	<b>9</b>
WAED 5013      Characteristics of Adult Learners	3
WAED 5153      Curriculum Planning in Occupational Education	3
WAED 5353      Instructional Strategies for Adults	3
<b>Guided Electives</b>	<b>3</b>
Select one of the following	
WAED 5123      Evaluation of Occupational and Workforce Education Programs and Instruction	3
WAED 5143      Organization and Administration of Adult Education	3
WAED 5203      Foundations of Adult and Continuing Education	3
WAED 5223      Program Planning for Workforce and Adult Educators	3
WAED 5313      History, Principles, and Organization of Workforce Education	3
Other courses may be approved by the coordinator	
<b>Total</b>	<b>12</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #7-b:**

**New Programs.**

**SUBJECT:** Oklahoma State University Center for Health Sciences. Approval to offer the Graduate Certificate in Medical Sciences.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University Center for Health Sciences' request to offer the Graduate Certificate in Medical Sciences, 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.**

- **Graduate Certificate in Medical Sciences.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 5 students in Fall 2019; and  
Graduates: a minimum of 3 students in 2019-2020.

**BACKGROUND:**

**Academic Plan**

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

**OSU-CHS, Center for Health Sciences**

- Opening of the TANDY Medical Academic Building with its medical simulation center is a major milestone which will facilitate the training of medical students and residents with state-of-the-art simulation facilities. Through strategic planning, the priorities are being assessed and best use of vacated space at the CHS by the opening of the TANDY Medical Academic Building is under consideration.
- Internal review of all graduate programs as part of a strategic assessment to determine the direction of each of the respective programs for the next 10 years is an additional priority.

**New Academic Programs under consideration or proposal**

**OSU-CHS**

- New Learning Site at Cherokee Nation Hospital in Tahlequah, Oklahoma. The MPH and DO degrees are under plans for that location of Osteopathic Medicine
- Graduate certificate in Biomedical Sciences
- Graduate certificate in Health Care Administration
- Graduate certificate in Global Health

- PhD in Athletic Training
- MS degree Physician Assistant Studies in the School of Allied Health.
- PhD in Forensic Science

**APRA Implementation**

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

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

1	Degree and/or certificate programs deleted
8	Degree and/or certificate programs added

**Program Review**

OSUCHS offers 8 degree and/or certificate programs as follows:

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

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

**Program Development Process**

OSUCHS’s faculty developed the proposal, which was reviewed and approved by institutional officials. OSUCHS’s governing board approved delivery of the Graduate Certificate in Medical Sciences at their March 20, 2018 meeting. OSUCHS requests authorization to offer this program as outlined below.

**POLICY ISSUES:**

This action is consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Graduate Certificate in Medical Sciences**

**Program purpose.** The proposed program will provide an opportunity for students seeking a post-baccalaureate educational experience to enhance their competitiveness in professional graduate schools.

**Program rationale and background.** Success in the first two years of medical school requires a strong science background. Additionally, success in graduate medication education (residency) is based on strong academic achievements in years 1-4 of the medical curriculum. Post-baccalaureate programs have been introduced at other medical schools around the nation to increase the rate of acceptance into medical school, strengthen the academic preparation of students for medical school, and enhance the competitiveness of the students once they matriculate into the medical curriculum. In the past two years, five new medical schools or branch campuses have opened in the states surrounding Oklahoma. However, a challenge created by the proliferation of new regional medical schools in the increased demand for residency slots. It is projected that by 2020, 5,000 more graduates from medical schools will compete for residency training slots. The emergence of new medical schools has not been accompanied by a corresponding increase in the number of graduate medication education (GME) programs to accommodate the increased number of medical school graduates. Therefore, OSU medical school graduates must be more competitive to match into GME training slots. The increased competitiveness of GME training slots reinforces the need to be proactive in maintaining a highly qualified applicant pool, which would be accomplished by the proposed graduate certificate.

**Employment opportunities.** The proposed graduate certificate is not designed to lead to employment. Rather, it is designed to increase students' competitiveness in applying to medical schools and ultimately being accepted into a GME training slot.

**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	5	Fall 2019
Minimum Graduates from the program	3	2019-2020

**Duplication and impact on existing programs.** There are no Graduate Certificate in Medical Sciences programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 2, 2018. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on May 18, 2018. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Graduate Certificate in Medical Sciences program will consist of 19 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	19
<b>Total</b>	<b>19</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in Medical Sciences are shown in the following table.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$12,728	\$21,214	\$25,456	\$29,699	\$33,942
<i>Narrative/Explanation: Tuition calculations are based on \$223.30 per credit hour and anticipated enrollments of 3, 5, 6, 7, and 8 students in years 1 through 5. OSUCHS anticipates students completing the proposed graduate certificate in one academic year.</i>					
<b>TOTAL</b>	<b>\$12,728</b>	<b>\$21,214</b>	<b>\$25,456</b>	<b>\$29,699</b>	<b>\$33,942</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$4,387	\$4,387	\$4,387	\$4,387	\$4,387
<i>Narrative/Explanation: The amounts above reflect .05 FTE of the salary for administrative support.</i>					
Faculty	\$5,400	\$10,800	\$16,200	\$21,600	\$21,600
<i>Narrative/Explanation: The amounts above reflect .05 FTE of faculty salary in year 1, .10 FTE in year 2, .15 FTE in year 3, and .20 FTE in years 4 and 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$750	\$1,000	\$1,250	\$1,500
<i>Narrative/Explanation: The amounts above reflect funds for consumables used for hand-on courses.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,000	\$2,000	\$2,000	\$900	\$2,000
<i>Narrative/Explanation: The amounts above reflect funds for promotional and course materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0

Travel	\$441	\$1,500	\$1,500	\$1,500	\$1,500
<i>Narrative/Explanation: The amounts above reflect funds for promotional and course materials.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$12,728</b>	<b>\$19,437</b>	<b>\$25,087</b>	<b>\$29,637</b>	<b>\$30,987</b>

Attachment



**OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES  
GRADUATE CERTIFICATE IN MEDICAL SCIENCES**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>19</b>
BIOM 5122            Clinical Anatomy for Allied Healthcare	2
BIOM 5616            Graduate Medical Physiology	6
BIOM 5215            Medical Biochemistry	5
BIOM 5316            Medical Microbiology and Immunology	6
<b>Total</b>	<b>19</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #7-c:**

**New Programs.**

**SUBJECT:** University of Oklahoma. Approval to offer the Master of Science in Finance, the Executive Master of Business Administration in Energy, and the Bachelor of Arts in Health, Medicine, and Society; and approval to offer the Bachelor of Public Health in Public Health in collaboration with the University of Oklahoma Health Sciences Center.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Master of Science in Finance via electronic delivery, the Executive Master of Business Administration in Energy via traditional and electronic delivery, and the Bachelor of Arts in Health, Medicine, and Society; and the Bachelor of Public Health in Public Health in collaboration with the University of Oklahoma Health Sciences Center, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Science in Finance.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 35 students in Fall 2020; and
  - Graduates: a minimum of 21 students in 2020-2021.
  
- **Executive Master of Business Administration in Energy.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 52 students in Fall 2020; and
  - Graduates: a minimum of 34 students in 2020-2021.
  
- **Bachelor of Arts in Health, Medicine, and Society.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 30 students in Fall 2022; and
  - Graduates: a minimum of 5 students in 2022-2023.
  
- **Bachelor of Public Health in Public Health.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 12 students in Fall 2022; and
  - Graduates: a minimum of 5 students in 2022-2023.

## **BACKGROUND:**

### **Academic Plan**

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

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

### **APRA Implementation**

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

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

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

### Program Review

OU offers 309 degree and/or certificate programs as follows:

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

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

### Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Science in Finance, the Executive Master of Business Administration in Energy, the Bachelor of Public Health in Public Health, and the Bachelor of Arts in Health, Medicine, and Society at their May 10, 2018 meeting. OU is currently approved to offer the following degree programs and certificates through online delivery:

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

- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (422);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449); and
- Graduate Certificate in Arts Management and Entrepreneurship (447).

OU requests authorization to offer these programs as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **Master of Science in Finance**

**Program purpose.** The proposed program will enhance and expand the opportunities for advanced-level education in current topics in finance.

**Program rationale and background.** The proposed program was developed to address a growing need for a graduate program that can produce finance professionals, especially those who can earn industry-recognized credentials. The curriculum for the proposed program aligns with several industry-recognized designations. First, the Chartered Financial Analyst designation is highly regarded within the industry. The curriculum for the proposed Master of Science in Finance (MSFIN) dovetails with the preparation guidelines provided by the Chartered Financial Analyst (CFA) Institute and graduates of the program will be eligible to sit for the first of the three required exams leading to the CFA designation. Second, the Financial Risk Manager (FRM) certification, awarded by the Global Association of Risk Professionals, is a more specialized designation that is prominent within the industry. Like the CFA, the FRM will allow graduates of the proposed MSFIN program to sit for Part 1 of the exam sequence. The online structure of the program will make it accessible to students both within the State of Oklahoma as well as across the nation.

**Employment opportunities.** Although most students interested in the proposed MSFIN program will already be employed within the field, the need for the proposed program is evident in the employment growth within the finance and insurance industry. According to the U.S. Bureau of Labor Statistics (BLS) the number of individuals employed in the finance and insurance industry has steadily increased over the last 6 years. Currently, BLS reports approximately 67,000 are employed in professional finance and insurance positions within Oklahoma, with similar numbers in Kansas and Arkansas. In Missouri and Colorado, the number of people employed in the field is double that of Oklahoma; and in Texas, over 550,000 are employed in professional finance and insurance careers. According to Oklahoma Employment Security Commission data, career opportunities in the financial industry are expected to increase as much as 18 percent through 2026. Similarly, BLS projects a 19 percent increase nationwide in career opportunities for finance professionals.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	35	Fall 2020
Minimum Graduates from the program	21	2020-2021

**Duplication and impact on existing programs.** There are no Master of Science in Finance programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 30, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Science in Finance program will consist of 37 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	11
Guided Electives	26
<b>Total</b>	<b>37</b>

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

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

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

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

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$63,307	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The amount above has been budgeted for the cost of online course development and marketing expenses.</i>					
Student Tuition	\$609,846	\$1,052,046	\$1,263,427	\$1,431,074	\$1,589,002
<i>Narrative/Explanation: The tuition projections are based on enrollment of 25, 35, 40, 45, and 50 students in years 1 through 5. Calculations were based on the assumption of students completing 24 credit hours per academic year at a cost of \$985 per credit hour.</i>					
<b>TOTAL</b>	<b>\$673,153</b>	<b>\$1,052,046</b>	<b>\$1,263,427</b>	<b>\$1,431,074</b>	<b>\$1,589,002</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Explanation: The amounts above are estimated costs for support from a partial FTE staff position to support the online program administration.</i>					
Faculty	\$343,254	\$251,659	\$251,659	\$285,052	\$316,509
<i>Explanation: These amounts represent the cost of overload instruction. Given the projected increase in average annual enrollments, the department has estimated an increase in the cost of overload instruction starting in year 4 and continuing in year 5. Additionally, year 1 includes expenses related to faculty course development.</i>					
Graduate Assistants	\$20,000	\$20,000	\$40,000	\$40,000	\$40,000
<i>Explanation: The amounts above represent the estimated costs for 1 graduate assistant supporting the program in years 1 and 2 and 2 graduate assistants supporting the program in years 3-5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$268,914	\$410,750	\$484,453	\$547,222	\$605,823
<i>Explanation: The amounts above represent expenses for 1) marketing the program and 2) cost paid to third-party provider to recruit students and assist in retention efforts.</i>					
Other Support Services	\$10,785	\$55,005	\$55,943	\$72,707	\$88,400
<i>Explanation: The amounts above are the estimated costs for overhead expenses and an allocation of the cost of instructional designers supporting the program's delivery on Canvas.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0



Printing	\$200	\$200	\$400	\$400	\$500
<i>Explanation: These amounts are budgeted for the cost of printing materials for online class preparation and administration of the program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$673,153</b>	<b>\$767,614</b>	<b>\$862,455</b>	<b>\$975,381</b>	<b>\$1,081,232</b>

### Executive Master of Business Administration in Energy

**Program purpose.** The proposed program is designed to prepare experienced professionals for leadership roles within the energy industry.

**Program rationale and background.** The Master of Business Administration's (MBA) (025) Energy Executive option was approved at the December 6, 2012 State Regents' meeting and launched in January 2014. The option was created based on surveys and extensive conversations with OU alumni in energy companies and other senior executives from energy companies. Currently, the option has 20 students enrolled and has graduated 32 students. The proposed program was created based on feedback from both regional and national energy industry leaders to support the growing number of experienced energy professionals as they moved upward within their companies due to the large number of retiring executives. Based on the recommendations from industry leaders and the success of the Energy Executive option, the Price College of Business believes students will be better served by creating a stand-alone MBA in Energy program.

**Employment opportunities.** Since admission into the proposed program requires applicants to be employed within the energy industry, all students pursuing the program will already be employed. From mid-late 1980s and throughout the 1990s, due to the economic downturn in the energy industry, many employees were laid off and hiring freezes were common. Consequently, there is a significant age gap between retiring executives and the next level of company management. Many employees in lower- and mid-level management positions lack an understanding of the management and leadership knowledge and skills needed to assume executive-level leadership roles and effectively lead the organization. The proposed program fulfills that need and offers a practical and accessible educational opportunity to energy industry professionals.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	52	Fall 2020
Minimum Graduates from the program	34	2020-2021

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

Institution	Existing Program
University of Central Oklahoma	Master of Business Administration in Business Administration (008) with an option in Energy Systems
Oklahoma State University	Master of Business Administration in Business Administration (035) with an option in Energy Business

A system wide letter of intent was communicated by email on April 2, 2018. None of the State System institution notified State Regents' staff of a protest to the proposed programs. Due to distance between institutions, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Executive Master of Business Administration in Energy program will consist of 36 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	36
<b>Total</b>	<b>36</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Executive Master of Business Administration in Energy are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
<i>Narrative/Explanation: These amounts represent interest from funds held at the University of Oklahoma Foundation, provided specifically to support the proposed program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and	\$0	\$0	\$0	\$0	\$0



A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Reallocation					
Student Tuition	\$2,700,400	\$2,700,400	\$2,734,800	\$2,734,800	\$2,734,800
<i>Narrative/Explanation: Tuition is calculated using projected enrollment numbers for each semester multiplied by the number of credit hours in which each student will be enrolled, multiplied by the per credit hour fee of \$2,150. OU projects an enrollment of 50 students in years 1 and 2 and 52 students in years 3 through 5. OU anticipates students completing approximately 24-25 credit hours each academic year.</i>					
<b>TOTAL</b>	<b>\$2,775,400</b>	<b>\$2,775,400</b>	<b>\$2,809,800</b>	<b>\$2,809,800</b>	<b>\$2,809,800</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$106,133	\$105,815	\$105,412	\$105,614
<i>Explanation: The amounts above will fund salary and benefits for professional staff to support the program.</i>					
Faculty	\$81,467	\$461,289	\$554,204	\$647,965	\$601,085
<i>Explanation: The amounts above will fund salary and benefits for faculty teaching in the proposed program.</i>					
Graduate Assistants	\$0	\$12,214	\$10,460	\$9,610	\$10,035
<i>Explanation: The amounts above are budgeted for Graduate Assistants.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$42,460	\$201,385	\$211,896	\$186,962	\$199,429
<i>Explanation: The amounts above will cover textbooks and technological equipment, including computers and software.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$524,507	\$739,799	\$798,272	\$785,432	\$791,852
<i>Explanation: OU will utilize third party services in various areas of program development and execution, including online course development support for faculty, online and technological support for students and faculty, executive career coaching, as well as marketing, recruitment, and retention services.</i>					
Other Support Services	\$23,108	\$188,523	\$272,800	\$260,893	\$266,847
<i>Explanation: The amounts above are budgeted for expenses related to three onsite modules of the program including lodging and meals.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,220	\$8,542	\$9,020	\$9,345	\$9,183
<i>Explanation: The amounts above will be used to cover costs of printed materials provided to students during onsite weeks.</i>					
Telecommunications	\$2,803	\$3,600	\$5,417	\$5,632	\$5,525
<i>Explanation: The amounts above are budgeted for telephone and internet services for staff.</i>					
Travel	\$2,163	\$31,230	\$37,089	\$30,992	\$34,041
<i>Explanation: The amounts above will be used to fund travel for the program director to support the program.</i>					
Awards and Grants	\$43,000	\$103,200	\$103,200	\$154,800	\$129,000

*Explanation: The amounts above will be used for scholarships.*

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<b>TOTAL</b>	<b>\$720,728</b>	<b>\$1,855,915</b>	<b>\$2,108,173</b>	<b>\$2,197,043</b>	<b>\$2,152,611</b>
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### **Bachelor of Arts in Health, Medicine, and Society**

**Program purpose.** The proposed program is designed to provide future medical professionals and health care workers humanistic and social scientific perspectives on health and medicine, as well as a high level of scientific literacy.

**Program rationale and background.** The importance of understanding health and medicine in relation to the ethical aspects of medicine has become increasingly important to leaders in medical education across the country. The American Association of Medical Colleges (AAMC) has expressed the need for students who combine mastery of the biomedical sciences with an understanding of the human dimensions of health and medicine. Although several institutions have already implemented similar programs, OU's proposed Bachelor of Arts in Health, Medicine, and Society will be one of first in the region. The proposed curriculum is designed as an interdisciplinary program that utilizes courses from both the humanities and the social sciences in order to give students a multi-dimensional perspective on the experiences of health and illness across cultures, races, ethnicities, genders, and classes. The curriculum also includes sufficient electives to provide the opportunity for students to take the necessary science courses for future professional training in medicine, physical/occupational therapy, dentistry, and other allied health professions. According to the Department of History of Science, one of the strengths of the proposed program is the ability to provide high quality advising through the department and in collaboration with the pre-medical-pre-health advisory team to ensure students are prepared for appropriate professional school admission and related exams.

**Employment opportunities.** The proposed program is designed to prepare students for admission into a health-related professional program rather than for immediate employment. The health care industry is one of the fastest growing sectors in Oklahoma and there is an urgent need for health care providers at all levels, particularly practitioners who are willing and able to work in under-served communities. According to the Oklahoma Employment Security Commission, career opportunities for Healthcare Practitioners are expected to increase an average of 8 percent through 2026. However, some specific fields within health care, such as Dentists, Physician Assistants, and Physical/Occupational Therapists are expected to increase as much as 23 percent.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	30	Fall 2022
Minimum Graduates from the program	5	2022-2023

**Duplication and impact on existing programs.** There are no Bachelor of Arts in Health, Medicine, and Society programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 30, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.



**Curriculum.** The proposed Bachelor of Arts in Health, Medicine, and Society program will consist of 120 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
General Education	43-56
Major Requirements	27
Free Electives	37-50
<b>Total</b>	<b>120</b>

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

**Support services.** The library, classroom, and lab space are adequate for the degree program.

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

**Program resource requirements.** Program resource requirements for the Bachelor of Arts in Health, Medicine, and Society are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$20,292	\$60,876	\$81,167	\$101,459	\$121,751
<i>Narrative/Explanation: OU anticipates an enrollment of 5, 15, 20, 25, and 30 students in years 1 through 5, with a 60/40 split between residents and non-residents. Additionally, the Department of History of Science anticipates offering partial tuition waivers to non-resident students.</i>					
<b>TOTAL</b>	<b>\$20,292</b>	<b>\$60,876</b>	<b>\$81,167</b>	<b>\$101,459</b>	<b>\$121,751</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$5,320	\$15,960	\$21,280	\$26,600	\$31,920
<i>Explanation: The amounts above represent an allocation of cost of existing staff supporting the proposed program.</i>					
Faculty	\$11,305	\$33,915	\$45,220	\$56,525	\$67,830

<i>Explanation: The amounts above represent an allocation of cost of existing faculty teaching existing courses in the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$250	\$750	\$1,000	\$1,250	\$1,500
<i>Explanation: The amounts above will pay for basic office supplies, and computer furniture, as well as books, periodicals, and subscriptions needed for instructional purposes.</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	\$75	\$225	\$300	\$375	\$450
<i>Explanation: The amounts above will pay for costs associated with printing needs, such as paper and toner.</i>					
Telecommunications	\$250	\$750	\$1,000	\$1,250	\$1,500
<i>Explanation: The amounts above are budgeted for telephone and internet services.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$17,200</b>	<b>\$51,600</b>	<b>\$68,800</b>	<b>\$86,000</b>	<b>\$103,200</b>

### **Bachelor of Public Health in Public Health**

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

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

The proposed program is a collaborative effort between the College of Arts and Sciences on the OU Norman campus and the OU Health Sciences Center (OUHSC). OU also offers a Bachelor of Science in Community Health (BSCH) (446), which was approved at the June 28, 2018 State Regents’ meeting. Although the proposed Bachelor of Public Health (BPH) in Public Health shares a significant number of



core major course work with the BSCH, there are some differences that justify offering both programs. The design of both programs is intended to prevent some of the student attrition which sometimes occurs with pre-health degrees. The BSCH requires a lower grade point average to graduate than the proposed BPH. Additionally, BSCH students may choose to enroll in a practicum/internship course, whereas BPH students are required to complete a practicum overseen by the College of Public Health (CPH). Students will also complete their final semester at OUHSC in order to have the opportunity to work closely with CPH research faculty and take advantage of the numerous CPH partnerships and research centers. This collaboration will also allow students to lay a foundation for application to the Master of Public Health in Public Health (006). OU anticipates the proposed program being formally recognized by the Council on Education in Public Health. The BSCH will not seek specialty accreditation.

**Employment opportunities.** Public health workers develop and implement strategies to improve the health of individuals and communities and teach people about behaviors that promote wellness. The 2014 State of the State’s Health Report states that there is much work to be done to improve the health of Oklahoma residents. Additionally, both the National Association of City-County Health Officers and the Association of Schools and Programs of Public Health have independently documented the nation’s shortage of public health professionals. With the health risks facing Oklahomans, career opportunities for community and public health educators is growing rapidly. According to the Oklahoma Employment Security Commission, job opportunities in environmental health, health care social work, and health education are expected to increase as much as 14 percent through 2026. OU is confident that graduates of the proposed program will find employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2022
Minimum Graduates from the program	5	2022-2023

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

Institution	Existing Program
Langston University	Bachelor of Science in Public Health (071)
Oklahoma State University	Bachelor of Science in Health Education and Promotion (116) with an option in Public Health
Southwestern Oklahoma State University	Bachelor of Science in Public Health (167)
East Central University	Bachelor of Science in Environmental Health Sciences (016) with an option in Public Health

A system wide letter of intent was communicated by email on March 8, 2018. Oklahoma State University (OSU) requested a copy of the proposal, which was sent May 24, 2018. Neither OSU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and anticipated employment opportunities, approval will not constitute unnecessary duplication.

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

<b>Content Area</b>	<b>Credit Hours</b>
General Education	45-58
Major Courses	50
Guided Electives	9
General Electives	3-16
<b>Total</b>	<b>120</b>

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

**Support services.** The library, classroom, and lab space are adequate for the degree program.

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

**Program resource requirements.** Program resource requirements for the Bachelor of Public Health in Public Health are shown in the following table.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$14,592	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Start-up funding will be reallocated from revenues from existing programs.</i>					
Student Tuition	\$14,638	\$39,036	\$48,795	\$58,553	\$58,553
<i>Narrative/Explanation: OU expects that approximately 30 percent of the students in this program will be transfer students and approximately one-third of the new transfer students will be out-of-state students. Given the enrollment projections and current tuition and fees, the transfer students in the proposed program will generate the above levels of new revenue.</i>					
<b>TOTAL</b>	<b>\$29,230</b>	<b>\$39,036</b>	<b>\$48,795</b>	<b>\$58,553</b>	<b>\$58,553</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$10,640	\$10,640	\$10,640	\$10,640	\$10,640



*Explanation: One Norman-based staff person and one Norman-based academic advisor will support the proposed program. The amounts above represent a percentage of the salary and benefits for these staff.*

Faculty	\$17,290	\$17,290	\$27,930	\$27,930	\$27,930
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*Explanation: Faculty support for the proposed program includes a Norman-based program coordinator, a Norman-based lecturer, and existing faculty from OU Health Sciences Center. A third faculty member is anticipated to begin in year 3. The amounts above represent a percentage of the salary and benefits for faculty.*

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
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Student Employees	\$0	\$0	\$0	\$0	\$0
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Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
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Library	\$0	\$0	\$0	\$0	\$0
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Contractual Services	\$0	\$0	\$0	\$0	\$0
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Other Support Services	\$500	\$500	\$500	\$500	\$500
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*Explanation: The amounts above are the estimated costs for materials used for advising, recruitment, course preparation, and communication with other units and organizations.*

Commodities	\$0	\$0	\$0	\$0	\$0
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Printing	\$0	\$0	\$0	\$0	\$0
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Telecommunications	\$100	\$100	\$100	\$100	\$100
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*Explanation: The amounts above are the estimated costs for information technology support.*

Travel	\$500	\$500	\$500	\$500	\$500
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*Explanation: The amounts above are the estimated costs of travel to relevant conferences and between the Norman campus and the OU Health Sciences Center.*

Awards and Grants	\$0	\$0	\$0	\$0	\$0
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<b>TOTAL</b>	<b>\$29,030</b>	<b>\$29,030</b>	<b>\$39,670</b>	<b>\$39,670</b>	<b>\$39,670</b>
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Attachments

**UNIVERSITY OF OKLAHOMA  
MASTER OF SCIENCE IN FINANCE**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Program Core</b>		<b>11</b>
BAD 5001	Quantitative Methods and Modeling I	1
BAD 5122	Quantitative Methods and Modeling II	2
BAD 5102	Managerial Economics	2
LS 5802	Business Ethics/Legal	2
FIN 5302	Financial Markets and Securities	2
FIN 5312	Corporate Finance	2
<b>Guided Electives</b>		<b>26</b>
Financial Data and Decision Making (select 6 credit hours)		
MIT 5742	Data Science and Analytics	2
ACCT 5202	Financial Accounting	2
ACCT 5212	Managerial Accounting	2
ACCT 5352	Financial Statement Analysis	2
Finance Core		
FIN 5322	Derivative Securities and Markets	2
FIN 5332	Risk Management and Financial Engineering	2
FIN 5382	MBA Financial Modeling	2
Advanced Topics in Finance		
Select 14 credit hours from an approved list)		14
<b>Total</b>		<b>37</b>



**UNIVERSITY OF OKLAHOMA  
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION IN ENERGY**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>36</b>
EMBA 5001	Global Perspectives in Energy	1
EMBA 5012	Energy Policy and Regulations	2
EMBA 5141	Supply Chain	1
EMBA 5022	Accounting I	2
EMBA 5062	Quantitative Methods and Models	2
EMBA 5052	Financial Markets and Securities	2
EMBA 5031	Organizational Behavior	1
EMBA 5111	MIS	1
EMBA 5152	Derivative Securities and Markets	2
EMBA 5101	Legal Institutions and Ethics	1
EMBA 5131	Alternative Energy: Power and Fuels	1
EMBA 5042	Energy Economics	2
EMBA 5082	Strategic Management	2
EMBA 5222	Corporate Finance and Risk Management	2
EMBA 5092	Accounting II	2
EMBA 5232	Energy Law	2
EMBA 5242	Reserve Valuation and Reporting	2
EMBA 5162	Energy Assets and Commodities-Trading	2
EMBA 5182	Enterprise Valuations, M&A and Corporate Restructuring	2
EMBA 5191	Marketing Strategy	1
EMBA 5201	Leadership and Managing Change	1
EMBA 5212	Economic Project Evaluation	2
<b>Total</b>		<b>36</b>

**UNIVERSITY OF OKLAHOMA  
BACHELOR OF ARTS IN HEALTH, MEDICINE, AND SOCIETY**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>General Education</b>	<b>43-56</b>
ENGL 1113	Principles of English Composition 3
ENGL 1213 or EXPO 1213	Principles of English Composition Expository Writing 3
	Foreign Language Beginning Course I (0-5 credit hours) Beginning Course II (0-5 credit hours) Intermediate Course (0-3 credit hours) 0-13
MATH 1743 or MATH 1823	Calculus I for Business, Life and Social Science Calculus and Analytic Geometry I 3
	Natural Sciences (one course must include a lab) Biological Science (selected from BIOL, BOT, HES, MBIO, or ZOO) and Physical Science (selected from AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, or PHYS) 7
PS 1113	American Federal Government 3
PSY 1113 or SOC 1113	Elements of Psychology Introduction to Sociology 3
HIST 1483 or HIST 1493	U.S. History 1492-1865 U.S. History 1865-Present 3
	Western Civilization and Culture Elective (excluding HIST 1483 and HIST 1493) 3
	Understanding Artistic Forms 3
	Non-Western Culture Elective 3
	Additional Upper-Division Humanities 6
*HMS 4993	Capstone in Health, Medicine, and Society 3
<b>Major Requirements</b>	<b>27</b>
*HMS 1113	Health Medicine and Society 3
PHIL 1263 or HSCI 3413	Introduction to Ethics in Health Care Biomedical Ethics 3
	<b>Historical/Humanistic Perspective (Select 9 hours from the following)</b>
ENGL 1913	Writing for Health Professions 3
ENGL 3113	Nature/Environment/Science Writing 3
HIST 1303	History of Disease 3
HSCI 1113	Science, Nature, and Society 3
HSCI 2423	Social and Ethics Issues in Science, Technology, and Medicine 3
HSCI 3243	Women and Medicine 3
HSCI 3253	Race and Science 3

HSCI 3263	History of Public Health	3
HSCI 3273	History of Acupuncture, Medicine, Men, and Ayurveda: Indigenous and Non-Western Medicine in Comparative Context	3
HSCI 3283	Introduction to Disability Studies	3
HSCI 3353	Science and Empire	3
HSCI 3423	History of Modern Medicine	3
HSCI 3453	Science in Islamic Civilization	3
<b>Social Scientific Perspective (Select 9 hours from the following)</b>		
ANTH 1913	Plagues and People	3
ANTH 4323	Anthropology of Aging	3
ANTH 4643	Psychiatric Anthropology	3
ANTH 4723	Gender and Health	3
ANTH 4823	Medical Anthropology	3
COMM 2323	Survey of Health Communication	3
COMM 3313	Communication and Public Health	3
COMM 4413	Issues in Health Communication	3
ENST 3413	Health, Disease, and Environment	3
ENST 3423	Health, Contamination, and Environment	3
HES 3553	Wellness in Native American Communities	3
HES 4513	Public Policy Impact of Health Promotion	3
SOC 3683	Wealth, Power, and Prestige	3
SOC 3713	Medical Sociology	3
SOC 3853	Sociology of the Body	3
SWK 3233	Human Behavior, Individuals and Families	3
SWK 3323	Human Diversity and Social Justice	3
<b>In Major-Elective (3 credit hours)</b>		
	Students may satisfy this requirement by taking any of the courses in the above two lists	3
<b>Free Electives</b>		<b>37-50</b>
Select courses to bring total credit hours completed to 120. Students should work with an advisor to ensure students enroll in courses necessary for application to professional schools.		
<b>Total</b>		<b>120</b>

\*Denotes new courses



**UNIVERSITY OF OKLAHOMA  
BACHELOR OF PUBLIC HEALTH IN PUBLIC HEALTH**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>General Education</b>		<b>45-58</b>
ENGL 1113	Principles of English Composition	3
ENGL 1213 or EXPO 1213	Principles of English Composition Expository Writing	3
	Foreign Language Beginning Course I (0-5 credit hours) Beginning Course II (0-5 credit hours) Intermediate Course (0-3 credit hours)	0-13
MATH 1743 or MATH 1823	Calculus I for Business, Life and Social Science Calculus and Analytic Geometry I	3
BIOL 1124	Introductory Biology: Molecules, Cells, and Physiology	4
CHEM 1315	General Chemistry I	5
PS 1113	American Federal Government	3
	Social Science Elective	3
HIST 1483	U.S. History 1492-1865	3
HIST 1493	U.S. History 1865-Present	3
	Understanding Artistic Forms	3
	Non-Western Culture Elective	3
	Additional Upper-Division Humanities	6
	Senior Capstone Experience	3
<b>Major Requirements</b>		<b>50</b>
*PHCH 2013	Introduction to Public Health	3
*PHCH 3113	Introduction to Epidemiology	3
*PHCH 3213	Health Policy, Law and Ethics	3
*PHCH 3313	Health Data and Statistics	3
*PHCH 3413	Health Communication	3
*PHCH 3513	Public Health and Healthcare System	3
*PHCH 3613	Determinants of Health	3
*PHCH 4103/ OEH 5013	Environmental Health	3
*PHCH 4106	Cumulative and Experiential Public Health Activities	6
*PHCH 4113	Public Health Capstone	3
CHEM 1415	General Chemistry I	5
CHEM 3053	Organic Chemistry I	3

CHEM 3152	Organic Chemistry Lab	2
CHEM 3153 or CHEM 3653	Organic Chemistry II Biochemistry	3
BIOL 1134	Introductory Biology: Evolution, Ecology, and Diversity	4
<b>Guided Electives</b>		<b>9</b>
	Electives: select 9 credit hours from an approved list of courses	9
<b>Free Electives</b>		<b>3-16</b>
Select courses to bring total credit hours completed to 120		
<b>Total</b>		<b>120</b>

\*Denotes new courses



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #7-d:**

**New Programs.**

**SUBJECT:** University of Oklahoma College of Law. Approval to offer the Graduate Certificate in International Law.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma College of Law's request to offer the Graduate Certificate in International Law, 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.**

- **Graduate Certificate in International Law.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 10 students in Fall 2022; and  
Graduates: a minimum of 2 students in 2022-2023.

**BACKGROUND:**

**Academic Plan**

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

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our second year of using the Common Application for undergraduates and in the second year of using the College-Net software for processing applications for graduate students.
- We will continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early intervention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office. In addition, Dr. Glenn Hansen, IT data scientist, is assisting individual schools and colleges with retention analyses of their majors.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections



(or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.

- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in OZONE.

### **APRA Implementation**

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

Since 1992, OU-Law has taken the following program actions in response to APRA:

1	Degree and/or certificate programs deleted
12	Degree and/or certificate programs added

### **Program Review**

OU-Law offers 12 degree and/or certificate programs as follows:

6	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
0	Baccalaureate Degrees
5	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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-Law's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Graduate Certificate in International Law at their May 10, 2018 meeting. OU-Law is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Legal Studies in Oil, Gas, and Energy Law (157);
- Master of Legal Studies in Legal Studies (149);
- Master of Legal Studies in Indigenous Peoples Law (158);
- Master of Legal Studies in Healthcare Law (159);
- Master of Laws in Law (384);
- Graduate Certificate in Energy and Natural Resources (155); and
- Graduate Certificate in Indigenous Peoples Law (156).

OU-Law requests authorization to offer this program as outlined below.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Graduate Certificate in International Law**

**Program purpose.** The proposed graduate certificate will provide currently enrolled students seeking the Juris Doctorate an opportunity to simultaneously earn a graduate certificate specializing in international law.

**Program rationale and background.** Faculty in the College of Law indicate there is a strong student interest in international law among both current and prospective students. During the 2017 admission cycle, 27 percent of the applicants indicated that international law was one of their top three law interests. Of that 27 percent, OU-Law offered admission to 39 percent. Thirty (30) percent accepted the offer and enrolled at OU Law. The 2016 admission cycle had similar statistics. Additionally, a significant number of students enroll in international law courses even though they do not fulfill specific requirements and are considered electives and offered only in the second and third years of study. Furthermore, the OU Law International Law Society leadership team reports that there are 177 students enrolled as members and that it is one of the most active clubs at the College of Law.

**Employment opportunities.** With the increasing globalization of law and business, the practice of law in all areas intersects frequently with private and public international law. As a result, all types of employers, such as government, law firms, non-government organizations (NGO), and private corporations, seek to hire attorneys with knowledge of the complex dimensions of international law. Additionally, OU Law reports that an increasing number of graduates are seeking employment in Washington D.C. in government agencies focused on foreign affairs or with the United Nations or international NGOs. A certificate in international law would provide these students with an added credential to be more marketable as they seek employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2022
Minimum Graduates from the program	2	2022-2023

**Duplication and impact on existing programs.** There are no Graduate Certificate in International Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 2, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Graduate Certificate in International Law program will consist of 19 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Requirement	7
Guided Electives	9
Experiential Elective	3
<b>Total</b>	<b>19</b>

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

**Support services.** The library, classroom, and lab space are adequate for the degree program.

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in International Law are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$37,071	\$37,071	\$37,071	\$37,071	\$37,071
<i>Narrative/Explanation: The amounts above assume 70/30 resident and non-resident enrollment. OU Law anticipates enrolling 10 students each academic year and students completing an average of 6 credit hours</i>					
<b>TOTAL</b>	<b>\$37,071</b>	<b>\$37,071</b>	<b>\$37,071</b>	<b>\$37,071</b>	<b>\$37,071</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
<i>Explanation: Faculty teaching the courses in the proposed graduate certificate will be paid \$3,000 per credit hour. OU Law assumes an average teaching load of 6 credit hours per academic year.</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	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$18,000</b>	<b>\$18,000</b>	<b>\$18,000</b>	<b>\$18,000</b>	<b>\$18,000</b>

Attachment

**UNIVERSITY OF OKLAHOMA COLLEGE OF LAW  
GRADUATE CERTIFICATE IN INTERNATIONAL LAW**

Program Requirements	Credit Hours
<b>Program Core</b>	<b>7</b>
LAW 5134      Constitutional Law	4
LAW 6100      International Law Foundations	3
<b>Guided Electives</b>	<b>9</b>
Students must select 9 credit hours from an approved list of courses maintained by the College of Law	
<b>Experiential Elective</b>	<b>3</b>
<p>All students must earn at least 3 credit hours in at least one of the following experiential courses that involve international matters:</p> <ul style="list-style-type: none"> <li>• State Department</li> <li>• Federal agencies</li> <li>• Congress</li> <li>• International organizations</li> <li>• Non-government organizations</li> <li>• International division in corporations</li> <li>• International Law Practicum</li> <li>• Diplomacy Lab</li> <li>• Jessup Moot Court</li> <li>• Human Rights Clinic</li> </ul>	
<b>International Interdisciplinary Experience</b>	
<p>To promote interdisciplinary approaches to international issues, students must either:</p> <ol style="list-style-type: none"> <li>1. Take one course with an international focus either in the College of International Studies or other OU colleges, such as the College of Business; or</li> <li>2. Attend 10 of the talks of OU guest speakers at the College of International Studies on international topics and write a short reflection paper (non-credit hour bearing); or</li> <li>3. Take a foreign language class at OU, (e.g. Legal Spanish)</li> </ol> <p>Up to 3 credit hours in either option 1 or 3 may be counted toward the 9 credit hours of Guided Electives required for this certificate but will not be counted toward the credit hours required for the Juris Doctorate.</p>	
<b>Total</b>	<b>19</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
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**AGENDA ITEM #7-e:**

**New Programs.**

**SUBJECT:** Rose State College. Approval to offer the Certificate in Administrative Office Professional and the Certificate in Cyber Security.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Rose State College's requests to offer the Certificate in Administrative Office Professional and the Certificate in Cyber Security via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Administrative Office Professional.** This certificate is embedded within the Associate in Applied Science in Business Administration (008) and will be included in the regular 5-year program review due in 2018.
- **Certificate in Cyber Security.** This certificate is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111) and will be included in the regular 5-year program review due in 2018.

**BACKGROUND:**

**Academic Plan**

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

The four Strategic Goals of the College include: improving retention and student success; cultural and generational diversity of the student body; development and use of fiscal resources; and, the quality and diversity of programs and personnel.

Improving teaching and learning, Objective 1.5 of the Strategic Plan, will be addressed in developmental classes using the co-curricular approach in English and mathematics. The Developmental Education Success Committee was added as a sub-committee of the Academic Affairs Committee, the policy-recommending committee of the Academic Affairs unit. This step ensures reporting to the various constituencies of the campus monthly.

Curriculum for co-curricular classes was developed, approved and piloted in 2016 and will be implemented fully in the Fall 2017 semester in English. The math class curriculum was re-organized in 2015 and 2016 to eliminate one developmental level. As indicated in the 2016 Strategic Plan, faculty review and revise curriculum through adopted curricular processes in an effort to provide up-to-date,

effective academic programs. In the Spring 2017 semester, Math faculty re-organized the Math Program into two tracks: STEM and Non-STEM with two developmental courses feeding into either College Algebra or General College Math. Course completions and success at the next level will indicate the success of the reorganization. By improving the math pathway, faculty address Goal 1.

Collaboration among academic divisions, Objective 1.8 on the Strategic Plan, is illustrated by the Engineering and Science Division and the Humanities Division collaborating on the STEM Summer Program which incorporates the relationship between STEM skills and Art. The first class was held in the Summer 2017 semester. In addition, the Business and Information Technology Division and the Engineering continue to collaborate on curriculum using fabrication technology for students pursuing related degree programs.

To emphasize cultural and global diversity, Goal 2, Objective 2.1.1.1, the Humanities Division has placed emphasis on globalizing their curriculum for the past few years and will continue. Faculty has developed and implemented study abroad tours that are linked to academic classes. Participants desiring credit take the class that prepares them with knowledge about different aspects of the culture they are about to visit on the tour. In addition, academic instruction will continue to be supported free by English As a Second Language tutoring for students and community members as they have for the past three years. Other areas of campus schedule cultural events throughout the year, and international students are being recruited, particularly in the Engineering and Science Division for STEM programs, by enhancing communication with four-year institutions that host international students and with potential students directly.

In addition to collaborating with business and industry and sister institutions, the Engineering and Science Division reorganized the allied health and engineering degrees as pathways to professional degrees. The Business and Information Technology Division was able to host the GenCyber Camps in June 2016 since funding was provided by the CSEC Consortium. GenCyber Camps are designed for elementary and mid-high students to learn about Cybersecurity. Funding will be sought for the 2018 summer semester.

Objective 2.3, to improve accessibility and affordability for students, faculty in the Humanities Division had developed materials for all English classes except English Composition II which was developed during the Fall 2016 semester. Students pay no more than ten dollars for the materials or can get them online at no cost.

To improve preparedness on a college level, the Social Sciences Division is emphasizing the importance of doing valid research in coursework, knowing they will be expected to incorporate research at the four-year level. The Social Sciences Division is communicating with four-year institutions to determine if a collaborative project can be developed and implemented. This approach addresses the quantitative measures core component and Goal 4.

Goal 3 addresses developing and using fiscal resources responsibly. All disciplines and departments across campus have decreased their budgets to a point of impacting classes. Travel in-state has continued being funded; however, funding out-of-state travel is only approved if funded externally. Divisions are responding to the need to develop external funding as indicated by the Business and Information Technology Division securing over \$250,000 during FY 2016. Engineering and Science garnered an NSF Grant to fund the Engineering Program particularly courses on drone technology.

Personnel funding is addressed under Academic Efficiencies. However, faculty who have separated from the College have not necessarily been replaced. The Business and Information Technology Division was able to replace one in FY 17; the Social Sciences Division needs an additional Psychology full-time



faculty member. The College was able to replace two Nursing Science full-time faculty members. The Humanities Division replaced two additional English faculty members.

To improve upon the quality and diversity of programs and personnel, Goal 4 of the Strategic Plan, the College has maintained the level of education of full-time faculty on a master's or master's plus 18 hours in the area. In some technical programs, equivalency is used.

Objective 4.2, transfer agreements ensure smooth transition from Rose State College to Oklahoma baccalaureate degree-granting institutions. Three hundred twenty-five students transferred to four-year institutions after the spring 2016 semester.

Even though state allocations have decreased significantly, Rose State College has and will maintain program accreditations in the Health Sciences area which provide external validation of quality and allows students to sit for industry credential exams. Additionally, student pass rates are used by faculty to verify student success. The Business and Information Technology Division is considering obtaining ACBSP accreditation by the Spring 2018; the Social Sciences Division Family Services and Child Development program will seek accreditation in FY 18.

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

71	Degree and/or certificate programs deleted
60	Degree and/or certificate programs added

**Program Review**

RSC offers 72 degree and/or certificate programs as follows:

28	Certificates
28	Associate in Arts or Sciences Degrees
16	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

RSC's faculty developed the proposals, which were reviewed and approved by institutional officials. RSC's governing board approved the Certificate in Administrative Office Professional and the Certificate

in Cyber Security at their April 19, 2018 meeting. RSC is currently approved to offer the following degree programs via online delivery:

- Associate in Arts in Liberal Studies (047);
- Associate in Arts in English (018);
- Associate in Arts in History (125);
- Associate in Arts in Social Sciences (112);
- Associate in Science in Business (007);
- Associate in Applied Science in Library Technical Assistant (055);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Emergency Management (144);
- Certificate in Emergency Preparedness and Planning (145);
- Certificate in Digital Graphic Design (314);
- Certificate in Cyber Security (318);
- Certificate in Digital Forensics (319);
- Associate in Applied Science in Cyber Security/Digital Forensics (111); and
- Associate in Arts in Fine Arts (142).

RSC requests authorization to offer these programs as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **Certificate in Administrative Office Professional**

**Program purpose.** The proposed program will prepare students for entry-level employment in an office setting.

**Program rationale and employment opportunities.** The proposed certificate will provide students with an official credential that documents their skills and knowledge in office procedures and interpersonal communication. Graduates of the proposed certificate will have a broad range of technical, management, organizational, and interpersonal skills, which may also include medical and legal expertise. Potential employers who have specialized needs within their organization or business will be more likely to hire students who have completed training these areas. According to the Oklahoma Employment Security Commission, opportunities for careers related to administrative office personnel are expected to increase 2-14 percent through 2026, depending on the industry. Many companies in the Oklahoma City metropolitan area, such as ZTech Solutions, Oil States Energy Services, and Thunderbird Casino are currently seeking skilled administrative office professionals, each offering a salary range of \$29,000-\$47,000 annually. The Business Administration faculty at RSC, along with its advisory board, determined that a need exists for the proposed certificate to address the demand for skilled administrative office personnel.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Applied Science in Business Administration (008) program.

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

<b>Institution</b>	<b>Existing Program</b>
Northeastern Oklahoma A&M College	Certificate in General Office Operations (091)
Oklahoma City Community College	Certificate in General Office Support (135)
Eastern Oklahoma State College	Certificate in Administrative Office Technology (078)

A system wide letter of intent was communicated by email on April 30, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions, approval will not constitute unnecessary duplication.

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

<b>Content Area</b>	<b>Credit Hours</b>
Required Courses	21
<b>Total</b>	<b>21</b>

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

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

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Applied Science in Business Administration (008) 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.

### **Certificate in Cyber Security**

**Program purpose.** The proposed certificate provides students the opportunity to complete a specialized area to enhance their ability to find entry-level employment.

**Program rationale and employment opportunities.** According to the Associate in Applied Science in Cyber Security/Digital Forensics (111) advisory board, certificates are becoming an integral factor in the hiring process as they document a specific level of knowledge. Potential employers who have specialized needs within their organization will more likely hire students whose skills can be verified and align with their needs. Students pursuing the proposed certificate may do so with the goal of enhancing their skills to obtain entry-level employment in the field or to add to their current credentials for career advancement. The Oklahoma Employment Security Commission (OESC) projects that careers for Information Security Analysts are expected to increase 19 percent statewide through 2026. In the Oklahoma City metropolitan area, OESC data show an increase of over 13 percent. The proposed certificate will provide students with a stackable credential to enter into the workforce while continuing their education to increase their knowledge and skills. RSC is confident students will be successful in finding employment within the field.



**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Applied Science in Cyber Security/Digital Forensics (111) program.

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

Institution	Existing Program
Rogers State University	Certificate in Cybersecurity and Information Assurance (130)
Oklahoma City Community College	Certificate in Cyber/Information Security (139)

A system wide letter of intent was communicated by email on April 30, 2018. The University of Oklahoma (OU) requested a copy of the proposal, which was sent June 12, 2018. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	42
<b>Total</b>	<b>42</b>

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

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

**Delivery method.** The proposed certificate is embedded within the Associate in Applied Science in Cyber Security/Digital Forensics (111), which was approved for electronic delivery at the May 31, 2013 State Regents’ meeting, and will also be offered via electronic delivery using Desire2Learn (D2L), video lectures, and live streaming. D2L allows the student to log onto a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material and provides students with asynchronous interaction with faculty.

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Applied Science in Cyber Security/Digital Forensics (111) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**ROSE STATE COLLEGE  
CERTIFICATE IN ADMINISTRATIVE OFFICE PROFESSIONAL**

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>21</b>
ACCT 2603      QuickBooks Accounting	3
BA 2413      Business Ethics	3
ACCT 1123      College Accounting Procedures	3
CIT 2013      Access	3
MULT 1103      Social Media Tools	3
MGMT 2113      Office Management	3
	Any relevant 3-credit hour course in ACCT, BA, CIT, MGMT, MKTG, or MULT not already required
<b>Total</b>	<b>21</b>

**ATTACHMENT B****ROSE STATE COLLEGE  
CERTIFICATE IN CYBER SECURITY**

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>42</b>
CIT 1203      Script Programming	3
CIT 1503      Networking	3
CIT 1523      Computer Hardware and Operating Systems	3
CIT 1533      Principles of Cyber Security	3
CIT 2053      Network Administration	3
CIT 2243      UNIX/Linux	3
CIT 2323      Network Security	3
CIT 2433      Mobile Device and Wireless Security	3
CIT 2533      Ethics in Information Technology	3
CIT 2553      Digital Forensics	3
CIT 2563      Cryptography and Trusted Systems	3
CIT 2523      Information Security Management	3
CIT 2603      Security Auditing and Penetration Test	3
CIT 2633      Enterprise Threat Assessment	3
<b>Total</b>	<b>42</b>



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**AGENDA ITEM #8:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests for program deletions.

**RECOMMENDATION:**

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

**BACKGROUND:**

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the program below:

- Master of Education in Mathematics (108)

Oklahoma City Community College (OCCC) requests authorization to delete the programs listed below:

- Certificate in General Office Support (135)
- Certificate in Insurance (096)

Redlands Community College (RCC) requests authorization to delete the program listed below:

- Certificate in Viticulture/Enology (086)

**POLICY ISSUES:**

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

**ANALYSIS:**

SEOSU requests authorization to delete the Master of Education in Mathematics (108) effective immediately. This program was approved at the October 23, 2008 State Regents' meeting. SEOSU reports:

- This programs emphasis is available under the new Master of Education in Curriculum and Instruction (110) – Mathematics Education option approved at the April 20, 2017 State Regents' meeting.
- There are currently no students enrolled in the program.
- Two courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Certificate in General Office Support (135) effective immediately. This program was approved at the June 29, 2001 State Regents' meeting. OCCC reports:

- This program has experienced low productivity for several years.

- There are currently 15 students enrolled in the program with an expected graduation date of Spring 2019.
- Three courses will be deleted.
- No funds are available for reallocation as they will be used in support of other business programs.

OCCC requests authorization to delete the Certificate in Insurance (096) effective immediately. This program was approved prior to 1990. OCCC reports:

- This program has experienced low productivity for several years and was suspended at the June 25, 2015 State Regents' meeting.
- There are currently no students enrolled in the program.
- Eight courses were deleted with the prior suspension request.
- No funds are available for reallocation.

RCC requests authorization to delete the Certificate in Viticulture Enology (086) effective beginning the 2018-2019 academic year. This program was approved at the March 23, 2006 State Regents' meeting.

RCC reports:

- This program's curriculum is being divided into two separate embedded certificate programs, the Certificate in Enology (114) and the Certificate in Viticulture (115), both approved at the February 1, 2018 State Regents' meeting.
- There are currently 20 students enrolled in the program.
- Students are given the option to continue with their current program or change to one of the new certificates.
- No courses will be deleted.
- Funds are being reallocated to support the two new embedded certificates.

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**AGENDA ITEM #9:**

**Academic Plans.**

**SUBJECT:** Acknowledgement of academic plans submitted by institutions.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the following 2018-2019 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 2017, Fall 2018, and Fall 2019.

**POLICY ISSUES:**

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

**ANALYSIS:**

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on June 30, 2018. The 2018-2019 Academic Plan Outline is provided below.

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



## Academic Plan Form B 2018-2019 Outline

The Academic Plan provides a means for the State Regents to view each institution’s priorities and aspirations in the context of the State System. The plan is divided into two parts: A) informing the State Regents of academic program, technology, and efficiency plans for the future, and B) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2018-2019 Degree Completion and Academic Plan is due **June 30, 2018**. This due date will allow for compilation and preparation for the State Regents’ annual review.

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

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

#### a. Priorities/Programs

### 2. Academic Efficiencies

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

#### a. Current Status

#### b. Future Plans

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

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

**a. Current Status**

**b. Future Plans**

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

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

**a. Current Status**

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

**b. Professional Development**

**c. Delivery System/Platform**

**b. Future Plans**

**5. Learning Site Activity Report**

Please respond to the following questions as a learning site:

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

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

**B. Provide the institution's 2018, 2019, 2020 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.**

- Fall 2018: Undergraduate Headcount: \_\_\_\_\_
- Fall 2018: Graduate (if applicable) Headcount: \_\_\_\_\_
- 2018 Annual FTE: \_\_\_\_\_
  
- Fall 2019: Undergraduate Headcount: \_\_\_\_\_
- Fall 2019: Graduate (if applicable) Headcount: \_\_\_\_\_
- 2019 Annual FTE: \_\_\_\_\_
  
- Fall 2020: Undergraduate Headcount: \_\_\_\_\_
- Fall 2020: Graduate (if applicable) Headcount: \_\_\_\_\_
- 2020 Annual FTE: \_\_\_\_\_





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**AGENDA ITEM #10:**

**Degree Completion Plans.**

**SUBJECT:** Acknowledgement of degree completion plans submitted by institutions.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the following 2018-2019 institutional degree completion plans:**

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

## **BACKGROUND:**

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

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

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

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreement programs between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12<sup>th</sup> 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 worked with the Oklahoma State Regents for Higher Education (OSRHE) staff to incorporate Oklahoma's work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states on October 18-19, 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

## **POLICY ISSUES:**

As higher education institutions in Oklahoma experience national trends and challenges, increased enrollment demands, significant calls for higher education to drive economic development, and 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, 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 11<sup>th</sup> and 12<sup>th</sup> grades will be made to reduce the need for remediation.

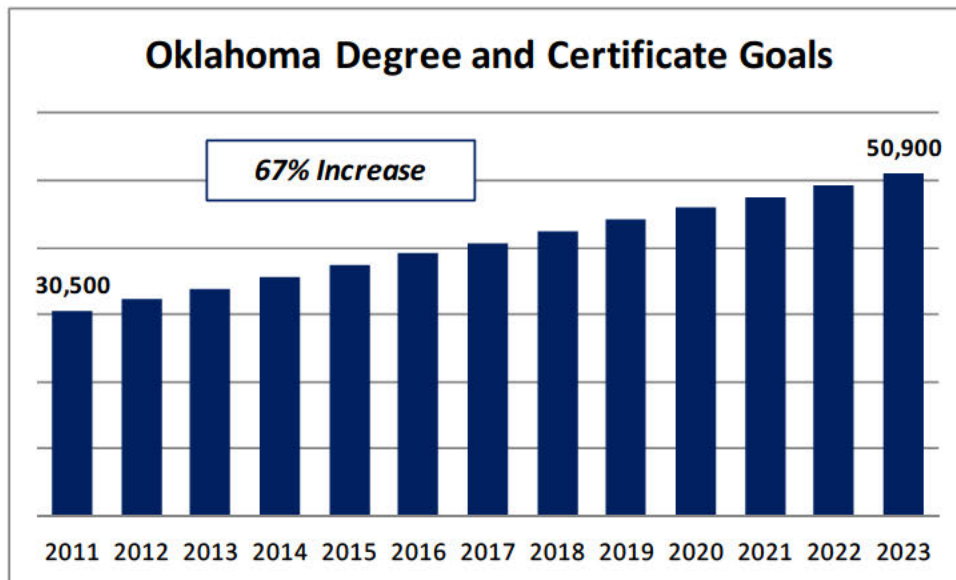
Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree.

Initiative #3: Our colleges and universities will implement programs that create clear pathways to degrees and certificates including the cooperative agreement programs with 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 adult 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 June 30, 2018 (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 Form A 2018-2019 Outline

**The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare students to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Though the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:**

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

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives and commitment to the public agenda and CCA. The 2018-2019 Degree Completion Plan is due **June 30, 2018**. This due date will allow for compilation and preparation for the State Regents' annual review.

***In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2018-2019.***



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

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

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

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

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

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

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

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

High Impact Strategy - 12 <sup>th</sup> Grade Math			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

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

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

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

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

<b>High Impact Strategy - Co-Requisite Remediation</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Course Placement</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

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.

<b>High Impact Strategy - Reverse Transfer</b>			

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

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

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

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

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

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

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

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

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

**5. Other Institutional Priority Areas for Degree Completion.**

<b>High Impact Strategy - Data Analytics</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - 15 to Finish</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Degree Audit Program</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Advising</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #11:**

**Policy Exception.**

**SUBJECT:** Request for approval of policy exceptions for Oklahoma State University-Oklahoma City to admit Dove Science Academy students into the statewide Reach Higher degree completion program.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University-Oklahoma City's request for temporary policy exceptions to the Reach Higher program admission criteria.**

**BACKGROUND:**

In 2007, the State Regents approved regional universities to offer the Reach Higher program, a statewide collaborative bachelor's degree completion program for adult students with some college credit, but no degree earned. The program was created to provide a multidisciplinary undergraduate degree completion program that is adult-friendly in delivery format and accessibility, as well as, flexible in development of a coherent sequence of courses which are individualized and relevant to the student's learning and career goals.

In 2011, the State Regents expanded the Reach Higher Program to community colleges and two-year technical branch campuses by adding associate degrees for adult students.

**POLICY ISSUES:**

The proposed action is an exception to the State Regents' Reach Higher associate adult completion degree program admission criteria.

**ANALYSIS:**

The EXCELeRate Dove program was launched in Summer 2017 as a concurrent enrollment partnership between Oklahoma State University-Oklahoma City (OSU-OKC) and Dove Science Academy (Dove). OSU-OKC promoted this partnership as a way for EXCELeRate students to earn an Associate in Science (AS) degree that emphasizes transferable science, technology, engineering, and math (STEM) coursework.

While OSU-OKC is authorized to offer a limited number of AS degrees, OSU-OKC does not have an AS degree emphasizing STEM coursework in its State Regents' approved degree inventory. Additionally, none of the OSU-OKC AS degrees that are open to concurrent enrollment students are structured in a way in which a mixture of courses from different disciplines can be applied toward fulfilling major degree requirements.

To ensure that the existing EXCELeRate Dove students are not adversely impacted by this miscommunication, OSU-OKC will need to implement a new strategy. As such, OSU-OKC is requesting



approval to admit these students into its existing AS degree in Enterprise Development (676) (the Reach Higher program) because it is designed in a way in which a multitude of courses can apply toward the completion of a transferable degree. While this degree would provide a suitable transfer option for the EXCELErate Dove students, it should be noted that concurrent high school students do not meet the admission criteria for the statewide Reach Higher associate degree completion program for adult students.

As background, admission to the Reach Higher associate degree completion program for adults requires a student to have: 1) a minimum of 18 credit hours earned; 2) a minimum 2.0 graduation/retention GPA in past college coursework; and 3) satisfied all institutional requirements for completion of remedial coursework.

Based on the EXCELErate Dove students not meeting the admission criteria for the Reach Higher associate degree completion program for adults, OSU-OKC is requesting a programmatic admission exception to:

- retroactively admit the EXCELErate Dove students into the Reach Higher program; and
- admit the EXCELErate Dove students without having earned 1) 18 hours of college credit and 2) a 2.0 college GPA in past college coursework.
- This request will only include the students in the 2017-2018 (18 students) and 2018-2019 (25 students) EXCELErate Dove cohorts.

To ensure that there is no further confusion regarding this issue, OSU-OKC will immediately discontinue promoting that concurrent students are eligible to pursue an AS degree emphasizing STEM curriculum. Furthermore, if OSU-OKC wishes to promote an avenue for concurrent students to earn a transferable AS degree, OSU-OKC is limited to promoting the AS degree programs in its existing State Regents' approved degree inventory, assuming these programs are open to high school students.

By September 30, 2018, OSU-OKC is required to submit a report on how EXCELErate Dove students not maintaining a 2.0 grade point average will be advised for persistence and/or completion of the program. Additionally, OSU-OKC is required to submit an annual report detailing the outcomes for each EXCELErate Dove student who is granted the retroactive and modified admission status into the Reach Higher Associate in Science in Enterprise Development (676) degree program by June 1, 2019 and by June 1 of all subsequent years until all EXCELErate Dove students have completed the program.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #12:**

**Policy.**

**SUBJECT:** Posting of revisions to the Teacher Education policy.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

**POLICY ISSUES:**

The policy changes are pursuant to 70 O.S. §6-182, and align with provisions found in the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The statutory requirements modify language regarding teacher residency and residency committees.

**ANALYSIS:**

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

Teacher preparation faculty and students are held to high levels of accountability to ensure that Oklahoma

has the most well-prepared and effective teachers for its classrooms.

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

- **3.21.2 Definitions** – Changes the name of the terms “Residency Committee” and “Resident Teacher” and modifies the definition for these terms, including the definition of “Mentor Teacher.”
- **3.21.7 Guidelines for Participation on Residency Year Committees** – Deletes “Residency Year” in the subheading and changes it to “Induction.” All subsequent terms with references to “Resident” or “Residency” are replaced with terminology that reflects the “Induction” program.

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

Attachment

## [Policy Excerpt]

### 3.21 TEACHER EDUCATION

#### 3.21.1 Purpose

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

#### 3.21.2 Definitions

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

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

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

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

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

~~“Residency Committee”~~ “Induction” is a committee program in a school district for the purpose of providing professional support, mentorship and coaching to the resident teacher educators at the beginning of their careers or as they transition to new roles within a school or district.

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

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

### 3.21.3 Criteria for Admission to Teacher Education Programs

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

- A. Achieve a GPA of 3.0 or higher in all general education courses.
- B. Students qualify for admission if they achieve a minimum GPA of 3.0 or higher on a 4.0 scale in all general education courses (a minimum of 30 hours) as defined in the State Regents’ *Undergraduate Degree Requirements* policy and the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10.
- C. Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). Students who score below the designated level on any section(s) of the PRAXIS test will be permitted to retest.
- D. The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.
- E. Achieve a passing score at the performance benchmark required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).
- F. Possess a Baccalaureate degree from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the U.S. Department of Education and approved by the Oklahoma State Regents for Higher Education.
- G. Baccalaureate degree graduates from regionally or nationally accredited universities in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from these testing requirements.

Institutional and individual programs admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State

Regents. These standards should be based on indices which have been shown to be related to success in teacher education programs.

#### 3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

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

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

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

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 credit hours in general education course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.
- B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10.
- C. Institution officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies and related assessments. However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.
- D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.
- E. Teacher preparation programs at the pre-service level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.
- F. The following requirements are pursuant to 70 O.S. §1210.508F:



1. Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality training for teacher candidates shall include guidance from professional resources such as the:
  - a. Report of the National Reading Panel
  - b. Response to Intervention Guidelines
  - c. Council for Exceptional Children
  - d. International Dyslexia Association
  - e. International Literacy Association
  - f. National Council of Teachers of English
  - g. National Association for the Education of Young Children
2. Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.
3. Teacher education students enrolled in an elementary, early childhood or special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the institutions that offer elementary, early childhood, or special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction. The results of the assessment shall be reported annually by the institution to the OEQA.

#### 3.21.5 Professional Teacher Education Guidelines

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

- B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.
- C. Paraprofessional courses, such as those designed for early childhood care and similar career programs, may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.
- D. Awarding credit for prior learning (i.e. CLEP, AP, IB) will follow guidelines established in the State Regents' *Credit for Prior Learning* policy.

### 3.21.6 Guidelines for Teacher Preparation Faculty

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

- A. Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is required.
- B. It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of diverse school environments, ranging from large, urban to small, rural.
- C. Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of, and teaching strategies for, maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach, and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

### 3.21.7 Guidelines for Participation on ~~Residency Year~~ Induction Committees

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

- A. ~~A residency committee may consist~~ Induction programs may involve a committee of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or

school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.

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

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #13:**

**State Authorization.**

**SUBJECT:** Request to reauthorize a private institution operating in Oklahoma.

**RECOMMENDATION:**

**It is recommended that the State Regents re-authorize a private institution to operate in Oklahoma, as described below.**

**BACKGROUND:**

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

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

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

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

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

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

**POLICY ISSUES:**

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

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

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

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

**ANALYSIS:**

Prior to September 6, 2018, State Regents’ staff received a request to be re-authorized from the institution listed below:

Institution	Type	Accreditor
Southeastern University (Florida) Locations in Oklahoma: Oklahoma City Tulsa	Non-profit, private	Southern Association of Colleges and Schools

After reviewing the application and required documentation, State Regents’ staff concluded that this institution meets the state authorization requirements. As such, it is recommended that the State Regents re-authorize this institution to operate in Oklahoma.

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

**2017-2018 Institutional Data**

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Southeastern University	0	0	2	2	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Southeastern University	0	0	70	28	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Southeastern University	0	0	14	4	0	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
Southeastern University	98	69





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**AGENDA ITEM #14:**

**Grants.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

The Teach Oklahoma curriculum has been successfully implemented in various high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers intellectual challenges that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. There were approximately 275 students reported enrolled in the Teach Oklahoma course in 2017-2018. At the close of the 2017-2018 academic year, over 59 percent of the Teach Oklahoma high school graduating seniors planned to attend college. Thirty-three percent of all Teach Oklahoma students plan to become teachers. If the students who responded complete their goal of becoming a teacher and remain in Oklahoma to teach, potentially 11,500 Oklahoma students will be impacted. Teach Oklahoma has a long term capacity to create more Oklahoma teachers. When Teach Oklahoma students were polled and asked “How best can we recruit more students into the teaching profession?” students replied with comments such as “have a future teacher career fair” or “offer Teach Oklahoma at every high school and show them how awesome it is” or “offer more internships at every school and show them how great it is to work with children.”

The Lead Oklahoma curriculum was designed to help eighth and ninth grade students learn leadership skills, participate in service learning, develop skills on how to be successful, and encourage making effective long term decisions in high school. One goal of the Lead Oklahoma curriculum is to promote

college success and interest. During 2017-2018, the Lead Oklahoma curriculum was taught in 15 schools, with a total enrollment of 932 students. Seven of these schools utilized the curriculum in their leadership academies (an increase of 50% from last year's data). One school utilized the Lead Oklahoma curriculum as an integrated part of their Teacher Preparation Academy. Since 2006, at least 15,000 students have gone through Lead Oklahoma. The feedback provided by teachers reveals that this curriculum has encouraged the academic growth of these students. Students have acquired improved interpersonal communication skills, critical thinking skills as well as team collaboration skills in the classroom. Additionally, teachers generally agree that the curriculum has increased quality work assignments, positive behaviors and improved outcomes among students in the school. Summative assessments show that Lead Oklahoma curricula help students understand the importance of school success and college preparation, increasing their potential for high academic and social achievement.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extra-curricular organization club that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the education field. Educators Rising is a national organization with over 30,000 members. Educators Rising sponsored feedback revealed 41 percent percent of the 205 Educators Rising students were interested in teaching as a career. Twenty-three percent of the graduating seniors in Educators Rising surveyed stated they planned to become teachers. Of these students, two placed in the Oklahoma Educators Rising state competition in Children's Literature, and went on to compete nationally at the national Educators Rising competition in Florida.

**Collegiate Programs:** Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention, and placement from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation as well as the teaching profession. At the close of the 2017-2018 academic year, approximately 7,000 pre-collegiate and collegiate students, education faculty and staff, and administrators and other education advocates participated in and were impacted by, either directly or indirectly, campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education. Approximate data show a collective number of just over 31,000 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

**Teacher Conferences:** Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2017-2018, approximately 432 participants engaged in or were indirectly influenced from the results of OTC sponsored conferences.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

Resident Year Teacher Statistics in Oklahoma, data extracted from the annual First Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA), indicate that in 2017, 442 teachers (48.25 percent) received their license via a traditional route. Two hundred sixteen teachers (23.58 percent) respondents received certification through an alternative means and 140 (15.28 percent) were

emergency certified teachers. Out of 659 teachers who responded to the question, “Did you participate in any high school program and/or classes that influenced your decision to become a teacher,” in the 2017 First Year Teacher Survey, 16.84 percent of first year teachers indicated that they participated in some type of future teacher class/organization which emphasized a career in teacher education. Many of the respondents recognized a teacher mentorship program or a future teacher organization that helped influence their decision to become a classroom teacher.

The chart attached provides a brief description of all OTC grant funding requests for 2018-2019 totaling \$56,000. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

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

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential be successful leaders in high school and college.  Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	\$15,000.00
	Educators Rising Chapters and State and National Competition	Educators Rising is an extra-curricular organization. Educators Rising allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education	\$3,000.00
Collegiate Grants	Cameron University  <i>Become a Teacher</i>	Assisting southwest Oklahomans who are interested in teaching is the focus of this grant. These workshops explain, assist, and advise prospective teachers on the process of becoming a teacher based on each individual's unique situation.	\$6,000.00
	Langston University  <i>Calling All Teachers: A Day in the Life of a Langston Lion</i>	Highlighting college enrollment and teacher education programs to fifth through twelfth grade students is the objective of this grant. Participants will develop insight on college admission and also identify Teacher Education as a viable career option.	\$3,000.00
	Northwestern Oklahoma State University  <i>Why Teach</i>	<i>Why Teach</i> supports high school students who are in the Teach Oklahoma program in their respective high schools to choose a career in teaching. Students will be involved in immersive activities that, in tandem with the Teach Oklahoma curriculum and a concurrent enrollment opportunity, will help motivate them to become teachers.	\$3,000.00
	Oral Roberts University  <i>Teacher Led Induction Program for Novice Teachers</i>	Participants will engage in university-led activities designed to sustain and support their decision to become a classroom teacher. Activities include monthly gatherings with instructional coaching observations, Saturday workshops and exemplary classroom teacher observations and discussions. The participants will also gain leadership skills and engage in non-evaluative instructional coaching with a professor/mentor.	\$7,000.00



<b>Collegiate Grants</b>	University of Central Oklahoma  <i>An Induction Approach to Early Childhood Teacher Retention: Promoting and Supporting Novice Teacher Development</i>	Retaining early childhood teachers who graduated from UCO's Early Childhood Education Teacher Preparation Program is the focus of this grant. Project attendees will meet four times during the school year for the purpose of professional growth and assistance. Two book studies will also take place during the school year. One study will be focused on how to best support children who have experienced adverse childhood experiences and have trauma that affects them in the classroom. The second book study will be focused on teaching English Language Learners (ELL) and enriching strategies to support them in the classroom as a teacher of ELL students. There will also be video clips to provide connection with faculty members and also mentorship visits to support teacher development.	\$6,000.00
<b>Continued</b>	University of Central Oklahoma  <i>UCO Teacher Connection – Year Two</i>	Providing opportunities for education majors, with a special emphasis on first and second year students enrolled at UCO, is the key purpose of this grant. Activities related to professional practice and receiving support in their journey toward teaching will occur through monthly meetings. Mentoring will be folded in and provided by junior and senior education majors and educational faculty. Finally, opportunities for service-learning projects in area schools will be also given.	\$3,000.00
	University of Central Oklahoma  <i>Teachers and Leaders Academy</i>	Program directives include providing support and reinforcement of the program goals of Teach Oklahoma High Schools and Lead Oklahoma. Students from across the state will develop knowledge and skills for college success strategies, the career of teaching, and teacher education programs. These goals are accomplished through two academies, the Teacher Academy and the Leader Academy. Family members are also invited to attend the Teacher Academy and show support for their student. The Leader Academy is specifically designed to help students learn more about the college admission process with a special focus on considering teaching as a career.	\$7,000.00
	University of Oklahoma  <i>Rebuilding Oklahoma's World Language Programs</i>	The overarching goal of this project is to recruit high school juniors and seniors as well as early career college students into the teaching profession as world language educators in Oklahoma. This will be accomplished partially through Educators Rising Modules at various school sites in the metropolitan area. This grant will include campus and department visits to university sites that provide world language teacher education programs. Faculty and student advisors will also meet with students to educate them about the pathway to certification, scholarships, etc., through a brief seminar.	\$3,000.00
	<b>Total Funding Requested for 2018-2019</b>		





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**AGENDA ITEM #15:**

**Academic Scholars Program.**

**SUBJECT:** Authorization of freshmen institutional nominees for Fall 2019.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the number of authorized freshmen institutional nominees for each institution for 2019-2020 as shown in the agenda item.**

**BACKGROUND:**

The Academic Scholars Program was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to keep Oklahoma’s best high school students in state for college. Resident students can qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT test. These categories of eligibility are referred to as “Automatic Qualifiers.”

In 1999, legislation authorized an additional category called “Institutional Nominees” which allowed state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the two minimum qualifying criteria shown below.

Tier	ACT or SAT Equivalent	or	GPA and Class Rank
Research Universities	32 ACT or SAT Equivalent	or	GPA 3.9 and either top 2 percent or rank first or second in their graduating class
Regional Universities	30 ACT or SAT Equivalent	or	GPA 3.8 and either top 4 percent or rank first or second in their graduating class
Community Colleges	29 ACT or SAT Equivalent	or	GPA 3.7 and either top 5 percent or rank first or second in their graduating class

The program provides participants a scholarship for up to four years of study at accredited institutions of higher education in Oklahoma. State system institutions also provide the scholarship recipient a tuition waiver. The current cash scholarship award amounts provided by the program are:

Tier	Automatic Qualifiers	Institutional Nominees
Research Universities	\$5,500	\$2,800
Regional Universities	\$4,000	\$2,000
Community Colleges	\$3,500	\$1,800

Due to reductions in program funding between FY2012 – FY2019 of \$2.3 million or twenty-seven percent (27 percent), the State Regents have taken the following actions to reduce program costs.

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of twenty-five percent (25 percent) to twenty percent (20 percent).
- 2017-2018 – Reduced nonresident student funding from twenty percent (20 percent) to ten percent (10 percent).
- 2018-2019 – Reduced nonresident student funding from ten percent (10 percent) to zero percent (0 percent) and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).

In 2017-2018, about 2,500 students participated in the program receiving awards totaling approximately \$11.2 million. The actual net cost of the program, after institutional refunds for non-resident student participation above the 10 percent limit, was about \$7.3 million.

### **POLICY ISSUES:**

The statutes and policy authorizing the Academic Scholars Program state that the objectives of the program are to:

- (1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
- (2) attract high caliber out-of-state students to attend Oklahoma colleges and universities *[no longer funded as of 2018-2019]*; and
- (3) enhance the academic quality in Oklahoma colleges and universities.

### **ANALYSIS:**

As shown in the table on the following page, the proposed allocation of freshmen Institutional Nominees for 2019-2020 is unchanged from 2018-2019.

**Proposed Allocation of Freshmen Institutional Nominees for 2019-2020**

	<u>2018-2019</u>	<u>2019-2020 Proposed</u>	<u>Change</u>
University of Oklahoma	40	40	0
Oklahoma State University	40	40	0
Oklahoma State University - Oklahoma City	3	3	0
Oklahoma State University - Okmulgee	3	3	0
University of Central Oklahoma	5	5	0
East Central University	5	5	0
Northeastern State University	5	5	0
Northwestern Oklahoma State University	5	5	0
Southeastern Oklahoma State University	5	5	0
Southwestern Oklahoma State University	5	5	0
Cameron University	5	5	0
Langston University	3	3	0
Rogers State University	3	3	0
Oklahoma Panhandle State University	3	3	0
University of Science and Arts of Oklahoma	3	3	0
Carl Albert State College	3	3	0
Connors State College	3	3	0
Eastern Oklahoma State College	3	3	0
Murray State College	3	3	0
Northeastern Oklahoma A&M College	3	3	0
Northern Oklahoma College	3	3	0
Oklahoma City Community College	5	5	0
Redlands Community College	3	3	0
Rose State College	5	5	0
Seminole State College	3	3	0
Tulsa Community College	5	5	0
Western Oklahoma State College	3	3	0
<b>GRAND TOTAL</b>	<b>175</b>	<b>175</b>	<b>0</b>

As shown in the following table, the program’s trust fund balance has dropped from nearly \$3 million in FY2015 to about \$400,000 at the end of FY2018. The recommendation is intended to allow the program’s trust fund balance to recover to at least ten (10) percent of program costs.

**Academic Scholars Trust Fund  
Trust Fund History & Projections**

	<u>July 1 Beginning Balance</u>	<u>Income (Appropriations &amp; Earnings)</u>	<u>Net Expenditures (Scholarships)</u>	<u>June 30 Ending Balance</u>
FY2011 actual	1,586,218	10,002,768	(8,975,704)	2,613,282
FY2012 actual	2,613,282	9,022,125	(10,127,113)	1,508,294
FY2013 actual	1,508,294	8,477,690	(7,833,528) (1)	2,152,456
FY2014 actual	2,152,456	8,509,436	(8,101,118)	2,560,774
FY2015 actual	2,560,774	8,423,491	(8,018,807)	2,965,458
FY2016 actual	2,965,458	7,728,252	(7,949,765)	2,743,945
FY2017 actual	2,743,945	6,733,025	(8,384,412)	1,092,558
FY2018 actual	1,092,558	6,366,442	(7,056,962) (2)	402,038
FY2019 estimated	402,038	6,310,863	(6,100,000) (3)	612,901
FY2020 estimated	612,901	6,305,863	(6,100,000)	818,764

(1) Non-resident funding limit lowered from 25% to 20% in FY2013.

(2) Non-resident funding limit lowered from 20% to 10% in FY2018.

(3) Non-resident funding limit lowered from 10% to 0% in FY2019; IN's reduced by 80.

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**AGENDA ITEM #16:**

**Regional University Baccalaureate Scholarship Program.**

**SUBJECT:** Approval of freshman scholarship slots for 2019-2020.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize twelve (12) freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2019.**

**BACKGROUND:**

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

To qualify for the award students must:

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

**POLICY ISSUES:**

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

**ANALYSIS:**

History of authorized freshmen scholarship slots per institution:

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



The recommendation for 12 freshmen scholarship slots for Fall 2019 is an increase from the 6 slots authorized for Fall 2018, but still below the historical authorization of 15 slots. The recommendation is based on the following factors:

- From FY2015 to FY2019, the state allocation for the RUBS program was reduced from \$986,068 to \$746,517, a decrease of \$239,551 or 24 percent.
- Most of the program's reserve funds were depleted in FY2017 in order to fulfill the scholarship commitments made to students already participating in the program. The recommended number of authorized freshmen scholarship slots is intended to maintain about a 10 percent reserve fund balance.
- The \$3,000 annual scholarship amount would remain unchanged.

### Summary of Funding Analysis for the Recommendation

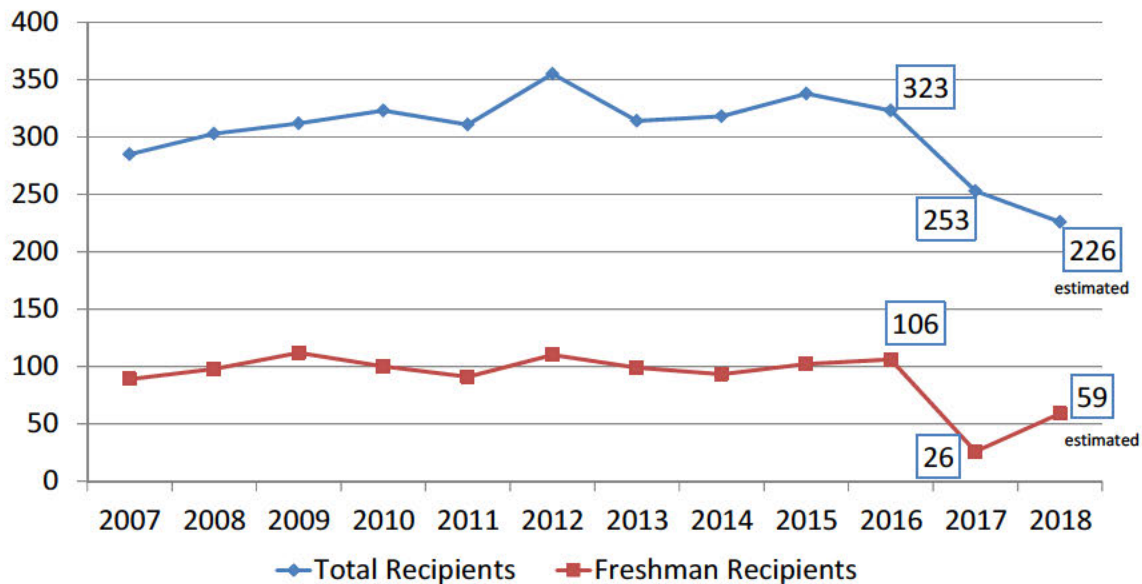
FY2020 estimated funding for RUBS program	\$746,517
<u>Estimated reserve funds available for FY2020</u>	<u>\$140,358</u>
Total estimated funds available for FY2020	\$886,875
<u>FY2020 estimated cost of RUBS Sophomores, Juniors and Seniors</u>	<u>(\$438,000)</u>
FY2020 estimated funding available for freshmen students	\$448,875
<u>Estimated Cost of 12 Freshmen Scholarships Per Institution</u>	<u>(\$366,000)</u>
Estimated reserve funds at the end of FY2020	\$82,875

### Regional University Baccalaureate Scholarship Recent Funding History/Projections

	July 1 Beginning Balance	Deposits (Appropriations)	Net Earnings/ Transfers In/(Out)	Scholarship Payments	June 30 Ending Balance
FY'2006 actual	\$86,895	\$800,229	\$16,320	(\$786,000)	\$117,444
FY'2007 actual	\$117,444	\$800,229	\$18,777	(\$831,000)	\$105,450
FY'2008 actual	\$105,450	\$800,229	\$19,335	(\$848,250)	\$76,764
FY'2009 actual	\$76,764	\$800,229	\$82,445	(\$906,000)	\$53,438
FY'2010 actual	\$53,438	\$800,229	\$9,913	(\$923,250)	(\$59,670)
FY'2011 actual	(\$59,670)	\$1,046,146	\$10,309	(\$953,250)	\$43,535
FY'2012 actual	\$43,535	\$975,746	\$9,050	(\$931,250)	\$97,081
FY'2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY'2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY'2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY'2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY'2017 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY'2018 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY'2019 estimated	\$71,841 *	\$746,517 *	\$0 *	(\$678,000) *	\$140,358 *
FY'2020 estimated	\$140,358 *	\$746,517 *	\$0 *	(\$804,000) *	\$82,875 *

\*estimated/projected

## Regional University Baccalaureate Scholarship Recipients 2007 - 2018



The following table shows the number of freshmen slots filled by each institution since 2007.

**Freshman Regional University Baccalaureate Scholars, 2007-2018\***

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018*
Cameron University	8	8	15	8	6	12	9	10	10	3	3	6
East Central University	13	12	15	12	13	14	15	15	14	13	3	6
Langston University	0	0	0	0	0	1	0	0	0	0	0	3
Northeastern State University	15	15	15	15	15	15	13	15	15	15	3	6
Northwestern Oklahoma State University	2	2	7	6	4	5	9	2	3	6	3	6
Oklahoma Panhandle State University	0	0	1	1	0	0	2	0	1	0	0	2
Rogers State University	9	11	10	9	8	15	12	7	12	14	3	6
Southeastern Oklahoma State University	4	6	5	8	7	8	3	6	6	12	3	6
Southwestern Oklahoma State University	15	15	15	15	15	15	15	15	15	15	3	6
University of Central Oklahoma	13	15	15	13	9	15	15	15	13	15	3	6
University of Science and Arts of Oklahoma	10	14	14	13	14	10	6	8	13	13	3	6
<b>TOTAL</b>	<b>89</b>	<b>98</b>	<b>112</b>	<b>100</b>	<b>91</b>	<b>110</b>	<b>99</b>	<b>93</b>	<b>102</b>	<b>106</b>	<b>27</b>	<b>59</b>

\*The estimated number of 2018 freshmen scholars is based on institution reports as of August 6, 2018. The authorized number of freshmen scholarship slots was reduced from 15 for Fall 2016 to 3 for Fall 2017. The number was then increased to 6 for Fall 2018.

The following table shows the total number of scholarships awarded by each institution since 2007.

**Total Regional University Baccalaureate Scholars, 2007-2017**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Cameron University	21	21	31	30	27	33	22	26	28	20	17
East Central University	38	38	41	40	39	43	40	47	51	49	39
Langston University	0	0	0	0	0	1	1	1	1	0	0
Northeastern State University	47	47	46	52	49	52	47	50	48	45	32
Northwestern Oklahoma State University	7	8	13	15	13	14	18	13	11	13	11
Oklahoma Panhandle State University	2	2	1	1	1	1	3	2	3	2	0
Rogers State University	15	21	18	20	21	32	35	34	38	36	20
Southeastern Oklahoma State University	17	20	16	21	22	23	20	19	22	22	22
Southwestern Oklahoma State University	58	58	52	47	49	51	50	50	55	51	42
University of Central Oklahoma	48	52	54	53	44	47	44	48	50	49	39
University of Science and Arts of Oklahoma	32	36	40	44	46	38	34	28	31	36	31
<b>Total</b>	<b>285</b>	<b>303</b>	<b>312</b>	<b>323</b>	<b>311</b>	<b>335</b>	<b>314</b>	<b>318</b>	<b>338</b>	<b>323</b>	<b>253</b>

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**AGENDA ITEM #17-a:**

**Oklahoma's Promise.**

**SUBJECT:** Posting of proposed Oklahoma's Promise – Oklahoma Higher Learning Access Program Rule Revisions.

**RECOMMENDATION:**

**It is recommended that the State Regents post proposed permanent rule revisions for the Oklahoma's Promise–Oklahoma Higher Learning Access Program (Oklahoma's Promise) and initiate the process for adoption of permanent rule revisions as described below.**

**BACKGROUND:**

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of \$55,000 or less at the time of application to the program (the income limit will increase to \$60,000 beginning in 2021-2022). The student's family income must also not exceed \$100,000 while the student is enrolled in college.

**POLICY ISSUES:**

Oklahoma's Promise plays an important role in the efforts of Oklahoma State Regents for Higher Education (OSRHE) to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students with limited financial resources to aspire to attend college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

**ANALYSIS:**

The proposed permanent rule revisions are necessary for three reasons:

1. To incorporate changes from HB 3592 passed during the 2018 legislative session related to the return of award funds when an Oklahoma's Promise student withdraws from a course in college.
2. To incorporate changes approved as emergency rules earlier in 2018 that clarify the student requirements to "attend school regularly," "refrain from substance abuse," and "refrain from commission of crimes or delinquent acts."
3. To include language related to the prohibition of awards for noncredit remedial courses as required by SB 529 passed during the 2017 session.

Return of Award Funds for Certain Course Withdrawals: HB 3592 requires that award funds be returned to the program when a student withdraws from a college course prior to the end of the add/drop period for the semester in which the student is enrolled. This requirement is consistent with current program procedures.

Clarification Related to Student Conduct Requirements: The current language in the rules states that “compliance with the program requirements for attending school regularly, refraining from substance abuse, and refraining from criminal or delinquent acts shall be determined according to the local school district's policy.” The proposed revisions specify the following:

- “Attend school regularly” will mean that the student was in attendance at least 80 percent of each school year, excluding absences excused by the school.
- “Refrain from substance abuse” will mean that the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined in the Oklahoma Statutes.
- “Refrain from the commission of a crime or delinquent act” will mean that student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law.

The revisions also direct local school districts to report to the OSRHE the compliance or noncompliance of students with the three conduct requirements. This revision would also align the rule with guidance provided by the office of the Oklahoma Attorney General.

Relatively few Oklahoma’s Promise students are disqualified for failure to comply with the conduct requirements. Of the over 8,300 students in the 2017 high school graduating class, about forty (0.5 percent) were disqualified only on the basis of noncompliance with one or more of the three conduct requirements.

Eliminating Award Payment for Remedial Courses: SB 529 of the 2017 legislative session included the requirement that, beginning with the 2018-2019 academic year, the program will no longer pay for noncredit remedial courses.

## **Title 610 - State Regents for Higher Education**

### **Chapter 25 - Student Financial Aid and Scholarships**

#### **Subchapter 23 – Oklahoma Higher Learning Access Program**

##### **610:25-23-1. Purpose [no changes]**

##### **610:25-23-2. Eligibility of participants [no changes]**

##### **610:25-23-3. Applications [no changes]**

##### **610:25-23-4. Program requirements**

(a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:

(1) Attend school regularly and ~~to~~ do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;

(2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);

(3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;

(4) Have school work and school records reviewed by mentors designated pursuant to the program;

(5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and

(6) Participate in program activities. [70 O.S. § 2605]

(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

(1) Assist the student in achieving compliance with the agreements;

(2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;

(3) Provide information requested by the OSRHE or the State Board of Education; and

(4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.

(1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);



- (2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
  - (3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);
  - (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);
  - (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
  - (6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
  - (7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
  - (e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
  - (f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).
  - (g) Exceptions to the required core curriculum will be considered according to the following:
    - (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
      - (A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.
      - (B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
    - (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
    - (3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.
  - (h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.
  - (i) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT test scores reported on an official test report issued by ACT prior to the student's high school graduation will be considered. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores.

**610:25-23-5. Securing Program benefits [no changes]**

#### **610:25-23-6. Retaining eligibility in postsecondary education [no changes]**

#### **610:25-23-7. Payment of awards; policies and limitations**

- (a) Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
- (b) Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
- (c) Eligible students enrolled in a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
- (d) Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
- (e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
- (f) Beginning with students graduating high school in 2017-2018 and thereafter, payment will be limited to 129 semester credit hours, or the equivalent, except as provided in the following. Students enrolled in a baccalaureate degree program that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program. Students without a baccalaureate degree who are enrolled in a first professional degree program that does not require completion of a baccalaureate degree and that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program up to a maximum of 150 semester credit hours or the equivalent. The Chancellor may approve exceptions to the limit for extraordinary or hardship circumstances including, but not limited to, sickness and injury.
- (g) Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;
- (h) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;
- (i) Students who have previously received awards shall have priority over students applying for initial awards;
- (j) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by

an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.

(k) Beginning with the 2018-2019 academic year, an award shall not include payment for noncredit remedial courses.

(l) If a student withdraws from a class in which he or she has received an award from the Oklahoma Higher Learning Access Program, the awarded funds shall be returned to the Oklahoma Higher Learning Access Program. This provision shall only apply to awarded funds when the student withdraws prior to the end of the add/drop period for the session in which the student is enrolled.

#### **610:25-23-8. Administrative responsibilities**

The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education (OSRHE) and the State Board of Education.

(1) Every public school district shall designate at least one contact person at each Oklahoma public school site in which eighth, ninth- or tenth-grade classes are taught. When requested by the OSRHE, the State Board of Education shall assist the OSRHE to ensure the designation of contact persons. Private schools shall also designate at least one school official as a contact person. For students who are educated by other means, a parent or guardian or other person approved by the OSRHE shall be designated as the contact person. [70 O.S. § 2605]

(A) The contact person shall be responsible for processing student applications for the program according to the rules and regulations established by the OSRHE.

(B) The contact person shall maintain the agreements, which shall be executed on forms provided by the OSRHE.

(C) The local contact person shall:

(i) monitor the student's compliance with the terms of the agreement;

(ii) document transfer out of state, death, and other conditions; and

(iii) report on circumstances of noncompliance to the OSRHE.

(D) ~~Compliance with the program requirements for attending school regularly, refraining from substance abuse, and refraining from criminal or delinquent acts shall be determined according to the local school district's policy.~~ Compliance or noncompliance with the program requirements for attending school regularly [610:25-23-4(a)(1)], refraining from substance abuse [610:25-23-4(a)(2)], and refraining from criminal or delinquent acts [610:25-23-4(a)(3)] shall be reported to the OSRHE by the local school district.

(E) The local district contact person shall report program participants who transfer into or out of the district to the OSRHE and identify the local education agency (LEA) and site from which or to which the student transferred.

(F) Beginning in April of the student's year of graduation, the local contact person shall gather from the program participants and his/her records, information which substantiates whether or not the program requirements have been met.

(G) The student's program verification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student's graduation as possible.

(2) The local school district where an Oklahoma Higher Learning Access Program student is attending when the student begins participation in the program and any subsequent school district where the student attends shall forward information regarding the student's participation in the program to a school to which the student transfers upon the school's request for the student's records. [70 O.S. § 2605]

(3) The Oklahoma State Regents for Higher Education shall:

(A) designate personnel to coordinate tracking of program records for the years when students participating in the program are still in the public schools, provide staff development for contact persons in the public schools, and provide liaison with the State Board of Education and local organizations and individuals participating in the program [70 O.S. § 2605];

- (B) coordinate and develop policies and procedures to implement the Oklahoma Higher Learning Access Act;
- (C) coordinate the publication and distribution of program awareness information and materials;
  - (i) Each school year, every fifth- through ninth-grade student in the public and private schools of Oklahoma and students educated by other means who are in the equivalent of the fifth through ninth grade shall be apprised, together with his/her parents, custodial parent, or guardian, of the student's opportunity for access to higher learning under the Oklahoma Higher Learning Access Program [70 O.S. § 2605];
  - (ii) The OSRHE and the State Board of Education shall develop, promote, and coordinate a public awareness program to be utilized in making students and parents aware of the program [70 O.S. § 2605];
- (D) coordinate the provision of technical assistance to local school districts and individual participants;
- (E) administer the Oklahoma Higher Learning Access Trust Fund;
- (F) process applications submitted directly to the OSRHE;
- (G) determine final eligibility for the program award.

**610:25-23-9. “Heroes Promise” [no changes]**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #17-b:**

**Oklahoma's Promise.**

**SUBJECT:** Acceptance of the Oklahoma's Promise Program Performance Review by the Southern Regional Education Board (SREB).

**RECOMMENDATION:**

**It is recommended that the State Regents accept the Oklahoma's Promise Program Performance Review.**

**BACKGROUND:**

In the summer of 2017, the Oklahoma State Regents for Higher Education (State Regents) requested the Southern Regional Education Board (SREB) to conduct a performance review of the Oklahoma's Promise program. SREB is an organization comprised of sixteen member states including Oklahoma. SREB provides extensive services, programs, data and expertise related to all levels of education. The final report was received on June 19, 2018.

The performance review had two primary objectives:

1. To evaluate the overall effectiveness and efficiency of Oklahoma's Promise in relation to both the program's goals of encouraging more students with limited incomes to earn college degrees and the goals of the State Regents to increase the number of college graduates in Oklahoma.
2. To make recommendations to improve the performance of the program toward meeting both the program goals and the State Regents' statewide goals.

**POLICY ISSUES:**

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire to attend college, prepare for academic success in college, and to provide financial aid for college expenses.

**ANALYSIS:**

Overall, the SREB review found the Oklahoma's Promise program to be "effective and efficient" in meeting the goals of the program and the State Regents to increase education attainment levels in the state. The report also described the program as "one of the premier student support initiatives in the nation," and "an example of how a state can invest valuable resources in its students and see a strong return on that investment." Following is the Executive Summary of the review's findings and recommendations.

**Southern Regional Education Board****Oklahoma's Promise Program Performance Review****Executive Summary**

At the request of the Oklahoma State Regents for Higher Education, the Southern Regional Education Board (SREB) conducted a review of Oklahoma's Promise program between August 2017 and February 2018. This report summarizes findings and observations from the review and provides recommendations. The review is organized around five areas of interest identified by the State Regents; findings for these areas are summarized below.

**Contribution to program and State Regents' goals.** Oklahoma's Promise has been effective and efficient in meeting both the program's goals of encouraging students from families with limited resources to aspire for college and prepare academically while in high school. Since the program's creation, Oklahoma's Promise has contributed thousands of students toward achievement of the State Regents' educational attainment goal and to the state's workforce. However, the general public may not be fully aware of how powerful the program is for the state.

**Efficiency and effectiveness of program structure.** The structural elements of Oklahoma's Promise program are effective and reflective of the direction the state needs to go to continue building a strong and vibrant economy grounded in a well-educated workforce. With a program of this magnitude, the policies and procedures that undergird the structure must be clear, reasonable, and operational. While many of the program's structural elements and their supporting policies and practices have evolved over the life of the program, policymakers and those who implement the program have been attentive to the changing conditions in the state and the needs of its people and institutions.

**Program outcomes.** Oklahoma's Promise outcomes have consistently provided evidence supporting the program's goal. Performance, persistence, and completion data document the success of the program in supporting low-income students as they move on to college. Key measures—including high school academic performance of participants, college-going rates, college academic performance of participants, and employment in the state after degree completion—reveal how Promise students perform highly on most measures and surpass the performance of non-Promise students in most areas.

**Efficiency and effectiveness of program administration.** The State Regents' office is an effective key contact with local counselors as well as with parents and students. Recent budget cuts, however, have reduced operating funds for marketing. This review was unable to adequately gauge the effectiveness of some structural elements outside the control of the State Regents, particularly the central role of school counselors in identifying qualified students, promoting the program with students and their families, and following up as students move from fifth grade into middle and high school. Importantly, the State Regents estimate that only about half of income-eligible students enroll in the program.



**Coordination with other financial aid.** While an in-depth analysis of how Oklahoma’s Promise awards have been coordinated with other financial aid was not possible for this report, available sources suggest that multiple efforts are in place to support Oklahoma’s Promise students when additional financial aid is needed to cover costs of attendance through other state financial aid programs and from individual institutional programs.

**Recommendations.**

The benefits to the students, their families, the state, and its businesses generated by the Oklahoma Promise program make it one of the premier student support initiatives in the nation. Oklahoma’s Promise has served all eligible applicants since the Program’s inception because state policymakers and the Oklahoma State Regents for Higher Education have made Oklahoma’s Promise a top priority for more than a quarter of a century. Overall, SREB found Oklahoma’s Promise to be a sound and effective example of how a state can invest valuable resources in its students and see a strong return on that investment. This program review suggests the following recommendations:

1. The state should continue to support Oklahoma’s Promise at a level where all eligible students are served.
2. In Oklahoma’s Promise Year-End Report and other relevant publications, the State Regents should explain how the program contributes to achievement of the State Regents’ educational attainment goal.
3. To increase the percentage of income-eligible students who enroll in Oklahoma’s Promise by 10th grade, the State Regents should strengthen current activities that have demonstrated good results and pursue additional promising strategies.
4. The State Regents and the State Department of Education should conduct a study of the effectiveness of current marketing and administrative activities for Oklahoma’s Promise.
5. The State Regents, in collaboration with postsecondary institutions participating in the Oklahoma’s Promise program, should conduct a study of students who enroll in college but do not persist to identify causes and make recommendations on how to increase the college completion rates of these students.
6. The State Regents and the State Department of Education should promote concurrent enrollment for Oklahoma’s Promise students who are in their senior year of high school.
7. The State Regents, in collaboration with participating postsecondary institutions, should report annually on all types and amounts of financial aid that Oklahoma’s Promise students receive.

Following is information related to each of the report recommendations:

- 1. The state should continue to support Oklahoma's Promise at a level where all eligible students are served.**

Due to the statutory dedicated funding process requested by the State Regents and passed by the Oklahoma Legislature in 2007, the state is well-positioned to continue to fully fund the scholarships earned by all eligible Oklahoma's Promise students. However, continued vigilance is necessary to ensure that the statutory funding process remains in place.

- 2. In Oklahoma's Promise Year-End Report and other relevant publications, the State Regents should explain how the program contributes to achievement of the State Regents' educational attainment goal.**

Oklahoma's Promise contributes significantly to the State Regents' educational attainment goals. As the report notes, nearly one out of every five bachelor degrees awarded to Oklahoma residents in 2016-17 was earned by an Oklahoma's Promise student. The Oklahoma's Promise Year-End Report and other publications can add more specific information about the number of Oklahoma's Promise students earning college degrees and thus contributing toward the State Regents' educational attainment goals.

- 3. To increase the percentage of income-eligible students who enroll in Oklahoma's Promise by 10th grade, the State Regents should strengthen current activities that have demonstrated good results and pursue additional promising strategies.**

The State Regents can enhance efforts to work with school districts, colleges, and other entities (nonprofit agencies, tribal education departments, etc.) to identify and strengthen specific activities that have shown positive results for enrolling students in the program.

- 4. The State Regents and the State Department of Education should conduct a study of the effectiveness of current marketing and administrative activities for Oklahoma's Promise.**

Program marketing is critical to increasing the enrollment of financially-eligible students in the program. Unfortunately, as the report notes, resources available for marketing expenses have been reduced significantly in recent years from about \$300,000 to \$55,000. The State Regents can work with the State Department of Education to study the most effective marketing and administrative processes for the program.

- 5. The State Regents, in collaboration with postsecondary institutions participating in the Oklahoma's Promise program, should conduct a study of students who enroll in college but do not persist to identify causes and make recommendations on how to increase the college completion rates of these students.**

Oklahoma's Promise students persist in college and graduate at higher rates than their peers. However, the State Regents can work with colleges to collect data to identify specific reasons why some Oklahoma's Promise students do not complete college with the goal of further improving college completion rates.

- 6. The State Regents and the State Department of Education should promote concurrent enrollment for Oklahoma's Promise students who are in their senior year of high school.**

Oklahoma's Promise students participate in concurrent enrollment courses at a higher rate than their high school peers. As presented in the report, about one-third of students qualifying for the Oklahoma's Promise scholarship complete a concurrent enrollment course in high school compared to about 15 percent of non-Oklahoma's Promise students. Due to the new 129 credit hour limit on Oklahoma's Promise scholarship payments in college, it is now even more important to encourage Oklahoma's Promise students to take full advantage of concurrent enrollment opportunities in high school.

**7. The State Regents, in collaboration with participating postsecondary institutions, should report annually on all types and amounts of financial aid that Oklahoma's Promise students receive.**

In recent years, the State Regents have implemented a new financial aid data reporting program for state system institutions. The program collects student level data on the amount and types of financial aid that students receive. As additional years of data are collected, the State Regents will be able to report annually the amount and types of aid that Oklahoma's Promise students receive.

A copy of the full report is available upon request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #18-a:**

**E&G Budget.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$927,431.43 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$927,431.43 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The fund currently has on deposit \$1,854,862.86. This amount is sufficient for a transfer of \$927,431.43 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$79,390,846.42.

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

5-Year History of Allocations	Amount to Each Entity
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Total	\$5,707,375.33
FY2018 Total	\$6,185,257.93
FY 2019 Y-T-D	\$927,431.43

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #18-b:**

**E&G Budget.**

**SUBJECT:** Approval of the fifth year of a five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a renewal grant allocation in the amount of \$51,000 for year five of a renewable five-year commitment through 2019 to the Oklahoma Historical Society for support of the Higher Education Archives project.**

**BACKGROUND:**

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. The grant was continued for support and expansion of this project in FY2010 for a second-five year period and, again in FY2015 for a third five-year period.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

**POLICY ISSUES:**

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

**ANALYSIS:**

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education.

Funding Source: FY2019 allocation for Grants/Economic Development/OEIS





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #19:**

**Master Lease Program.**

**SUBJECT:** Approval of listing of projects for submission to the Council of Bond Oversight of the 2018A Master Lease Equipment Projects.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2018 Equipment Master Lease Series. The total projects from three institutions totaling \$1,565,000.**

**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 equipment series for 2018 includes three system institutions with an estimated total of \$1,565,000 in equipment purchases and upgrades. The following table summarizes this series of project totals by institution. Two institutions, Redlands and OSU, may also be refinancing previous projects for projected savings in interest costs through this issuance.

<b>Institution</b>	<b>Total Amount to be Financed in This Issue</b>
Oklahoma Panhandle State University	\$900,000
OSU Tulsa	500,000
Quartz Mountain Arts and Conference Center	165,000
Total for this issue	\$1,565,000

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

**MASTER LEASE-PURCHASE DETAILED LISTING**

**Fiscal Year 2019**

Name of Institution: Oklahoma Panhandle 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		Lecture Seating, HON Olson High-Density Stacking Chair H4041LA, HON Motivate Stacking Chair #HONMG1010N, Savoy Elle Collection Sectionals, Couches, Chairs, End Tables, and Coffee Tables, Smith system UXL 24"x90" Three Student Table #017085 XL2490****PLTFL, Smith System 60" Round Interchange Activity Table #04126, Smith System 48"x90" Interchange Activity Table #04123, Smith System 24560 Planner Lab Station 30"Wx84"Lx22", Smith System 25560 Big Projects Planner Art Tables 36"Wx60"x24", Smith System 24550 Planner Lab Computer Table 30"Wx60"Lx22", Big and Tall Chairs KOS-500, Drawing stools KPS-WB30, Drawing tables SOGC-10 Rembrandt Graphic Arts Workstation 53 1/4", Table EST-603OH-A Element Science Table, Classroom storage DCB-48K, Designer wood locker double tier S style 18" deep cherry SKU:37368CHE,	\$900,000	7.00	Dec-18	10	10		Elizabeth McMurphy 580-349-1566	
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
		<b>Total (Subtotal if multiple sheets)</b>	\$900,000							

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

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

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
 MASTER LEASE-PURCHASE DETAILED LISTING  
 Fiscal Year 2019**

Name of Institution: OSU Tulsa

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	016-0009	Purchase and installation of classroom technology for approximately 20 classrooms on the OSU Tulsa campus, which will include but is not limited to projectors, wide projection screens, document cameras, an integrated management platform ceiling speakers, lecterns, and desktop computers.	\$500,000	5 years	Dec-18	5-7 years	Most of the classroom technology at OSU Tulsa is 10 years or more in age. The future intent is to replace the equipment every 5-7 years.	no	Mitchell Emig 405-744-5671	Debt service will be paid from Section 13 Offset and potentially private funding.
		<b>Total (Subtotal if multiple sheets)</b>	\$500,000							

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

Please return your survey to [smauck@osrhe.edu](mailto: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: Quartz Mountain ACC&NP										
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	#2	Replace phone system pbx at the Lodge.	\$40,000	5.00	Oct-18	15 years		no	Terry Mosley, 580-563-2238	
2	#3	Replace selected HVAC units	\$60,000	5.00	Oct-18	15 years		no	Terry Mosley, 580-563-2238	3 units; 20 ton, 17.5 ton, and a 12.5 ton
3	#3	Replace two Boilers in the guest room bldg at the lodge	\$40,000	5.00	Oct-18	15 years		no	Terry Mosley, 580-563-2238	
4	#2	Purchase two used pickups	\$25,000	5.00	Oct-18	10 years		no	Terry Mosley, 580-563-2238	
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
		<b>Total (Subtotal if multiple sheets)</b>	\$165,000							

\* 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  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #20-a:**

**Contracts and Purchases.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY-2019 purchases for amounts that are in excess of \$100,000.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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) KPowernet LLC in the amount of \$150,276.00 for circuits to provide services to OneNet customers. The cost of these services will be recovered through OneNet customer fees. (Funded from 718-OneNet).
- 2) Zoom Video Communications in the amount of \$211,283.22 to provide OneNet the ability to utilize advanced video conferencing systems for distance learning and remote conferencing support throughout the state. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 3) Vendor to be determined in the amount of \$900,000.00 for Juniper product upgrades to support increased customer demand. The cost of this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

- 4) Panhandle Telephone Cooperative Incorporated in the amount of \$128,000 for circuits to provide services to OneNet customers. The cost of these services will be recovered through OneNet customer fees. (Funded From 718-OneNet).

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #20-b:**

**Contracts and Purchases.**

**SUBJECT:** Approval of the Career Tech Carl Perkins Contract.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2019.**

**BACKGROUND:**

For many years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical educational nature utilizing funds provided by the Department of Career and Technology Education.

**POLICY ISSUES:**

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education (OSRHE) for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The OSRHE assumes responsibility for allocation of the funds.

**ANALYSIS:**

The attached contract provides for the transfer of approximately \$4 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in-service/professional development for CareerTech teachers, and Adult Education and Family Literacy programs. Programs coordinated by the OSRHE include data/information sharing.

Attachment

**Agreement Between**  
**THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION**  
**and**  
**THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
**2018-2019 Programs and Services**

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

**WITNESSETH:**

**WHEREAS**, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

**WHEREAS**, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

**WHEREAS**, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

**WHEREAS**, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1<sup>st</sup> day of July 2018 and will terminate no later than the 30<sup>th</sup> day of June 2019.

**IT IS HEREBY STIPULATED AND AGREED** by and between the State Board and the State Regents as follows:

1. \*Funds in the amount of \$1,869,578 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	<b>Basic Grant</b>	<b>Career Dev.</b>	<b>Non-Trad</b>
Cameron University	\$102,983		
Connors State College	\$167,255		
Murray State College	\$111,381		
Northern Oklahoma College	\$116,494		
Oklahoma City Community College	\$250,030		

OSU-Oklahoma City	\$402,554		
OSU-Institute of Technology	\$113,207		
Rogers State University	\$ 77,054		
Rose State College	\$150,578		
Tulsa Community College	\$334,752	\$23,520	\$19,770

2. \*Funds in the amount of \$1,861,521.73 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

	Basic Grant	EL/Civics	Corrections
Murray State College	\$ 59,028.13		
Northeastern Oklahoma A&M University	\$ 111,724.59		
Oklahoma City Community College	\$1,398,479.32	\$75,000	\$24,523
Oklahoma Panhandle State University	\$ 64,364.59		
OSU-Institute of Technology	\$ 128,402.10		

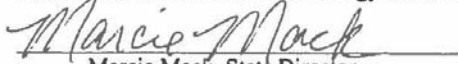
3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not to exceed \$15,000 per university. Services may include but are not limited to instructional coaching/mentoring services. The staff of the Oklahoma Department of Career and Technology Education and the appropriate institution staff will negotiate services provided during FY 2019
4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY 2019 school year. The amount is not to exceed \$5,000.
5. The State Board will pay the State Regents \$50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.
6. The state Board will contract with Rogers State University to provide ALS psychomotor examinations to candidates seeking NREMT/OSDH certifications as Paramedics, Advanced EMTs, and Intermediate EMTs. The amount is not to exceed \$15,750.
7. The state Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.
8. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.

9. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.
10. Any additional services that the State Board wishes to have provided by the State Regents during FY 2019 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

\*It is understood that in cases of the director and staff of the State Board making arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

IN WITNESS WHEREOF, the State Board and the State Regents have executed this Agreement and have caused the signatures of the authorized representative to be affixed hereto.

State Board of Career and Technology Education:

  
 \_\_\_\_\_  
 Marcie Mack, State Director  
*Approved as to Form: GJB*

*08/20/18*  
 \_\_\_\_\_  
 Date

Oklahoma State Regents for Higher Education:

\_\_\_\_\_  
 Glen Johnson, Chancellor

\_\_\_\_\_  
 Date

Approved  
 As To Form  
 Initials *abd.*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #21:**

**Investments.**





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #22:**

**Concurrent Enrollment.**

**SUBJECT:** Acceptance of the 2016-2017 Concurrent Student Enrollment Report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the 2016-2017 Concurrent Student Enrollment Report.**

**BACKGROUND:**

State Statute 70 O.S., Supp. 1989, 628.13 provides for concurrently enrolled high school students at State System colleges and universities. Concurrent enrollment allows outstanding juniors and seniors the opportunity to earn college credit while still in high school.

Beginning with the 2005-2006 academic year, the Achieving Classroom Excellence (ACE) Act established a program for high school seniors to receive a tuition waiver for up to six credit hours of concurrent coursework per semester.

**POLICY ISSUES:**

The State Regents' Concurrent Enrollment Policy (3.10) specifies admission requirements, including the proficiency and high school performance criteria listed below.

Research Universities	ACT/SAT at 67 <sup>th</sup> percentile (24 ACT)	OR	Unweighted High School GPA 3.0 and Class Rank – top 33.3%
Regional Universities	ACT/SAT at 50 <sup>th</sup> percentile (20 ACT)	OR	Unweighted High School GPA 3.0 and Class Rank – top 50%
Community Colleges	ACT/SAT at 42 <sup>nd</sup> percentile (19 ACT)	OR	Unweighted High School GPA 3.0

Additional admission requirements include a signed form from the high school principal or counselor stating that the student is eligible to satisfy requirements for graduation from high school no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

**FINDINGS:**

- During the 2016-2017 academic year, 12,143 high school junior and senior students were enrolled concurrently in college courses at State System institutions. About 1 in 4 (3,187) of these students enrolled in at least one off-campus concurrent enrollment course. Since 2006-07, concurrent student enrollments have almost doubled (91.5 percent increase). (See Figure 1)

- Concurrent students enrolled in a total of 108,248 credit hours during the 2016-17 academic year and earned 101,328 credit hours (93.6 percent of all hours attempted). At off-campus sites, concurrent students enrolled in 19,827 credit hours, earning credit for 18,651 hours (94.1 percent). In the last five years, the total credit hours attempted by concurrent students has risen 39.7 percent, from 77,482 credit hours in 2012-13 to 108,248 credit hours in 2016-17. (See Figure 2)
- On average, concurrent students enrolled in 8.9 credit hours per year, and earned 8.3 credit hours per year.
- Concurrent students performed well in their courses, passing 92.0 percent of all courses in 2016-17 (33,572 courses passed out of 36,473 courses attempted). At off-campus sites, the pass rate is even higher: 93.9 percent (6,226 passed out of 6,629 attempted). (Figures 3 and 4)
- At the end of the 2016-2017 year, concurrent students posted a 2.96 GPA overall, and concurrent students who had taken at least one course off-campus earned an average GPA of 3.17.
- Students who took college courses while still in high school were more likely to matriculate to college in the fall immediately following high school graduation. Of the 8,892 public high school students whose last concurrent enrollment was in 2015-16, 59.8 percent enrolled in Oklahoma higher education in fall 2016, compared to 45.3 percent of all 2016 public high school graduates. (See Figure 5)
- Of the students who were first-time-entering college students, those who had taken concurrent courses while still in high school, persisted into their second year at State System institutions at greater rates than did those who had not taken concurrent courses. In 2016-17 at research universities, 95.3 percent of former concurrent students persisted, compared to 89.9 percent of the non-concurrent students. At regional universities, 87.1 percent of concurrent students persisted, compared to 68.9 percent of non-concurrent students; and at the community colleges, an even wider gap existed: 83.2 percent of concurrent students persisted, compared to 63.7 percent of non-concurrent students. (See Figures 6, 7, and 8)
- Students who took concurrent courses while still in high school and subsequently were admitted to a State System institution graduated at higher rates than non-concurrent students. Just over seventy percent (70.2 percent) of the concurrent students who were fully admitted to research universities in fall 2011 as full-time, degree-seeking students graduated within six years, compared to 66.5 percent of their non-concurrent peers. At regional universities, 56.1 percent of fall 2011 entering students who had taken concurrent courses graduated within six years, compared to 32.0 percent of non-concurrent students. Of the fall 2014 entering class at community colleges, students who had taken concurrent high school courses had a three-year graduation rate that was more than double that of non-concurrent students: 43.5 percent, compared to 20.5 percent, respectively. (See Figures 9, 10, and 11)

## **CONCLUSIONS:**

Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, including higher graduation rates, and enhance educational efficiency.

Figure 1  
**Concurrent Student Headcount**  
 At Oklahoma Public Higher Education Institutions

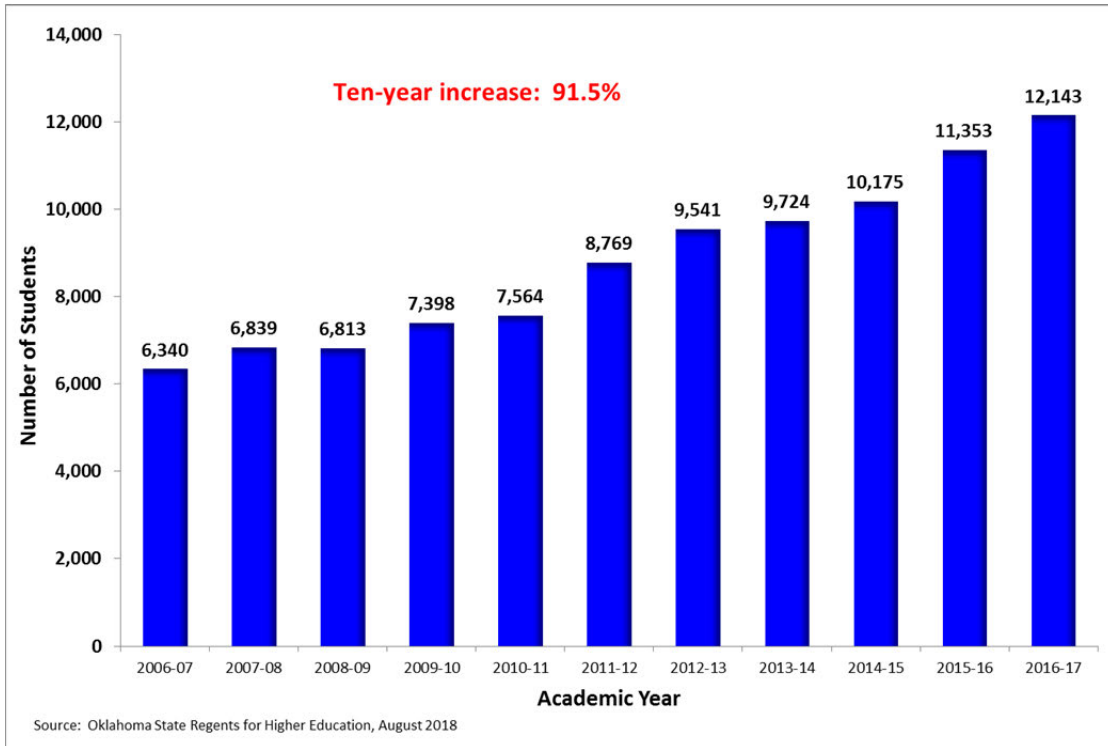


Figure 2  
**Concurrent Student Credit Hour Enrollments**  
 At Oklahoma Public Higher Education Institutions

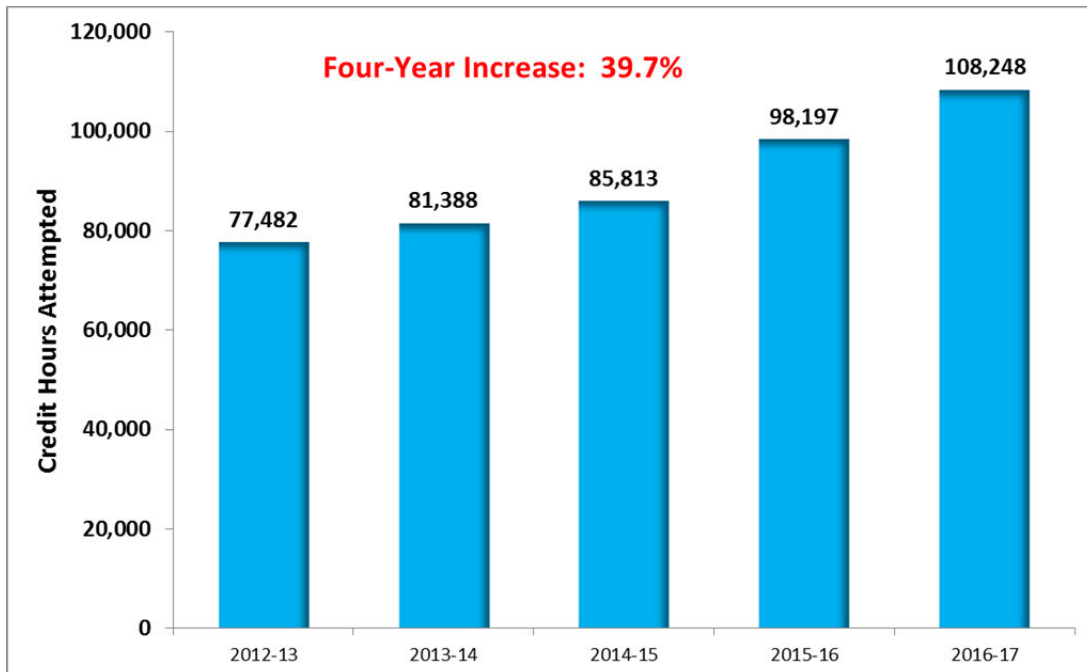


Figure 3  
**2016-17 Concurrent Student Pass Rate**  
**All Courses**

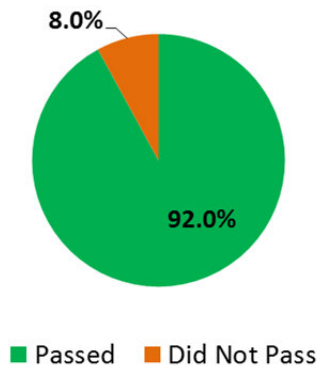


Figure 4  
**2016-17 Concurrent Student Pass Rate**  
**Off-Campus Courses**

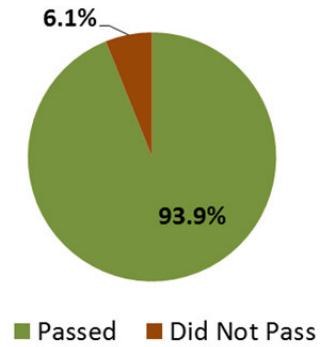
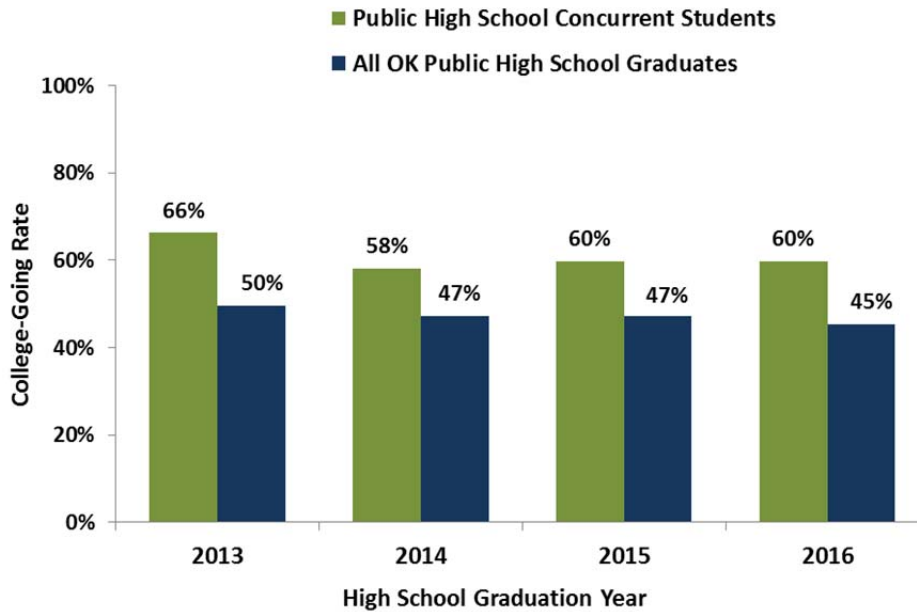


Figure 5  
**Direct to College-Going Rates**  
**Public High School Graduates Entering OK Colleges in the Fall**



Source: Oklahoma State Regents for Higher Education, August 2018

Figure 6  
**Research Universities**  
**First-Year Persistence Rates, within the State**  
**Former Concurrent Students vs. Non-Concurrent Students**

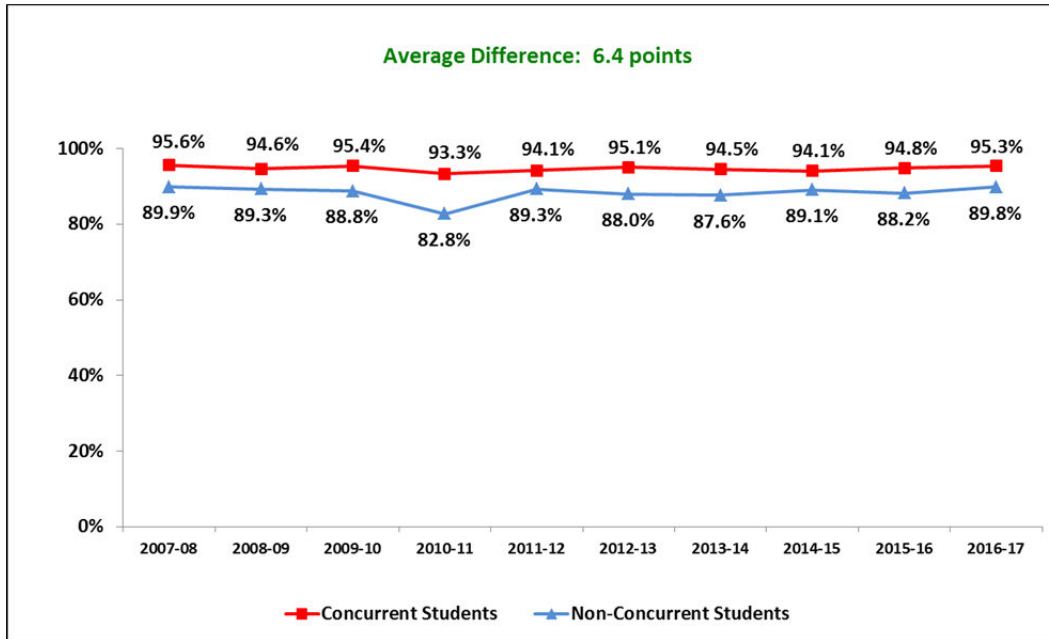


Figure 7  
**Regional Universities**  
**First-Year Persistence Rates, within the State**  
**Former Concurrent Students vs. Non-Concurrent Students**

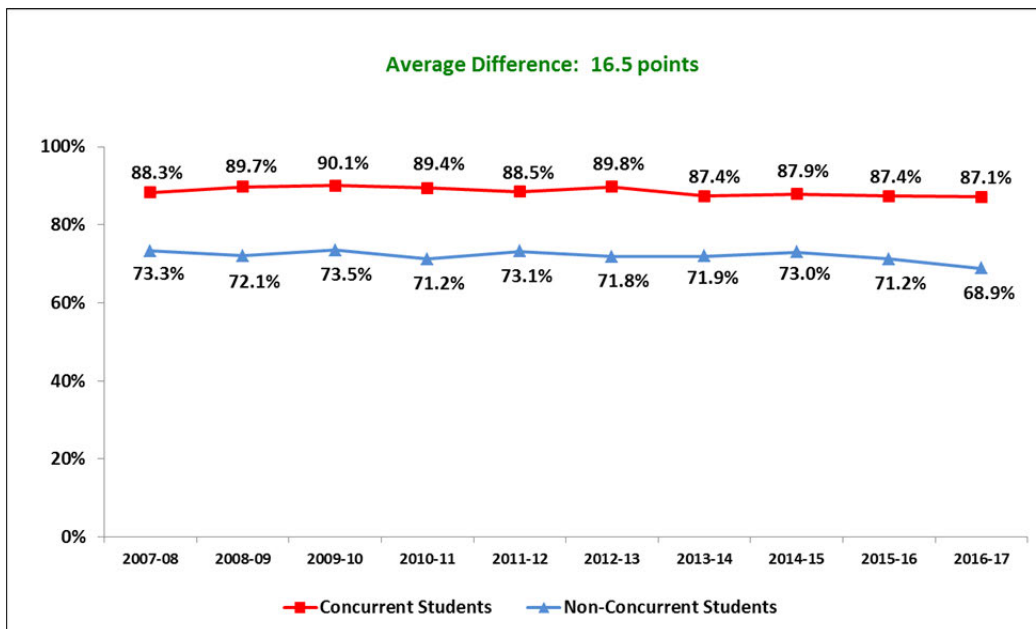


Figure 8  
**Community Colleges**  
**First-Year Persistence Rates, within the State**  
**Former Concurrent Students vs. Non-Concurrent Students**

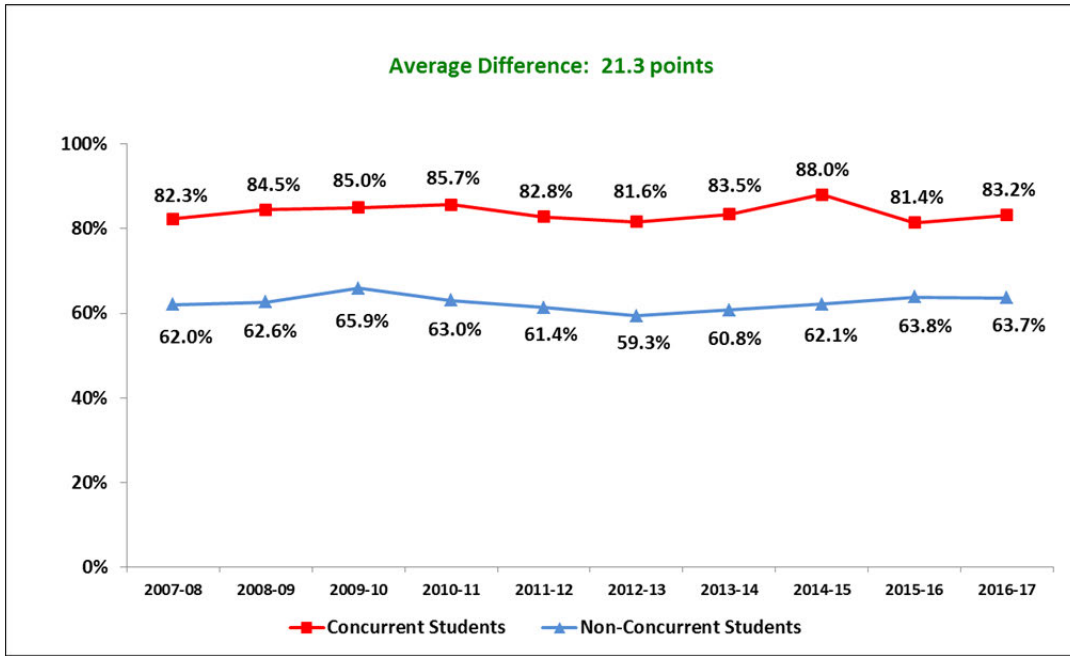


Figure 9  
**Research Universities**  
**Six-Year Graduation Rates**  
**Former Concurrent Students vs. Non-Concurrent Students**

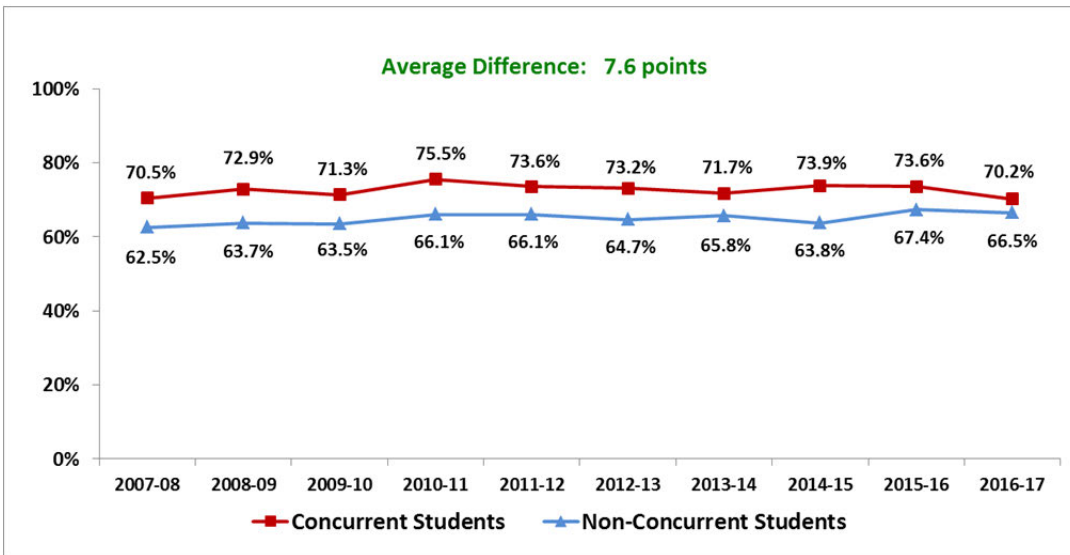




Figure 10  
**Regional Universities**  
**Six-Year Graduation Rates**  
**Former Concurrent Students vs. Non-Concurrent Students**

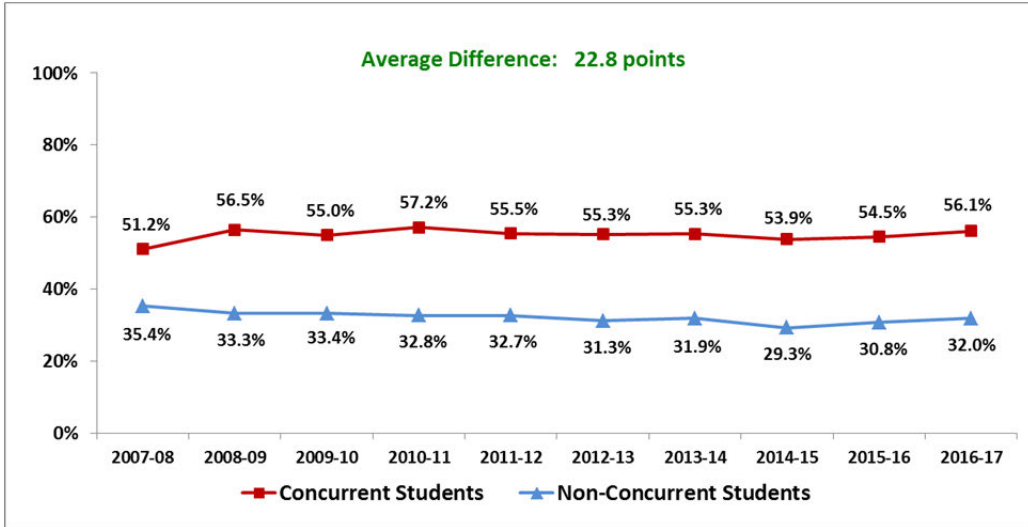
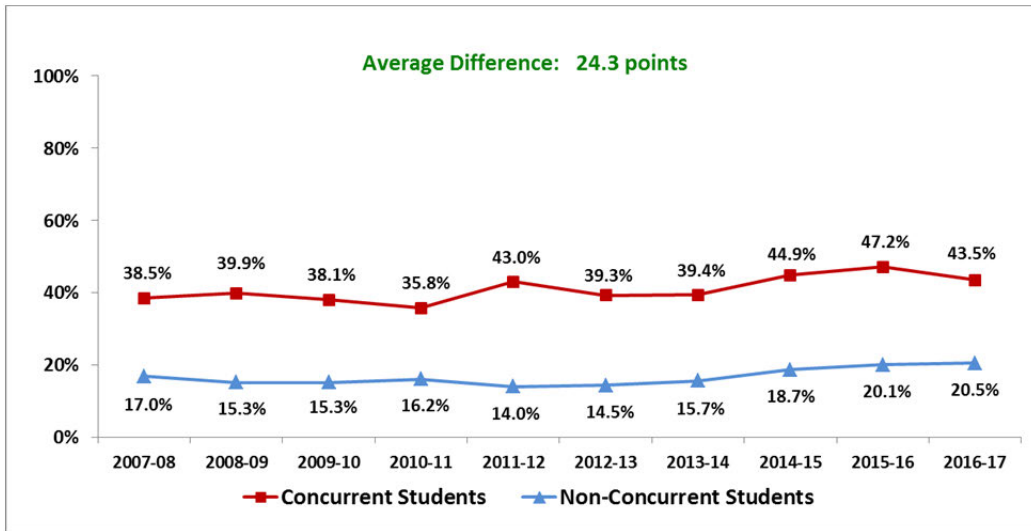


Figure 11  
**Community Colleges**  
**Three-Year Graduation Rates**  
**Former Concurrent Students vs. Non-Concurrent Students**





Meeting of the  
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**AGENDA ITEM #23:**

**State Regent's Meetings.**

**SUBJECT:** Approval of the proposed 2019 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Wednesday, January 30, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, January 31, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, March 27, 2019	10:30 a.m.	To Be Announced - Tulsa
Thursday, March 28, 2019	9 a.m.	To Be Announced - Tulsa
Wednesday, April 24, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 25, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 25, 2019	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, May 30, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Friday, May 31, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Wednesday, June 26, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 27, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 4, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 5, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 23, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 24, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 7, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 4, 2019	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 5, 2019	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Meeting of the  
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**AGENDA ITEM #24:**

**Commendations.**

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

**RECOMMENDATION:**

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

**RECOGNITIONS:**

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

**Tony Hutchison**, vice chancellor for Strategic Planning and Analysis and Workforce and Economic Development, as the Chancellor's designee to the Governor Workforce Council on Higher Education presented on the economic impact Higher Education has on the Oklahoma economy and alignment with Workforce needs. This included market demand for college degrees, our system's productivity including STEM and Health Occupations.

**Chancellor Glen D. Johnson**, served as master of ceremonies for State Regents' annual Employee Recognition Event at the CHK | Central Boathouse in Oklahoma City; provided remarks and served as master of ceremonies during retirement celebration of Southern Regional Education Board (SREB) President Dave Spence at the SREB annual meeting in Boca Raton, Florida; videotaped remarks for State Higher Education Executive Officers Association (SHEEO) video during the SHEEO Annual Meeting in Park City, Utah; served as a panelist for the session entitled "Levers for Change" at the State Higher Education Executive Officers Association (SHEEO) Annual Meeting in Park City, Utah; hosted series of "Coffee with the Chancellor" meetings with State Regents staff; provided welcoming remarks for State Regents' annual "Take Your Kids to Work Day" event and provided remarks at the inauguration of University of Oklahoma (OU) President Jim Gallogly as part of New Sooner Convocation at OU in Norman.

**Regina McPherson**, manager, Special Programs, is being appointed to the Interagency Coordinating Council for Early Childhood Intervention (ICC). She will provide a higher education perspective about intervention strategies within the field of early childhood education.

**Jess Tucker**, scholarship specialist I, received her Master's degree in Public Administration with an emphasis in Public Policy from the University of Oklahoma in July.

**Vonley Royal**, OneNet executive director and higher education CIO, attended the Quilt Summer R&E CEO Roundtable where regional education networks discussed initiatives to develop and support research

within their communities. CEOs also discussed cloud services, cybersecurity and opportunities to align strategies between regional partners.

**Vonley Royal**, OneNet executive director and higher education CIO, and **Robert Nordmark**, chief technology officer, represented OneNet and the state of Oklahoma at the National Research Platform (NRP) annual workshop in Bozeman, Montana. Von and Robert met with other NRP members to discuss the coordination and scaling of local, state, regional and national networking infrastructure to support scientific research collaborations throughout the nation. The National Research Platform is a vital partner for OneNet in supporting innovation and scientific discovery at Oklahoma's research institutions.

Meeting of the  
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September 6, 2018

**AGENDA ITEM #25:**

**Executive Session.**

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





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #26-a (1):**

**Programs.**

**SUBJECT:** Approval of institutional requests for program modifications.

**RECOMMENDATION:**

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

**BACKGROUND:**

University of Oklahoma (OU)

- 32 degree program requirement changes
- 1 degree program option addition
- 1 degree program option name change

University of Oklahoma College of Law (OU-Law)

- 1 degree program requirement change

University of Oklahoma Health Sciences Center (OUHSC)

- 2 degree program requirement changes
- 1 degree program option addition

Oklahoma State University (OSU)

- 1 degree program name change
- 4 degree program requirement changes
- 1 degree program option deletion
- 1 degree program option name change

Oklahoma State University Center for Health Sciences (OSUCHS)

- 1 degree program requirement change

Cameron University (CU)

- 10 degree program requirement changes
- 2 degree program option additions

Northeastern State University (NSU)

- 1 degree program requirement change
- 5 degree program option additions
- 1 degree program name change

Northwestern Oklahoma State University (NWOSU)

- 1 degree program requirement change

4 degree program option deletions

Southeastern Oklahoma State University (SEOSU)  
5 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)  
1 degree program requirement change

University of Central Oklahoma (UCO)  
1 degree program option name change

Northern Oklahoma College (NOC)  
1 degree program option addition

Oklahoma City Community College (OCCC)  
4 degree program option deletions  
3 degree program requirement changes

Oklahoma State University - Oklahoma City (OSUOKC)  
10 degree program requirement changes

Tulsa Community College (TCC)  
2 degree program requirement changes

Western Oklahoma State College (WOSC)  
1 degree program option deletion  
2 degree program requirement changes

**POLICY ISSUES:**

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

**ANALYSIS:**

**OU - Master of Science in Health and Exercise Science (292)**

Degree program option addition

- Add option Sports Data Analytics.
- The proposed option will address the demand for trained data scientists in sports organizations.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Environmental Design in Environmental Design (074)**

Degree program requirement change

- Remove ARCH 1112.
- The proposed change removes a course that is no longer offered.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

**OU - Master of Arts in History (118)**

Degree program requirement changes

- Require graduate seminars to be selected from the following courses: HIST 6200, HIST 6300, HIST 6400, or HIST 6800).
- Allow 9-12 credit hours of graduate course work to be substituted for the seminar requirement with the approval of the Graduate Studies Committee.
- The proposed changes clarify the degree requirements and provide students pursuing areas other than American history flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Library and Information Studies in Library and Information Studies (151)**

Degree program requirement change

- Remove LIS 5733 as an alternative course to LIS 5713.
- The proposed change is the result of course consolidation due to significant overlap of course content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Accounting (003)**

Degree program requirement changes

- Require students to earn a grade of C or better in ACCT 3113.
- Remove grade point average (GPA) requirement of 2.50 in ACCT 2113 and ACCT 2123.
- The proposed changes correct course requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Business Administration (024)**

Degree program requirement change

- For the International Business option:
  - Change minimum requirement for International Experience from 15 weeks to 8 weeks.
- The proposed change will increase retention.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Finance (081)**

Degree program requirement change

- Require students to earn a grade of C or better in ACCT 3113.
- The proposed change corrects course requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Management and Human Resources (168)**

Degree program requirement changes

- For the General Management option:
  - Require a minimum of 3 of the 12 hours of upper-division elective management courses to be selected from: BAD 3513, MGT 4973, MGT 4323, or LS 3713.
- The proposed change updates the curriculum to include a list of internationally focused courses to be more consistent with the mission of the Price College of Business.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- For the Marketing option:
  - Add MKT 3513.
  - Remove 6 credit hours of business electives.
  - Require students to select a concentration area from the following:
    - a second business major or a business minor; or
    - Franchising: MKT 3343, FRAN 3713, FRAN 3723, and FRAN 4713; or
    - Healthcare Business: MKT 3513, HCB 4613, HCB 4623, and HB 4633; or
    - Supply Chain Management: SCM 3223, SCM 3523, SCM 4003, and SCM 4323; or
    - Advertising: JMC 3303, JMC 3333, an MKT course from an approved list, and 6 credit hours from JMC 3333, JMC 4223, JMC 4232, or JMC 4333.
- For the Supply Chain Management option:
  - Remove GIS 4013 and add HCB 4633.
- The proposed changes will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Business Administration in Business Administration (025)**

Degree program requirement changes

- Add MGT 5101 and MGT 5201.
- Change credit hours required for Electives from 14 to 12.
- The proposed changes will expose students to leadership development and increase their overall effectiveness as leaders in their career.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Education in Early Childhood Education (046)**

Degree program requirement changes

- For all options:
  - Remove EDSP 3054 and add EDSP 3053.
- For the Early Childhood Education option:
  - Change credit hours required for EDUC 4050 from 4 to 5.
- For the Early Childhood Education: Birth through Third Grade option:
  - Change credit hours required for EDUC 4050 from 9 to 10.

- The proposed changes update the teaching internship courses to be uniform with other programs' teaching internship courses.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Education in Elementary Education (062)**

**Bachelor of Science in Education in Science Education (203)**

**Bachelor of Science in Education in Special Education (218)**

Degree program requirement changes

- Remove EDSP 3054 and add EDSP 3053.
- One new course will be added and one course will be deleted.
- The proposed changes update the teaching internship course to be uniform with other programs' teaching internship courses.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Doctor of Philosophy in Adult and Higher Education (114)**

Degree program requirement changes

- Remove EDAH 6970 (Research Design in Adult and Higher Education) and add EDAH 6013.
- Change the Quantitative Data Analysis requirement to: A two-course sequence approved by the student's doctoral advisory committee.
- Change the Qualitative Research Methods and Data Analysis requirement to: A two-course sequence approved by the student's doctoral advisory committee.
- Change the Advanced Research Methods Requirement to: One course approved by the student's doctoral advisory committee.
- Remove EDAH/EACS/EDS 6970 (Prospectus Development) and add EDAH 6813.
- Remove COMM 5113, EDS 6970 (Writing Educational Inquiry), EDS 6970 (Gender Knowledge), and LIS 5523.
- Add EDAH 5013, ADAH 5023, and EDAH 5033.
- Add 45-58 credit hours of Elective Courses (including Master's transfer credit).
- The proposed changes will streamline the curriculum and allow faculty and students more flexibility in selecting courses that fit their research interests.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 95 to 90.
- No funds are requested from the State Regents.

**OU - Doctor of Philosophy in Civil Engineering (039)**

**Doctor of Philosophy in Environmental Engineering (349)**

**Doctor of Philosophy in Environmental Science (077)**

Degree program requirement change

- Change the minimum number of credit hours allowed from outside the department from 12 to 6.
- The proposed change provides students more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Management Information Systems (262)**

Degree program requirement changes

- Remove MIS 3373 and 3 credit hours of MIS elective.
- Add 6 credit hours of 3000/4000 level MIS electives as approved by the MIS division.
- The proposed changes will provide students more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Architecture in Architecture-Four Plus Year Program (011)**

**Bachelor of Science in Architecture (429)**

Degree program requirement change

- Remove ARCH 1112.
- The proposed change removes a course no longer needed.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Construction Science (255)**

- Remove CNS 1112, CNS 1713, CNS 1833, CNS 3123, CNS 4223, CNS 4612, CNS 3941, and CNS 4322.
- Add CNS 1111, CNS 2363, CNS 2833, CNS 4193, CNS 4233, CNS 3943, CNS 4943, and CNS 4613.
- The proposed changes adjust credit hours in two courses and allow additional collaboration and cross-listing of courses with the Division of Architecture.
- Five new courses will be added and eight courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Doctor of Philosophy in Chemistry and Biochemistry (035)**

Degree program requirement changes

- For the Chemical Education concentration:
  - Add CHEM 5001 and EIPT 6223.
  - Remove EDSC 5543, PSY 5003/PSY 5013, HSCI 3013, and HSCI 3023.
  - Add EDSC 6333 as an alternative course to EDSC 5523.
  - Change Focus Area/Breadth Course requirements to the following:
    - Require a minimum of 2 credit hours in graduate coursework in Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, or Physical Chemistry.
    - Require a minimum of 4 credit hours of breadth coursework
- The proposed changes will align the curriculum with department requirements and national standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Arts in Film and Media Studies (316)**

Degree program requirement change and degree program option name change

- For the Film and Video Studies option:

- Change option name to Film and Media Studies.
- The proposed name change aligns the option name with the program name.
- Remove ENGL 4253 as an alternative course to FMS 3213.
- Add 3 credit hours of Creative Skills Requirement to be selected from: FMS 1313, FMS 2123, FMS 3313, FMS 3323, FMS 3703, FMS 3713, and FMS 3853.
- Change credit hours required for Guided Electives from 21 to 18.
- The proposed changes strengthen the curriculum to better prepare students for employment.
- Three new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Science in Interior Design (383)**

Degree program requirement change

- Add ARCH 5053 as an alternative course to ID 5153.
- The proposed change provides students flexibility to planning their course work since the two courses are offered in different semesters.
- 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 Social Work (210)**

Degree program requirement changes

- Remove SWK 3243.
- Change credit hours required for SWK 4311 from 1 to 3 (4313) and for SWK 4331 from 1 to 3 (4323).
- Add SWK 2223.
- Add BIOL 1124, BIOL 1134, BIOL 2124, BIOL 2234, BIOL 2255, and HES 1823 as an alternative course to BIOL 1114.
- The proposed changes allow for integration of the new Council on Social Work Education's educational competencies.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Education in Language Arts Education (143)**

Degree program requirement changes

- Remove EDSP 3054 and add EDSP 3053.
- Add EDUC 4060 (10 credit hours) and ILAC 4243.
- Change credit hours required for Writing Electives from 9 to 6.
- Remove 9 credit hours of Advisor Approved Guided Electives.
- Remove Graduate Certification Component.
- The proposed changes align the certification component of the degree with all other education degrees.
- Three new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Education in Mathematics Education (156)**

Degree program requirement changes

- Remove EDSP 3054 and add EDSP 3053.
- Remove ILAC 4143 and add ILAC 4243.
- Change credit hours required for Specialization Electives from 4-7 to 5-8.
- The proposed changes align the certification component of the degree with all other education degrees.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Science in Education in Social Studies-General (208)**

Degree program requirement changes

- Remove EDSP 3054, ILAC 4143, MLLL 4813, and LING 4023.
- Add EDSP 3053, ILAC 4243, EDWL 4033, and EDWL 4023.
- Change credit hours required for both EDUC 4050 and EDUC 4060 from 4-5 to 5.
- Change credit hours required for Advisor Approved Electives from 4 to 5.
- The proposed changes align the certification component of the degree with all other education degrees.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Science in Education in World Language Education (083)**

Degree program requirement changes

- Remove EDSP 3054 and add EDSP 3053.
- Remove ILAC 4143 and add ILAC 4243.
- For the French concentration:
  - Change credit hours required for Additional Electives from 6 to 2-3.
- For the German concentration:
  - Change credit hours required for Additional Electives from 3 to 8.
  - Change credit hours required for GERM 4000/5000 Major Language Electives from 6 to 3.
- For the Latin concentration:
  - Change credit hours required for Additional Elective from 0 to 1.
- For the Spanish concentration:
  - Change credit hours required for SPAN Electives from 12 to 8.
- The proposed changes align the certification component of the degree with all other education degrees and with accreditation requirements.
- Four new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 127 to 124.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Science in Biomedical Engineering (413)**

Degree program requirement changes

- Remove BIOL 1114/BIOL 1121 and add BIOL 1124 and ENGR 2431.
- Remove CS 1313 and add CS 1213.
- Remove CHEM 3653 and add 3 credit hours of upper-division biology elective.
- The proposed changes will better prepare students for other courses and provide students with more flexibility in course selection.
- No new courses will be added and no courses will be deleted.



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

**OU - Bachelor of Science in Computer Engineering (332)**

**Bachelor of Science in Electrical Engineering in Electrical Engineering (059)**

Degree program requirement changes

- Remove ISE 3293 and add ECE 2523.
- The proposed changes strengthen students' mathematical skills.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Law - Juris Doctor in Law (148)**

Degree program requirement changes

- Change upper-division elective requirement from four courses to five.
- Add 3 credit hours of Criminal Procedure Investigation.
- The proposed changes better align the curriculum with subjects tests on the bar examination.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OUHSC - Master of Occupational Therapy in Occupational Therapy (028)**

Degree program requirement change

- Change admission criteria to require a bachelor's degree from an accredited college or university prior to enrollment in the program.
- The proposed change will better prepare students entering the program and align with Accreditation Council for Occupational Therapy Education mandates.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OUHSC – Master of Arts in Dietetics (083)**

Degree program requirement changes and degree program option addition

- Add option Bachelor of Science in Nutritional Sciences.
  - The proposed option is designed for students who are eligible for admission after completing 90 credit hours in an undergraduate nutrition program.
- Change credit hours required for NS 7191 from 1 to 2 (7192), for NS 7411 from 1 to 2 (7412), and for NS 7254 from 4 to 3 (7213).
- Add NS 5132, NS 7313, NS 6133, NS 7212, NS 7542, NS 7615, NS 7625, and NS 7635.
- The proposed curricular changes are in response to the Commission on Dietetic Registration's change in the administration of the dietetic registration exam.
- Eight new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 36 to 64.
- No funds are requested from the State Regents.

**OSU - Master of Science in International Studies (410)**

Degree program name change

- Change program name to Global Studies.

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

**OSU - Doctor of Philosophy in Education (435)**

Degree program requirement change

- For the Language, Literacy, and Culture option:
  - Add 9 credit hours of Cognate.
- The proposed change corrects a curricular oversight when the option was approved at the March 23, 2017 State Regents' meeting.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Doctor of Philosophy in Business Administration (036)**

Degree program requirement changes

- Change admission criteria to allow students with only a bachelor's degree to be admitted.
- The proposed change facilitates matriculation of students from countries where master's degrees may not be required to enter a doctoral 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 - Master of Science in Information Assurance (403)**

Degree program requirement change

- Change credit hours required for Electives from 5-6 to 2-3.
- The proposed change corrects an institutional error when the program changed from Telecommunications Management to Information Assurance, which was approved at the April 21, 2016 State Regents' meeting.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 35-36 to 32.
- No funds are requested from the State Regents.

**OSU - Doctor of Philosophy in Human Sciences (123)**

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

- Delete Nutritional Sciences option.
  - The proposed deletion is the result of the creation and implementation of the Doctor of Philosophy in Nutritional Sciences (509) program, which was approved at the January 28, 2016 State Regents' meeting.
  - There are currently no students enrolled in the option.
- For the Hospitality Administration option:
  - Change option name to Hospitality and Tourism Management.
  - The proposed change aligns with the name of the School of Hospitality and Tourism Management.
- For the Human Development and Family Science option:
  - Change prerequisite requirements to the following:

- HDFS 5213.
- 12 credit hours of master's level research methods/statistics course.
- Thesis equivalency project for students entering without a thesis.
- Remove HDFS 6223 as an alternative course to HDFS 6523.
- Remove HDFS 6100, 9 credit hours in primary HDFS discipline, and 3 credit hours of secondary HDFS discipline.
- Add HDFS 5523, HDFS 6283, and HDFS 5750.
- Remove 6 credit hours statistics and 6 credit hours advanced statistics.
- Add two 3 credit hour advanced statistics or qualitative/quantitative research methods to be selected from:
  - Quantitative Track: HDFS 6143/MGMT 6553, HDFS 6153, REMS 6663/PSYC 5620/MKTG 6413, or REMS 6373
  - Qualitative Track: SCFD 6113, SCFD 6123, SCFD 6133, SCFD 6193, or SOC 5273.
- Add HDFS 6113, HDFS 6112, HDFS 6121, and HDFS 5413.
- The proposed changes are based on best practices among peer programs.
- Four new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSUCHS - Doctor of Philosophy in Biomedical Sciences (002)**

Degree program requirement change

- Change admission criteria to allow students with only a bachelor's degree to be admitted.
- The proposed change aligns admission criteria with peer institutions, as well as being more competitive to recruit students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSUCHS - Master of Science in Biomedical Sciences (005)**

Degree program requirement changes

- For students completing a thesis:
  - Change credit hours required for BIOM 5000 from 8 to 6.
- The proposed change will increase timely degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 32 to 30-32.
- No funds are requested from the State Regents.

#### **CU - Associate in Applied Science in Radiologic Technology (585)**

Degree program requirement change

- Add MATH 1413, MATH 1613, MATH 2215, MATH 2713, and STAT 1513 as alternative courses to MATH 1513.
- The proposed change provides students more options to fulfill the mathematics requirement depending on their education and career goals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **CU - Associate in Science in Allied Health Sciences (565)**

Degree program requirement change

- Add CHEM 1105/CHEM 1105L as alternatives courses to CHEM 1364/CHEM 1365L.
- The proposed change provides students more flexibility in fulfilling the general chemistry requirement and will better serve students as they transfer into similar allied health programs at other 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.

### **CU - Bachelor of Science in Biology (310)**

Degree program requirement changes

- For all options:
  - Remove BIOL 2124 and add BIOL 3043.
  - Remove Chemistry Minor requirement.
  - Change credit hours required for Additional Requirements from 16-22 to 25-37.
- For the Organismal Biology option:
  - Remove BIOL 3043.
  - Add BIOL 3054/BIOL 3074/BIOL 3104 as alternative courses to BIOL 3064.
  - Change credit hours required for Electives from 13 to 11-12 and remove requirement of students selecting a minimum of 1 course from Category A and Category B.
- For the Cellular and Molecular Biology option:
  - Change credit hours required for Electives from 12 to 11-12 and remove requirement of students selecting a minimum of 2 courses from Category A and 1 course from Category B.
- For the Medical Laboratory Science option:
  - Add BIOL 2124.
- The proposed changes are in response to program assessment and are intended to improve student learning.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **CU - Bachelor of Science in Sociology (180)**

Degree program option additions

- Add options General Sociology and Human Services.
- The proposed options will better prepare students for careers in their chosen area of interest.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **CU - Associate in Applied Science in Respiratory Care (575)**

Degree program requirement change

- Add MATH 1413, MATH 1613, MATH 2215, MATH 2713, and STAT 1513 as alternative courses to MATH 1513.
- The proposed change provides students more options to fulfill the mathematics requirement depending on their education and career goals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**CU - Bachelor of Arts in English Education (125)**  
**Bachelor of Arts in Social Studies Education (135)**  
**Bachelor of Music Education in Music Education (681)**

Degree program requirement changes

- Remove EDUC 4965 and EDUC 4975.
- Add EDUC 4935 and EDUC 4945.
- The proposed changes ensure all students across educator preparation programs take the same student teaching course.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**CU - Bachelor of Science in Early Childhood Education (355)**

Degree program requirement changes

- Remove EDUC 4995.
- Add EDUC 4945.
- The proposed changes ensure all students across educator preparation programs take the same student teaching course.
- 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.

**CU - Master of Business Administration in Business Administration (630)**

Degree program requirement changes

- Change admission criteria to the following:
  - Minimum undergraduate grade point average (GPA) requirement from 3.5 to 3.0 or a minimum undergraduate GPA of 3.0 in the last 60 credit hours of undergraduate coursework attempted; or
  - Minimum score on the Graduate Management Admission Test (GMAT) of 500 or a comparable converted score on the Graduate Record Examination; or
  - One of the following:
    - Minimum composite score of 3200 using the formula:  $\text{Score} = \text{GMAT} + (\text{undergraduate GPA} \times 1000)$ ; or
    - Minimum composite score of 3200 using the formula  $\text{GMAT} + (\text{undergraduate GPA} \times 1000)$  on the last 60 credit hours of undergraduate coursework attempted; or
    - Minimum GPA of 3.0 on at least 12 credit hours of graduate hours completed at another institution or in a different graduate degree program at CU, or in a combination of the two.
- The proposed changes better align admission criteria with similar programs in the state and provide greater flexibility for transfer, traditional, and non-traditional students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**CU - Master of Science in Organizational Leadership (635)**

Degree program requirement changes

- Change admission criteria to the following:
  - Minimum undergraduate grade point average (GPA) requirement from 3.5 to 3.0 or a minimum undergraduate GPA of 3.0 in the last 60 credit hours of undergraduate coursework attempted; or

- Minimum score on the Graduate Management Admission Test (GMAT) of 450 or a comparable converted score on the Graduate Record Examination; or
- One of the following:
  - Minimum composite score of 3200 using the formula: Score = GMAT + (undergraduate GPA x 1000); or
  - Minimum composite score of 3200 using the formula GMAT + (undergraduate GPA x 1000 on the last 60 credit hours of undergraduate coursework attempted); or
  - Minimum GPA of 3.0 on at least 12 credit hours of graduate hours completed at another institution or in a different graduate degree program at CU, or in a combination of the two.
- The proposed changes better align admission criteria with similar programs in the state and provide greater flexibility for transfer, traditional, and non-traditional students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NSU - Master of Science in Higher Education Leadership (052)**

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

- Change program name to Leadership.
  - The proposed name more accurately reflects the entire program curriculum rather than one aspect of the program.
- Add options American Indian Leadership, College Teaching, Higher Education Administration, Professional Studies, and Training and Development.
- Remove 6 credit hours of Leadership Electives.
- Remove EDUC 5543, EDUC 5653, EDUC 5880, and EDUC 5910 from Leadership Core.
- The proposed changes will allow program expansion and will meet the needs of potential students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NWOSU - Bachelor of Science in Education in Special Education**

Degree program requirement changes

- Remove EDUC 4203 and add EDUC 4413.
- The proposed changes increase students' technical proficiency in diagnosing reading problems and implementing effective interventions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NWOSU - Master of Education in Elementary Education (Grad) (014)**

Degree program option deletions

- Delete options Educational Leadership Principal and Curriculum and Instruction.
- The proposed deletions are the result of the approval of the Master of Education in Curriculum and Instruction (083) and the Master of Education in Education Leadership (084) at the March 29, 2018 State Regents' meeting.
- There are currently 2 students enrolled in the Curriculum and Instruction option and no students enrolled in the Educational Leadership Principal option.

- Students will be advised into the new stand-alone degree 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.

### **NWOSU - Master of Education in Secondary Education (Grad) (033)**

Degree program option deletions

- Delete options Educational Leadership Principal and Curriculum and Instruction.
- The proposed deletions are the result of the approval of the Master of Education in Curriculum and Instruction (083) and the Master of Education in Education Leadership (084) at the March 29, 2018 State Regents' meeting.
- There are currently 3 students enrolled in the Curriculum and Instruction option and 27 students enrolled in the Educational Leadership Principal option.
- Students will be advised into the new stand-alone degree 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.

### **SEOSU - Bachelor of Music Education in Music Education (037)**

**Bachelor of Arts in Music (036)**

**Bachelor of Music in Music (068)**

Degree program requirement changes

- Remove MUS 3113 and MUS 3123.
- Add MUS 3012, MUS 3022, and MUS 3032.
- The proposed changes spread course content from two courses to three to better allow students to learn the content.
- Three new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **SEOSU - Bachelor of Arts in Communication (049)**

Degree program requirement changes

- For the Organizational and Strategic Communication option:
  - Change credit hours required for Core Electives from 7-9 to 9.
  - Remove COMM 3453 and COMM 3543.
  - Add COMM 2563 and COMM 4443.
  - Remove COMM 4940.
- The proposed changes update the curriculum to include more online courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **SEOSU - Bachelor of Science in Liberal and Applied Studies (102)**

Degree program requirement change

- Add LAS 4991.
- The proposed change adds a capstone experience which will allow students to develop and understand an underlying coherence to their education without a traditionally-defined major.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

**SWOSU - Associate in Applied Science in Radiologic Technologies (122)**

Degree program requirement change

- Remove ALHLT 1162 and add ALHLT 1163.
- The proposed change provides more time for instruction to adequately prepare students for employment.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 82 to 83.
- No funds are requested from the State Regents.

**UCO - Bachelor of Business Administration in Business Administration (007)**

Degree program option name change

- For the Business Administration-Legal Studies option:
  - Change option name to Business Law.
- The proposed name better defines the curricular content and aligns with similar programs at other 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.

**NOC - Associate of Applied Science in Business Management (028)**

Degree program option addition

- Add option Hospitality.
- The proposed option will address a growing need for training in local hotels, restaurants, and casinos.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OCCC - Associate in Applied Science in Business (026)**

Degree program option deletions

- Delete options Accounting, Finance/Banking, and Finance/General.
- The proposed deletions are the result of low enrollment.
- No students are enrolled in the options.
- Three courses will be deleted.
- No funds are available for reallocation and will be used in support of other options within the degree.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OCCC - Associate in Applied Science in Computer Science (052)**

Degree program option deletion and degree program requirement changes

- Delete option Management Information Systems.
  - The proposed deletion aligns OCCC degree inventory with the State Regents' official degree inventory.
- For the Cyber/Information Security option:
  - Remove CS 2303 as an alternative course to CS 2503.
  - Remove 9 credit hours of Computer Science Electives.



- Add CS 1413, CS 2153, and CS 2303.
- Remove MATH 1503 as an alternative course to MATH 1513.
- The proposed changes eliminate confusion for students who self-advise and will facilitate transfer into bachelor of technology programs at other institutions.
- For the Computer Programming option:
  - Remove CS 2713 and add CS 2183.
  - The proposed changes are the result of a prerequisite change to CS 2713, which created a hidden barrier to degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OCCC - Associate in Arts in Political Science/Pre-Law (031)**

Degree program requirement changes

- Add COMM 2213.
- Remove requirement for students to complete both HIST 1483 and HIST 1493.
- The proposed changes will better prepare students for careers in the fields of political science and law.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OCCC - Associate in Science in Mathematics (024)**

Degree program requirement changes

- Remove BIO 1114.
- Allow students to complete any general education BIO course.
- The proposed changes provide students more options in selecting a biology course that best fits their education and career goals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU-OKC - Associate in Science in Alcohol/Substance Abuse Counseling (072)**

**Associate in Applied Science in Applied Technology (080)**

**Associate in Applied Science in Information Systems Technologies (005)**

**Associate in Applied Science in Power Transmission and Distribution Technology (091)**

**Associate in Science in Public Service (076)**

**Associate in Applied Science in Technical Spanish/Translation and Interpretation (076)**

Degree program requirement changes

- Remove MATH 1413/MATH 1513.
- Add any 3 credit hour college-level math.
- The proposed changes are the result of the Math Pathways initiative to provide students with a college-level math course more suitable to their degree 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 Cardiovascular Sonography (098)**  
**Associate in Applied Science in Radiologic Technology (099)**

Degree program requirement change

- Remove MATH 1513 and add MATH 1483.
- The proposed change is the result of the Math Pathways initiative to provide students with a college-level math course more suitable to their degree 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 - Certificate in Power Transmission and Distribution Technology (123)**

Degree program requirement changes

- Remove MATH 1413.
- Add any 3 credit hour college-level math.
- The proposed changes are the result of the Math Pathways initiative to provide students with a college-level math course more suitable to their degree 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 Veterinary Technology (079)**

Degree program requirement changes

- Remove MATH 1413/MATH 1513.
- Add any 3 credit hour college-level math.
- Remove CHEM 1214/CHEM 1314.
- Add CHEM 1154.
- The proposed changes are the result of the Math Pathways initiative to provide students with a college-level math course more suitable to their degree 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.

**TCC - Associate in Science in Nutritional Sciences (273)**

Degree program requirement changes

- Remove the Dietetics Concentration and the Community Nutrition Concentration.
- Add BIOL 2164.
- Add 4-6 credit hours of Controlled Electives to be selected from: ACCT 2213, ALDH 1323, COMM 1113, HHPE 2111, and MATH 2193.
- Add 9-11 credit hours of Recommended Electives to be selected from BIOL 2154, CHEM 2145, HSVC 2023, and SOCI 1113.
- The proposed changes are designed to provide a more seamless transfer to a similar program at a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60-61 to 60.
- No funds are requested from the State Regents.

**TCC - Associate in Science in Child Development (246)**

Degree program requirement changes

- Remove BIOL 2213 as an alternative course to PHSC 2151.

- Add CHLD 2103.
- The proposed changes ensure the curriculum meets the national accreditation guidelines of the National Association for the Education of Young Children.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 61-63 to 62.
- No funds are requested from the State Regents.

**WOSC - Associate of Science in Business (065)**

Degree program option deletion

- Delete option Computer Information Systems.
- WOSC reports the option was suspended in 2016 and the budget was deleted due to budget cuts.
- Currently no students are enrolled in the option.
- No courses will be deleted.
- No funds are available for reallocation.

**WOSC - Associate in Applied Science in Child Development (010)**

Degree program requirement changes

- Add CHLD 2713.
- Remove CHLD 2323.
- The proposed changes better reflect and align with the National Association for the Education of Young Children accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**WOSC - Certificate in Child Development Assistant (053)**

Degree program requirement changes

- Add CHLD 2713.
- Add CHLD 2313 as an alternative course to CHLD 2113.
- Remove CHLD 2313.
- The proposed changes better reflect and align with the National Association for the Education of Young Children accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.



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**AGENDA ITEM #26-a (2):**

**Programs.**

**SUBJECT:** Ratification of approved institutional requests program suspensions.

**RECOMMENDATION:**

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

**BACKGROUND:**

University of Oklahoma (OU) requested authorization to suspend the program listed below:

- Master of Science in Applied Health Sciences (072)

Northeastern Oklahoma A&M College (NEOAMC) requested authorization to suspend the program listed below:

- Associate in Arts in Mass Communication (053)

Northwestern Oklahoma State University (NWOSU) requested authorization to suspend the programs listed below:

- Master of Education in Elementary Education (014)
- Master of Education in Secondary Education (033)

Tulsa Community College (TCC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Interpreter Education (087)

**POLICY ISSUES:**

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

**ANALYSIS:**

OU requested authorization to suspend the Master of Science in Applied Health Sciences (072).

- OU indicates that the program was placed on probationary accreditation by the Joint Review Committee on Education in Radiologic Technology and it is in students' best interests to postpone admitting new students until their accreditation status is updated.
- This suspension is effective beginning the 2018-2019 academic year.
- OU will reinstate or delete the program by September 30, 2020.

NEOAMC requested authorization to suspend the Associate in Arts in Mass Communication (053).

- NEOAMC indicates a steady decline in enrollment due to not having the funds necessary to provide a full-time instructor for the program.
- This suspension is effective immediately.
- NEOAMC will reinstate or delete the program by September 30, 2021.

NWOSU requested authorization to suspend the Master of Education in Elementary Education (014) and the Master of Education in Secondary Education (033).

- NWOSU reports continued low enrollment in the programs and suspension of the programs will allow for more effective use of resources.
- These suspensions are effective beginning the 2018-2019 academic year.
- NWOSU will reinstate or delete the programs by September 30, 2021.

TCC requested authorization to suspend the Associate in Applied Science Interpreter Education (087).

- TCC reports low student demand and plans to evaluate if there is a workforce need.
- This suspension is effective beginning the 2018-2019 academic year.
- TCC will reinstate or delete the program by September 30, 2021.

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**AGENDA ITEM #26-b:**

**Electronic Delivery.**

**SUBJECT:** Northeastern State University. Approval of request to offer the existing Bachelor of Science in Health Organizations Administration through online delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northeastern State University's request to offer the existing Bachelor of Science in Health Organizations Administration through online delivery.**

**BACKGROUND:**

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

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Grad Cert in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Grad Cert in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149); and
- Bachelor of Business Administration in Hospitality and Tourism (093).

NSU's governing board approved offering online the existing Bachelor of Science in Health Organizations Administration (004) at their April 13, 2018 meeting. NSU requests authorization to offer this existing program via online delivery, as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

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

#### **Bachelor of Science in Health Organizations Administration (004)**

**Demand.** Within the health sector, the demand for health care administrators is higher than other professions. This demand is driven by demographics reflecting the aging Baby Boomer population and the need to create efficiencies and economies in a costly, broadly utilized service. According to the Bureau of Labor Statistics, jobs in the health care administration field are expected to grow nationwide by 17 percent between 2016 and 2024. Similarly, data from the Oklahoma Employment Security Commission indicate a 12 percent employment growth between 2016 and 2026. At a September 2017 meeting, Oklahoma's Deputy Secretary of Workforce, Michael Widell, acknowledged that Medical and Health Services Managers/Administrators are listed on the 2017 Critical Occupations, as a result of the projected increase in employment. NSU currently has 102 students enrolled in the Bachelor of Science in Health Organizations Administration (004) program. Many of these students currently work in clinical areas of health care and would like to transition to the business and leadership side of healthcare. Providing the program through online delivery will better allow these students the flexibility to continue working while pursuing their degree.

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

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on January 10, 2018. The University of Oklahoma (OU) requested a copy of the proposal, which was sent May 18, 2018. Neither OU nor any other State System institution notified State Regents' staff of



a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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



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**AGENDA ITEM #26-c:**

**Cooperative Agreements.**

**SUBJECT:** Western Oklahoma State College. Ratification of institutional request to delete a cooperative agreement program.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Western Oklahoma State College's request to delete a cooperative agreement program, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

**POLICY ISSUES:**

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

**ANALYSIS:**

Based on changes directed by HLC and lack of content expertise in the area of fire technology, Western Oklahoma State College (WOSC) submitted a request to delete the CAP with one or more technology centers, as specified in Attachment A.

The CAP deletion request follows a request to delete the Associate in Applied Science in Fire Technology (049), which was approved at the June 30, 2016 State Regents' meeting.

**CAP Deletion  
Attachment A**

<b>Institution</b>	<b>Program Code</b>	<b>Program</b>	<b>Career Technology Center</b>	<b>Delete CAP</b>
WOSC	049	Associate in Applied Science in Fire Technology	Great Plains Technology Center	Yes

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**AGENDA ITEM #26-d:**

**State Authorization Reciprocity Agreement.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

**POLICY ISSUES:**

Section 3.16.9 in the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy states the eligibility requirements for SARA as follows:

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

**STAFF ANALYSIS:**

Prior to September 6, 2018, State Regents' staff received SARA renewal applications from the following institutions:

- Western Oklahoma State College;
- Rogers State University;
- Carl Albert State College;
- Oral Roberts University;
- Mid-America Christian University;
- Oklahoma State University Institute of Technology; and
- Cameron University.

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

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**AGENDA ITEM #26-e (1):**

**Agency Operations.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between June 7, 2018 and August 3, 2018.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000.

**ANALYSIS:**

For the time period between June 7, 2018 and August 3, 2018, there are 24 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Information Builders in the amount of \$48,069.84 for the annual maintenance renewal for WebFOCUS used by the Strategic Planning and Analysis department. (Funded From 210-Core).
- 2) Internet2 in the amount of \$45,000.00 for membership fees for FY19. The membership is an initiative focused on providing advanced broadband capabilities and services to community anchor institutions and Sponsored Education Group Program (SEGP). (210-Core).
- 3) State Office of the Attorney General in the amount of \$65,525.04 for the legal services of an Assistant Attorney General for FY19. This will enable the Oklahoma State Regents for Higher Education to provide legal services support to the following institutions that do not have access to legal services: University of Science and Arts of Oklahoma, Murray State College, Eastern Oklahoma State College, Carl Albert State College, Redlands Community College, Northern Oklahoma College, Rose State College, Seminole State College, Western Oklahoma State College, University Center at Ponca City, and Quartz Mountain Arts and Conference Center and Nature Park. (Funded from 210-Core).
- 4) Midwest City Municipal Authority, Sheraton Midwest City Hotel and Reed Conference Center in the amount of \$25,080.00 for the Campus Safety and Security Task Force Summit to be held November 1, 2018. The summit provides campus safety and security training to higher education

institutions across the state. The costs of the summit will be recovered through registration fees. (Funded from 210-Core).

### OneNet

- 5) Dobson Technology Transport & Telecom Solutions in the amount of \$90,000.00 for assuming the responsibility for all fiber locations of the OneNet fiber in accordance with the First Amendment to the Agreement for Indefeasible Right to Use Fiber Optic Cable. The costs for this project will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 6) AtLink Services LLC in the amount of \$35,100.00 for circuits to provide services to OneNet customers. The costs for this project will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 7) Cherokee Telephone Company in the amount of \$40,000.00 for FY19 circuits to provide services to OneNet customers. The cost of these services will be recovered through OneNet customer user fees. (Funded From 718-OneNet).
- 8) Comdata in the amount of \$62,500.00 for FY19 fuel for the Educational Television Network fleet and vehicle maintenance and repairs. The costs for these expenses will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 9) MSC Technologies Incorporated in the amount of \$44,288.00 for maintenance and support, including software upgrades for both the American Power Conversion In-Row cooling units and the Power Distribution Units. The In-Row cooling units and Power Distribution Units provide cooling and power distribution for the Hot-Aisle Containment System. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 10) American Telephone and Telegraph (AT&T) in the amount of \$31,050.00 to provide FY19 basic telephone service line for OneNet hub sites to access routers and circuits. The costs for these services will be recovered through OneNet customer user fees. (Funded From 718-OneNet).
- 11) Norlem Technologies Consulting Incorporated in the amount of \$99,031.00 for firewall customers and lab units for engineers to develop and test the configurations of the firewalls. The costs of these services will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 12) University of Oklahoma Health Sciences Center in the amount of \$26,334.00 for OneNet to provide hosting space in the OneNet data center located in the University of Oklahoma – Tulsa Schusterman Center for Tulsa County. The cost for this service will be recovered from Tulsa County. (Funded from 718-OneNet).
- 13) Oklahoma Gas & Electric in the amount of \$31,000.00 for FY19 electricity for the Educational Television Network building located at 1500 N. Philips, Oklahoma City, Oklahoma, and electricity for the Bethel, Lucien and Enid towers. The cost of these services will be recovered through OneNet customer user fees.(Funded From 718-OneNet).
- 14) Oklatel Communications Incorporated in the amount of \$87,500.00 for circuits to provide services to OneNet customers. The costs for these projects will be recovered through OneNet user fees. (Funded from 718-OneNet).



- 15) Qwest Communications in the amount of 59,000.00 for FY19 for internet service for OneNet network, which provides Internet access for all OneNet customers. The cost of these services will be recovered through OneNet customer fees. (Funded From 718-OneNet).
- 16) Presidio Corporation in the amount of \$39,049.75 for maintenance, support and upgrades for VMware virtual software, including virtual PC, server applications and VoIP vsphere licenses for the Regents and OneNet staff. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 17) Globalxperts Incorporated in the amount of \$75,000.00 for comprehensive, integrated, managed and professional information technology services in OneNet's infrastructure management services. The costs for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

#### O CAN

- 18) Dobson Technology Transport & Telecom Solutions in the amount of \$26,010.40 for splicing of Oklahoma Community Anchor Network fiber optic cable at Interstate 40 and Sooner Road in Midwest City due to Oklahoma Department of Transportation road construction project. The cost of this project will be recovered through OneNet customer fees (Funded From 718-OCAN).

#### GEAR UP

- 19) The Regents of the University of Minnesota in the amount of \$26,058.00 for training sessions for GEAR UP staff and school professionals to implement Check and Connect, which is an intervention used with K-12 students who show signs of disengagement with school and who are at risk of dropping out. (Funded From 730-GEAR UP).

#### Multiple Funds

- 20) Arledge and Associates in the amount of \$45,200.00 for the services of an independent Financial and Compliance Audit for FY18. (Funded from 210-Core and 701-OCAP).
- 21) University of Oklahoma Health Sciences Center in the amount of \$60,550.00 for employee and visitor parking for FY19. (Funded From 210-Core and 718 OneNet).
- 22) CDW LLC in the amount of \$85,077.92 for the maintenance renewal for Oracle Database Enterprise services to support the Strategic Planning and Analysis division of the Oklahoma State Regents for Higher Educations.(Funded From 210-Core, 718-OneNet).

#### FY18 OneNet

- 23) Dobson Technology Transport & Telecom Solutions in the amount of \$35,000.00 for assuming the responsibility for all fiber locations of the OneNet fiber in accordance with the First Amendment to the Agreement for Indefeasible Right to Use Fiber Optic Cable. The costs for this project are recovered through OneNet user fees. (Funded from 718-OneNet).



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**AGENDA ITEM #26-e (2):**

**Agency Operations.**

**SUBJECT:** Approval of new plan document for existing agency 403(b) retirement plan.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the new plan document.**

**BACKGROUND:**

In 2008, the State Regents approved a formal plan document for an existing agency 403(b) retirement plan. The document was prepared by outside tax counsel. This was done in response to a new Internal Revenue Service (IRS) requirement that all such plans must have a formal plan document. At the time that the IRS made this a requirement, it did not provide any model form for a formal plan document.

The IRS has now deemed acceptable a model form which was created by a third-party private company. This model form may be adopted by a plan sponsor such as the State Regents and, if adopted, it can be made effective back to January 1, 2010.

The Adoption Agreement #002, the Basic Plan Document #22, and an 03/31/2017 letter from the IRS to the third party private company that created the model form are available upon request. The Adoption Agreement #002 and the Basic Plan Document #22 will have no fiscal or administrative effect on the existing agency 403(b) retirement plan. There will be no change in employee eligibility, and neither the State Regents nor agency employees will be affected in any way.

**ANALYSIS:**

On the advice of outside tax counsel, it is recommended that the Adoption Agreement #002 and the Basic Plan Document #22 be approved so that the agency's existing 403(b) retirement plan can maintain its tax-qualified status.

Copies of these documents are available upon request.



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**AGENDA ITEM #26-f:**

**Personnel.**

**SUBJECT:** Ratification of the appointments of the Director of Human Resources, Director of Student Performance Data, and the Director of Workforce and Economic Development.

**RECOMMENDATION:**

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

**BACKGROUND/POLICY ISSUES:**

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

**ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.**

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

**Director of Human Resources.** It is recommended that the State Regents ratify the appointment of Ms. Sarita Smith to serve as the Director of Human Resources. This position is responsible for all areas of HR operation, agency interaction, and overall supervision of personnel, employment, recruitment, salary administration, and staff development. The Director of Human Resources will monitor staffing patterns and needs of agency divisions, administer compensation plans, recommend hiring, firing and advancement throughout the agency, and review personnel actions. Ms. Smith was most recently employed at the Oklahoma Tax Commission and has been working in the human resources field for almost 30 years. Ms. Smith holds a Master of Science in Human Resource Management from Troy University and a Bachelor of Arts in Psychology from The University of Oklahoma. Ms. Smith assumed this new title on August 28, 2018. This position reports to Chancellor Glen D. Johnson and Ms. Kylie Smith, Vice Chancellor for Administration. A copy of the job description and Ms. Smith's resume are attached.

**Director of Student Performance Data.** It is recommended that the State Regents ratify the appointment of Dr. Jason Debus to serve as the Director of Student Performance Data. This position is responsible for the research, analysis, development and communication of Oklahoma's student performance data information for the Oklahoma State Regents for Higher Education and its partners. The Director of Student Performance Data will analyze data to identify trends, evaluate them and provide insight that educates and aids in decision making, provide useful and accurate data for legislative and institutional requests, provide data analyses, and write reports. Dr. Debus was most recently employed with the Fors Marsh Group in Arlington, Virginia, and has professional experience in the data analytics field for over 20 years. Dr. Debus holds both a Doctorate of Philosophy and a Master of Science in Experimental-Social Psychology from Texas Tech University and a Bachelor of Arts in Sociology from

Oklahoma State University. Dr. Debus assumed the position of Director of Student Performance Data on July 31, 2018. This position reports to Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development. A copy of the job description and Dr. Debus' resume are attached.

**Director of Workforce and Economic Development.** It is recommended that the State Regents ratify the appointment of Mr. Matt Eastwood to serve as the Director of Workforce and Economic Development. This position is responsible for day-to-day and long-range administration of workforce and economic development programs and projects. The Director of Workforce and Economic Development will manage key workforce and economic development programs at the Oklahoma State Regents for Higher Education, coordinate data exchanges with other state agencies, and conduct research on workforce growth initiatives. Mr. Eastwood was most recently employed at Oklahoma City Community College as a Senior Research Analyst within the Office of Institutional Effectiveness. Mr. Eastwood holds both a Master of Public Administration and a Bachelor of Arts in Political Science from The University of Oklahoma and has been working in the data analytics field for over 10 years. Mr. Eastwood assumed the position of Director of Workforce and Economic Development on July 31, 2018. This position reports to Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development. A copy of the job description and Mr. Eastwood's resume are attached.



**JOB DESCRIPTION**

**Director of Human Resources**

**FLSA: Exempt**

**Position #100096**

**Grade 13**

**Cost Center: 11500 ADMINR**

**Worker's Comp Code: 8742**

**ESSENTIAL FUNCTION**

Direct agency human resources department and initiatives.

**RESPONSIBILITIES AND DUTIES**

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

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

Revised May 2018

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

### **MINIMUM QUALIFICATIONS**

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

### **PREFERRED QUALIFICATIONS**

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

### **PHYSICAL REQUIREMENTS**

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

### **SUPERVISION**

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





**JOB DESCRIPTION**

**Director of Student Performance Data**

**FLSA: Exempt**

**Position #100325**

**Grade 11**

**Cost Center: SYSRES 19000**

**Worker's Comp Code: 8810**

**ESSENTIAL FUNCTION**

The Director of Student Performance Data will be tasked with the research, analysis, development and communication of Oklahoma's student performance data information for the Oklahoma State Higher Education System and its partners. The Director will analyze data to identify trends, evaluate them and provide insight that educates and aids in decision making. The Director will assist the vice-chancellor for strategic planning and analysis and workforce and economic development in advocating for the use and communication of data and should display inquisitiveness and a proactive approach to providing information. Work with the State Regents' Unitized Data System (UDS) and the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

**RESPONSIBILITIES AND DUTIES**

- Provide useful and accurate data for last minute legislative requests.
- Review raw data, verify it for accuracy, provide analyses, and write reports that include summary tables, graphs, and charts. This includes such areas as IPEDS, performance budgeting, and financial aid.
- Reply to institution-level requests (queries and problems) related to student performance data.
- Work closely with end users to provide support for all aspects of report development.
- Create new applications and maintain existing ones for data retrieval.
- Define specifications, recommendations, business rules, and plans for research projects.
- Develop and implement information systems standards in coordination with the vice-chancellor.
- Provide support to other infrastructure project work as required.
- Track metrics and publish related reports on a regular basis.
- Develop and report data analytics in conjunction with OU K20 Center.
- Maintain professional proficiency by attending seminars and workshops.
- Represent OSRHE and present to state and national institutional research organizations, policy conferences and student information technology forums as assigned by the vice-chancellor.
- Support training and use of tools that provide student performance data information.
- Create and communicate regular topic updates to institutions and external partners.
- Serve as team member for business continuity and disaster recovery.

**MINIMUM QUALIFICATIONS**

Bachelor's degree in computer science, management information systems, or related field, and three (3) years of experience in software development OR an equivalent combination of education and experience.

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Thorough understanding of database principles and design, and of all phases of the report development life cycle including analysis, design, creation, testing, documentation, and implementation. Experience in developing and maintaining programs using such tools as SAS, SPSS, SQL, UNIX. Strong analysis and troubleshooting skills. Ability to work successfully in a team environment. Must be a self-starter and able to work independently when required.

Clear focus and commitment to a high level of customer service. Strong verbal and written communication skills.

**PREFERRED QUALIFICATIONS**

Master's degree preferred. Knowledge of Oklahoma higher education system is desired. Proficiency with query, spreadsheet, and word processing applications a plus.

**PHYSICAL REQUIREMENTS**

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

**SUPERVISION**

The employee performs work under the supervision of the Vice Chancellor of Strategic Planning and Analysis and Workforce and Economic Development.



**JOB DESCRIPTION**

**Director for Workforce and Economic Development**

**FLSA: Exempt**

**Position #100008**

**Grade 11**

**Cost Center: ECODEV 13810**

**Worker's Comp Code: 8742**

**ESSENTIAL FUNCTION**

This is a professional staff position providing a high level of support for the Vice Chancellor of Strategic Planning and Analysis and Workforce and Economic Development is responsible for day-to-day and long-range administration of workforce and economic development programs and projects.

**RESPONSIBILITIES AND DUTIES**

- Create division goals and objectives aligned with agency objectives, prepare the annual division budget, and manage the division cost centers.
- Develop data linkages between the OSRHE UDS system and employment and workforce data.
- Manage the Employment Outcomes project at OSRHE.
- Develop dashboard data related to higher education and workforce needs.
- Coordinate with the Director of Student Performance Data on UDS Submissions, IPEDs data responsibilities for the OSRHE.
- Coordinate data exchanges with the OK Workforce Cabinet, the Oklahoma Employment Security Commission, the Oklahoma Department of Commerce.
- Research national and international economic development initiatives and facilitate opportunities for Oklahoma's higher education institutions to implement these ideas. Review, edit, and compose state-level policy to make this possible.
- Conduct research on workforce growth initiatives and develop state-level policies that support the growth in Oklahoma's workforce.
- Manage key research projects for state-level policymakers, including statewide studies on workforce readiness and the production of graduates in professions in high demand in the Oklahoma workforce.
- Present frequently on workforce and economic development issues to the Regents, Council of College Presidents, Economic Development Council, Academic Council, and the campus employment officers.
- Create and maintain the workforce and economic development infrastructure for the higher education system to support state-level business attraction, expansion, and retention projects.
- Develop and oversee research and economic development strategies with the Secretary of Commerce, Vice Chancellor of Strategic Planning and Analysis and Workforce and Economic Development and leadership of OSRHE to advance Oklahoma's economy through higher education.
- Provide leadership and support to ODOC in business attraction, expansion, and retention projects and provide a high level of partnership with the State Regents to enhance higher education's participation in the state's economic development efforts.

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- Coordinate the Economic Development Grant Program by forming a review team and conducting the selection process including the development of related State Regents' agenda items, follow-up letters to grantees, press releases about grant awards, site review visits, and budget management.
- Coordinate, develop, and present workshops on grant writing and workforce and economic development.
- Negotiate contracts with vendors and other higher education bodies on Oklahoma workforce initiatives.
- Represent the State Regents and the higher education system on workforce and economic development issues with institutions, state agencies and other organizations.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other similar duties as assigned.

**MINIMUM QUALIFICATIONS**

Bachelor's degree and three (3) years of experience in a college, university, school, or educational agency required. Must have a high level of organizational skills, ability to work cooperatively with institutional and business representatives and other staff. Superior writing, verbal, data presentation, human relations, and analytical skills a must. Research skills (quantitative and qualitative) and experience in design and development of information systems required. Some travel required.

**PREFERRED QUALIFICATIONS**

Master's degree preferred.

**PHYSICAL REQUIREMENTS**

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

**SUPERVISION**

The employee performs work under the supervision of the Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development.

Revised June 2018

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## SARITA SMITH, IPMA-HR SCP, SHRM-CP

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Human Resources professional with experience as a Director, Generalist, Consultant and Assistant. Experience managing others and coaching managers in management issues. Diverse leadership experience in all aspects of HR which includes strategic decision making, policy and procedure development, recruiting, wage analysis, leave administration, benefits, grievance management, employee relations, management training and development of employee policies.

"People don't care about what you know, until they know how much you care." Theodore Roosevelt

### PROFESSIONAL EXPERIENCE

#### **Revenue Unit Manager III, HR Division, Oklahoma Tax Commission, OKC, OK** **April 2016 – Present**

- Human Resources Subject Matter expert working closely with division Directors advising policies, procedures and laws. Manages all disciplinary actions and counsels Managers as to the proper way to administer progressive discipline within federal and state laws. Works closely with legal division and administers terminations for the agency.
- Manages employee relations matters for personnel including salary inequities, personal problems, personality conflicts, and record discrepancies.
- Certified Grievance Manager for the agency which consists of receiving grievances from employees and determining if they are timely filed and subject to the provisions of the Internal Agency Grievance Resolution procedures. Counsels with employees, supervisors and other agency officials regarding grievance procedures in accordance with the merit rules.
- Manages training for all directors, managers and supervisors to ensure that required training has been completed to comply with statute. Provides training when needed including performance evaluation training, future and ongoing sexual harassment training, recognizing and organizing any division specific training and new hire orientations.
- ADA Coordinator for the agency. Communicates knowledge of ADA law to Managers to ensure that the agency is in compliance when managing employees. Administrates claims for disability as well as workers compensation claims.
- Acts as a liaison between 700 Tax Commission employees and Employee Benefits Division, EGID and insurance companies. Organizes option period enrollments and administers benefits for the agency.

#### **Human Resources Director, Mercy Rehabilitation Hospital, OKC, OK** **January 2015 – October 2015**

- Hospital Administrator and a member of the senior leadership team which consisted of advising all aspects of HR for the hospital as well as being in rotation as an administrator on call to make key decisions for the hospital during weekends and evening shifts.
- Developed, reviewed, modified and approved all HR policies and procedures for hospital in order to comply with required regulations and standards.
- Conducted data analysis monthly and annually to monitor key HR focus issues to provide feedback and support to managers and make recommendations for continual improvement. Communicated strategies to senior leadership and managers regarding information obtained from analysis including staffing and market salaries.
- Prepared annual operations budget.
- Lead HR policy changes and benefit open enrollment for company during acquisition changes.
- Hospital was a joint ownership. All clinical staff were Mercy employees and all leadership and administrative staff were Kindred employees. Each company that had their own separate employee policies, leadership network, computer systems, payroll, performance evaluations, and benefits that must be handled separately for their employees.

- Worked directly with manager's recruiting new employees by onboarding, orienting and training them to be successful in their new jobs. Tracked and documented new employees to ensure that competencies were completed successfully.
- Managed FMLA, ADA concerns, EEOC compliance, affirmative action requirements, and all legal concerns for HR for the hospital. Coached and counseled managers and employees regarding individual and group performance objectives through performance reviews. Reviewed and approved or denied all merit increase requests for the hospital.
- Worked directly with managers and employees regarding employee relations matters implementing and following policies, procedures and state and federal laws to better insure risk protection to the organization and rectify any issues between manager and employee. Approved or denied all Managers request for disciplinary action.
- Administered recruiting, applicant tracking, employee relations, disciplinary actions, terminations, workers compensation, disability claims, FMLA, monitoring of licensing and certification requirements, orientations, performance evaluations and competencies.
- Supervisor to three employees. Responsible for their performance, tracking of attendance, and management of their department.

**Human Resources Generalist, Deaconess Hospital, OKC, OK****May 2013 – January 2015**

- Provided all aspects of recruiting, wage determination and employee relations for hospital departments and Clinic Physicians' personnel. Approximately 450 employees. Provided management coaching, approval or denial of disciplinary action, guidance in hiring practices, approved or denied all terminations and were present when they were administered and prepared defense and represented hospital in unemployment court hearings.
- Approved all compensation changes, managed performance evaluations, oversaw annual salary merit planning, and advised in bonus administration.
- Lead bi-weekly orientation presentations for new hire personnel regarding human resources policies and procedures and employee benefits.
- Employee Benefits lead for hospital of approximately 1,000 employees, which included qualifying event changes, leave of absence administration, disability claims administration and annual open enrollment.
- FMLA point of contact for employees which included tracking and counseling the legal concerns, abuse issues, and management concerns. Trained Managers about how to manage employees regarding FMLA and the risks involved.

**Human Resources Consultant, Encompass (formerly HealthSouth), Birmingham, AL****July 2009 – May 2013**

- Advised daily over 100 HR Directors and 22,000 employees regarding organizational policies and procedures concerning benefits and leave of absences.
- Worked directly with corporate human resource business partners, compensation, organizational development, and HRIS departments in order to ensure a team effort to advise HR Directors and employees concerning HR issues as a whole.
- Managed FMLA, personal leaves, benefit change decisions, open enrollment, flexible spending, retirement plan, workers compensation, short and long term disability, health, dental, vision, voluntary benefits, employee stock options and other benefit options for the corporation.
- Appointed by VP of HR to develop, design and implement a successful wellness program for the entire corporation working directly with the VP of HR and National Director of Benefits.
- Worked primarily in PeopleSoft running reports, keeping track of electronic money wires to all benefit providers, and managing all benefits data for corporation.

**Producer/Staff, State Farm Insurance, Birmingham, AL****May 2005 – December 2008**

- Managed approximately 1,500 accounts for Life, Health, Auto and Homeowners policy holders acquiring an extensive technical knowledge base. Serviced clients for renewals, claims, and establishing new policies.



**Sarita Smith**

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**Page Three**

- Proactively assessed staffing needs for State Farm agencies in the Birmingham area. Contracted with agencies to fill need for office support to improve work flow and increase productivity by stepping into each office and pulling each office up to speed or filling staffing availability as needed.

**Commercial Underwriter, Chubb Insurance Co., Simsbury, CT** **September 2000 – October 2001**

- Appointed Underwriter for non-profit and private commercial businesses, specifically, employment practice liability, errors & omissions, directors and officers and kidnap and ransom policies.
- Researched New York City organizations' risk for employment practice liability by analyzing each organizations financials, employee policies and procedures, employee handbook, culture of the company and past employment claims to establish renewal premium for the policies. Companies serviced were NBA, Friar's Club, Bette Midler Foundation and many more notorious New York City organizations.

**Career Counseling Specialist, Step-Up Incorporated, Norfolk, VA** **September 1993 – December 1994**

- Recruited ex-convicts and welfare recipients to provide assessment, counseling, vocational employability training, as well as, job placement services.
- Worked directly with social services and department of corrections. Case loads ranged from 15 – 35 candidates monthly.
- Taught employment classes in prisons to a classroom of 20+ prisoners before they were released.
- Recruited welfare recipients at their housing project locations.

**Human Resources Assistant, CAE-Link, NAS Moffet Field, CA** **March 1988 – March 1991**

- Obtained secret security clearance.
- Assisted with all aspects of human resources and administrative duties for a flight simulation government contractor.
- Recruiter for site which consisted of managing interviews, security clearance submittal and tracking, onboarding, orientation and performance evaluations.
- Administered payroll for the site and managed leave of absences, attendance issues, and time management.

**VOLUNTEER EXPERIENCE**

**Blue & Gold Officer, United States Naval Academy, Annapolis, MD** **November 2016 –Present**

United States Naval Academy admissions recruiter for the state of Oklahoma. Assigned to an Oklahoma City district to represent the Naval Academy at local schools, organize and present events for upcoming candidates, and work closely with school counselors and candidates to ensure that they complete the required steps in the application process. Works closely with Oklahoma Congressmen to communicate the nomination process to candidates. Interviews candidates and submits interview to Naval Academy admissions as the official interview for selection as a midshipman for the upcoming class.

**EDUCATION AND TRAINING**

**2017-** IPMA-HR SCP

**2015 -** SHRM-CP

**2012 -** PHR, HRCI

**2008 -** Masters of Science, Human Resource Management. Troy University, 4.00 GPA

**1992 -** Bachelor of Arts, Psychology, University of Oklahoma

*Extensive daily experience with PeopleSoft, Oracle, Excel, Word and Outlook*



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## Education

***Doctorate of Philosophy, Ph.D.***

Experimental-Social Psychology  
Texas Tech University  
Lubbock, Texas  
Graduated: August 1998

***Master of Arts, M.A.***

Experimental Psychology  
Texas Tech University  
Lubbock, Texas  
Graduated: August 1996

***Bachelor of Arts, B.A.***

Psychology - Sociology  
Oklahoma State University  
Stillwater, Oklahoma  
Graduated: June 1992

## Work Experience

***Senior Researcher I, January 2017-Present***

***Fors Marsh Group  
Arlington, VA***

- Contribute to the design, execution, and interpretation of social-psychological studies across a variety of quantitative and qualitative methodologies.
- Design, manage, and coordinate dissemination of infographic products meeting client needs.
- Analyze and interpret results from both quantitative and qualitative research studies.
- Manage and analyze large scale databases for Department of Defense Surveys.
- Prepare narrative research reports and professional briefings that summarize research findings.
- Coordinate with clients to understand their needs, respond to requests, and communicate in a clear and concise manner to non-technical audiences.
- Conduct univariate and multivariate analyses to support a variety of research projects using various statistical software packages.
- Serve as Project Lead for government funded projects to meet project specifications, requirements and deadlines.
- Work under tight deadlines to fulfill client requests.

***Education Research Analyst, September 2010-January 2017***

***Department of Defense Education Activity  
Pacific East District Superintendent's Office – Tokyo, Japan***

- Collected, analyzed, and interpreted quantitative and qualitative data which involved researching and analyzing critical Pacific East District education system problems by specific demographic groups.
- Prepared narrative research reports with interpretations of results and recommendations.
- Participate in the planning and design of education program evaluations of curriculum areas.





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- Provided accurate, reliable and timely knowledge and accurate information enabling Pacific East District to make strategic decisions promoting the benefit of all students regarding student performance, gains and growth.
  - Managed large scale assessment databases and maintained the databases for various projects in support of the Research and Evaluation mission as it pertained to Pacific East District.
  - Evaluated system-wide projects and programs and provided technical expertise in the collection, analysis, interpretation, and application of essential information to assist the agency in meeting the demands of effective instruction and accountability.
  - Advised other departments on analytical design and analysis to determine the nature and scope of a problem before providing recommendations for improvement and efficiency within area of concern.
  - Performed statistical analyses of existing data on student achievement and curriculum program to explore the links between these and the broader issues that affect the education of students.
  - Reviewed research proposals, prepared summaries, and made recommendations through channels to the Chief, Research and Evaluation.
  - Developed visual displays of assessment data such as tables, graphs and data sets for a wide variety of data sets.
  - Assessed proposals for scientific merit, human subjects' protections, and adherence to DoDEA's research policies.
  - Hands on experience planning and performing statistical analyses of large educational data sets using statistical computer software programs.
  - Mastery knowledge of K-12 school systems and standards-based educational programs.
  - Comprehensive knowledge of research methodology, both quantitative and qualitative, and experience in incorporating various methodologies into program evaluations.
  - Experience conducting education research to identify problems, assess the adequacy of existing programs, and recommend changes.
  - Supported the dissemination, synthesis and use of findings and data among stakeholders through written reports and briefings, and facilitated strategic conversions among stakeholders.
  - Prepared briefings for program coordinators, senior organizational leadership, and outside stakeholders as necessary.
  - Provided guidance in the final analysis and interpretation of findings related to student performance on assessments for Pacific East District.
  - Provided assistance and training to school administrators, faculty, and staff members concerning the use of data in the school and classroom, to include data manipulation and data analysis.
  - Created, presented and implemented professional development for administrators, teachers, specialists and other educators, in the most current methods for implementing and using data for effective instruction and assessment both in the existing curriculum and in initiatives for continuous improvement. Some examples include: Aligning Learning Objectives, Instruction, and Assessment for Improved Student Achievement, Using Data to Differentiate Instruction Across Subject Areas, Maximizing Student Achievement through Data Use, Conducting Collaboration Sessions Using ORID protocol, AdvancEd and the Continuous School Improvement Process, Providing Specific Written Feedback to Students based on Assessment, Using Advanced Placement Test Results for Instructional Planning, Interpreting PSAT/SAT Results for Use in the Classroom, Implementing College Career-Ready Math Standards for Specialist Teachers

*Acting Assistant Principal, SY 2014-15 Fall Semester; SY 2015-16 Fall Semester*



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*Department of Defense Education Activity  
Yokota High School, Pacific East District – Tokyo, Japan*

- Communicated vision to all stakeholders.
- Assisted the Principal in establishing and maintaining a professional learning community for staff and a positive school climate for students.
- Promoted student growth and achievement, as described by the Community Strategic Plan, through leadership, support, and collaboration.
- Provided leadership for standards-based instruction and assessment of all educational programs.
- Aligned fiscal, human, and material resources to support student learning and achievement.
- Consulted with area, district, and school staff to formulate procedures to ensure the educational needs, including any legal requirements, of eligible students are met.
- Gathered and analyzed student achievement and other related data to inform the decision-making process, especially regarding school improvement efforts.
- Assisted the Principal in developing a school master schedule
- Ensured the integration of DoDEA-approved technology into all curricular areas.
- Provided professional development opportunities that both enhance teacher growth and advance the school improvement goals.
- Assisted the Principal in planning, directing, and evaluating all extracurricular activities.
- Ensured ongoing communication with the school community regarding academic progress and goals.
- Conducted parent-teacher meetings.
- Took appropriate action on pupil discipline and behavior problems to include providing students with counseling.
- Modeled professional and ethical standards, and personal integrity in interactions.
- Supported the Principal with staff meetings and ensures open communications.
- Counseled teachers regarding their professional growth.
- Explained human resources policies to include transfers, benefits, and grievances/appeals.
- Administered leave in accordance with regulatory and policy guidance.

## Jason B. Debus



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- Received and attempted to resolve complaints and grievances.
  - Interviewed applicants and makes recommendations to the Principal.
  - Established working relationship and meets periodically with union/professional association representatives.
  - Supported communications between school administration, students, teachers, parents, the local community, and base offices that provide services to the school and/or staff.
  - Participated with community authorities in ensuring safety and security, including fire drills, school bus procedures and the referral of suspected illness, injury or medically related conditions and problems to the appropriate base medical authorities and the students' parents.
  - Conducted pupil, parent and teacher orientations.
  - Presented briefings relative to school policy to community leaders, local national authorities and visiting dignitaries.
  - Promoted community awareness of school programs, and promoted partnerships that bring resources to support the school implementation plan, especially those that enhance student academic achievement.
  - Served as the responsible officer for all government-owned or leased property assigned to the school.
  - Supported the Principal in justifying requests for funds, transportation, supplies, equipment and facilities to reviewing boards and higher authorities.
  - Possessed a working understanding of the DoDEA student information system.
  - Directed timely and accurate preparation and maintenance of pupil records, office files, schedules, statistical and other reports, registers, work orders, and expenditure of funds.
  - Planned and followed through on maintenance and repair requirements as well as facility use.
  - Planned and directed the receipt, storage, issuance and accountability of supplies and program equipment.
  - Informed supervisor of education deficiencies, critical issues, and emergencies.

***Director of Research, July 1999-September 2010***  
***The Resultants, Incorporated***  
***Arlington, Texas***

- Built predictive models using a variety of multivariate statistical methods
- Analyzed United States Census data to identify specific characteristics that may affect store performance in a positive or negative manner
- Developed products used to demonstrate potential consumer demand to increase client sales

## Jason B. Debus



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- Surveyed various site locations across the U.S. to assess feasibility for client acquisition
  - Conducted field studies to understand shared consumer demand and report results to clients
  - Developed and conducted research studies to understand consumer usage and competitive market share
  - Construct maps identifying strategic gaps in a given city for potential client development
  - Investigated and analyzed inconsistent or unusual results and provide explanation to clients
  - Provided support and assisted clients in interpreting results from research
  - Compiled results into written documents and presentations for partners and clients
  - Managed multiple projects under strict deadlines
  - Supervised employees to ensure quality products were delivered and deadlines met

### *Senior Research Analyst, July 1995-July 1999*

Tangram Corporation  
Fort Worth, Texas

- Built predictive models using multivariate statistical techniques
- Analyzed demographic data and consumer research to determine client customer profiles
- Wrote detailed reports summarizing results of client research
- Implemented statistical procedures that increased efficiency
- Wrote proposals for client projects

### *Teaching Assistant, August 1992- August 1996*

Psychology Department  
Texas Tech University  
Lubbock, Texas

- Taught undergraduate psychology classes of 15 to 50 students
- Prepared and delivered course lectures
- Conducted exams
- Counseled students on career goals

## Awards

Perez Scholarship  
Texas Tech University  
Lubbock, Texas

Meredith L. Black Memorial Scholarship  
Oklahoma State University  
Stillwater, Oklahoma

## Presentations



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Debus, J., & Monteith, M. J. (1994). Accessibility of attitudes and stereotypes. Presented at the Southwestern Psychological Association Meeting, Tulsa, Oklahoma

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Tietz, J. A., Garrison, S. A., Yang, E., Satsky, M. A., Debus, J., Bell, K. L., & Allen, J. P. (1996, March). Maternal control of adolescents in two-parent families. Presented at the meeting of the Society for Research on Adolescence, Boston, Massachusetts.

Debus, J. (1998, August). Self-discrepancies and the perceptions of others. Presented at the meeting of the American Psychological Society San Francisco, California.

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**Jason B. Debus**



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## **References**

Ms. Lois Rapp, Pacific Area Director  
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## Matthew A. Eastwood



### **Summary**

Data/Research analyst with ten plus years' experience in statistical software and analysis. Highly skilled in research, development, maintenance, transformation, analyzing and reporting of data systems.

### **Professional Experience**

#### **Research Analyst**

Oklahoma City University, Office of Institutional Research and Assessment  
Oklahoma City, OK

2008-2012

- Provide expertise and support for the implementation of research projects containing a high level of data and analysis to President, Provost and other university administrators.
- Input and import of data into appropriate software for data analysis.
- Generation and creation of routine and complex reports using SPSS and other software utilities.
- Development, administration and examination of surveys in accordance with the universities assessment and research initiative.
- Qualitative research: Conducting, evaluating and reporting on findings from focus groups.
- Routinely conduct research regarding current issues and trends in higher education.
- Oversee departmental budget and act as interim program manager to organize and coordinate day-to-day operations within the department.

#### **Institutional Research Analyst (Decision Support Analyst)**

Oklahoma City Community College, Office of Institutional Effectiveness  
Oklahoma City, OK

2012-2016

- Collect, develop and interpret data for the comprehensive reports to the Board of Regents.
- Maintain data warehouse and manifest of data. Chairing data governance committee.
- Development of external employment and jobs trend analysis and projections.
- Prepare and analyze internal reports for state mandated academic program reviews.
- Support the preparation of enrollment and retention analyses, projections and trends utilizing appropriate statistical software.
- Assist the Director of Institutional Effectiveness in the development and coordination of institutional accreditation studies.
- Coordinator for the college's financial planning and resource allocation process.
- Conduct focused research regarding student success. Both quantitative and qualitative studies.

**Senior Research Analyst**

Oklahoma City Community College, Office of Institutional Effectiveness  
Oklahoma City, OK

2016-Present

- Manage and coordinate state and federal government compliance, including roles as the college's key-holder for the Department of Education's Integrated Postsecondary Education Data System (IPEDS) and as official campus coordinator for the State of Oklahoma's Unified Data System (UDS).
- Design, program and implement comprehensive real-time enrollment reports to facilitate effective course management.
- Project lead for the integration and maintenance of predictive analytical software to target students for interventions and assistance.
- Business Intelligence query building coordinator. Create and disseminate data extractions throughout various departments on campus.
- Maintaining and developing various dashboards, tools and reports used to monitor the effectiveness of the College's activities.
- Prepare and deliver presentations of research findings, analyses, projections, and trends to both internal and external audiences.

**Former President and Board Member, Oklahoma Association for Institutional Research (OK-AIR)**

2010-Present

- Direct operations for statewide nonprofit organization consisting of professionals working in institutional research and college planning capacities.
- Organize and coordinate semi-annual conferences.
- Liaison for organization with regional and national affiliated associations.

**Education****University of Oklahoma**

**Bachelor of Arts**, Summer 2005

Major: Political Science

Minor: Business

Overall GPA: 3.4

**University of Oklahoma**

**Master of Public Administration, M.P.A.**, Spring 2011

Major: Public Administration

Concentration: Policy Analysis

Overall GPA: 3.8



## **Skills**

- Strong background in database management and manipulation.
- Advanced understanding of statistical design and data modeling.
- Extensive knowledge of quantitative and qualitative research methods; ability to work effectively on survey design and evaluation (Qualtrics).
- Expertise in several statistical software utilities (SPSS, SAS, EXCEL).
- Substantial work with business intelligence tools and query building (Business Objects/Crystal Reports, Cognos).
- Expertise with reporting and visualization tools (Tableau, ARCGIS, Rapid Insight).
- Experience in multiple Enterprise Resource Planning systems (Ellucian, Datatel).
- Working knowledge of database query languages (SQL, VBA).
- Experience in supervisory and leadership roles.
- Excellent logic and problem-solving skills.
- Proficient with Microsoft Office Suite.

## **References**

- Available upon request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #26-g:**

**Resolutions.**

*These will be available at the meeting.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #27-a:**

**Programs.**

**SUBJECT:** Current status report on program requests.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2018 as well as requests pending from the previous year.

**POLICY ISSUES:**

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

**ANALYSIS:**

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2018-2019).

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

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

Supplement available upon request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #27-b (1):**

**Annual Reports.**

**SUBJECT:** Annual status report on program requests.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Oklahoma State System institutions submitted 161 program requests from July 1, 2017 to June 30, 2018. Twenty-seven requests were carried over from 2016-2017. The following schedules summarize requests and State Regents' actions in 2017-2018. The detailed report is available as a supplement.

**POLICY ISSUES:**

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

**ANALYSIS:**

The Annual Report on Program Requests, available upon request as a supplement, contains the 2017-2018 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Electronic Media Requests
3. Approved Program Deletion Requests
4. Approved Program Name Change Requests
5. Approved Degree Designation Change Requests
6. Approved Cooperative Agreements
7. Approved Program Suspension Requests
8. Approved Reinstatement Requests
9. Approved Inventory Reconciliation Requests

**2017-2018 Submissions and Actions.** In the 2016-2017 year, institutions made the following requests and the State Regents took the following actions:

<b>Requested Item Category</b>	<b>2016-2017 Carry-over</b>	<b>2017-2018 Submissions</b>	<b>2017-2018 Actions</b>	<b>Percentage of Requests Approved</b>
1. New Programs	11	66	53	69%
2. Electronic Media	8	24	31	97%
3. Program Deletions	2	28	30	100%
4. Degree Program Name Changes	5	17	22	100%

5. Degree Program Designation Changes	0	3	3	100%
6. Cooperative Agreements	0	10	10	100%
7. Program Suspensions	0	11	11	100%
8. Program Reinstatements	1	0	1	100%
9. Inventory Reconciliations	0	3	3	100%
<b>Total</b>	<b>27</b>	<b>161</b>	<b>163</b>	<b>87%</b>

Supplement available upon request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #27-b (2):**

**Annual Reports.**

**SUBJECT:** Teacher Education Program Admission Study.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST), now called the PRAXIS Core Academic Skills for Educators Test, as one criterion for admission to teacher education programs. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

Currently, the admission criteria are 1) earning a GPA of 3.00 or higher in all general education courses (a minimum of 30 hours), 2) scoring at or above the level designated by the State Regents on the PRAXIS exam, 3) passing the OGET, or 4) holding a baccalaureate degree from an institution accredited by a national or regional accrediting agency recognized by the Secretary of the United States Department of Education and approved by the State Regents.

This is the fourteenth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 2007-2008 to 2016-2017, the most recent data available.

**POLICY ISSUES:**

The State Regents' policy, *Criteria for Admission to Teacher Education* (3.21.3), regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

**FINDINGS:**

During 2016-2017, the twelve Oklahoma public universities with teacher education programs reported a total of 1,285 students admitted to teacher education (Chart 1). The number of students admitted decreased 35 percent from 1,972 in 2007-08 to 1,285 in 2016-17.

Most of the students admitted were White (67.6 percent). The next largest ethnic group, Native Americans, comprised 9.7 percent of admissions, a 13.2 percent decrease from 2015-16 (Chart 2). Males comprised 16.96 percent of admissions with females making up 81.79 percent. Gender was unknown for 1.25 percent of admissions (Chart 3).

In 2016-17, 96 percent of the students were admitted to teacher education programs by passing the OGET, 2 percent by achieving a GPA of 3.00 or higher, and 2 percent had at least a bachelor's degree (Chart 4).

An analysis of 2016-17 OGET test-takers by the Office of Educational Quality and Accountability (OEQA) shows that approximately 60 percent of individuals plan to seek initial certification via an approved educator preparation program whereas 40 percent are seeking certification via an alternative route (Chart 5). In 2007-08, approximately 61 percent of OGET test-takers were getting their initial license/certification and 39 percent an alternative certification.

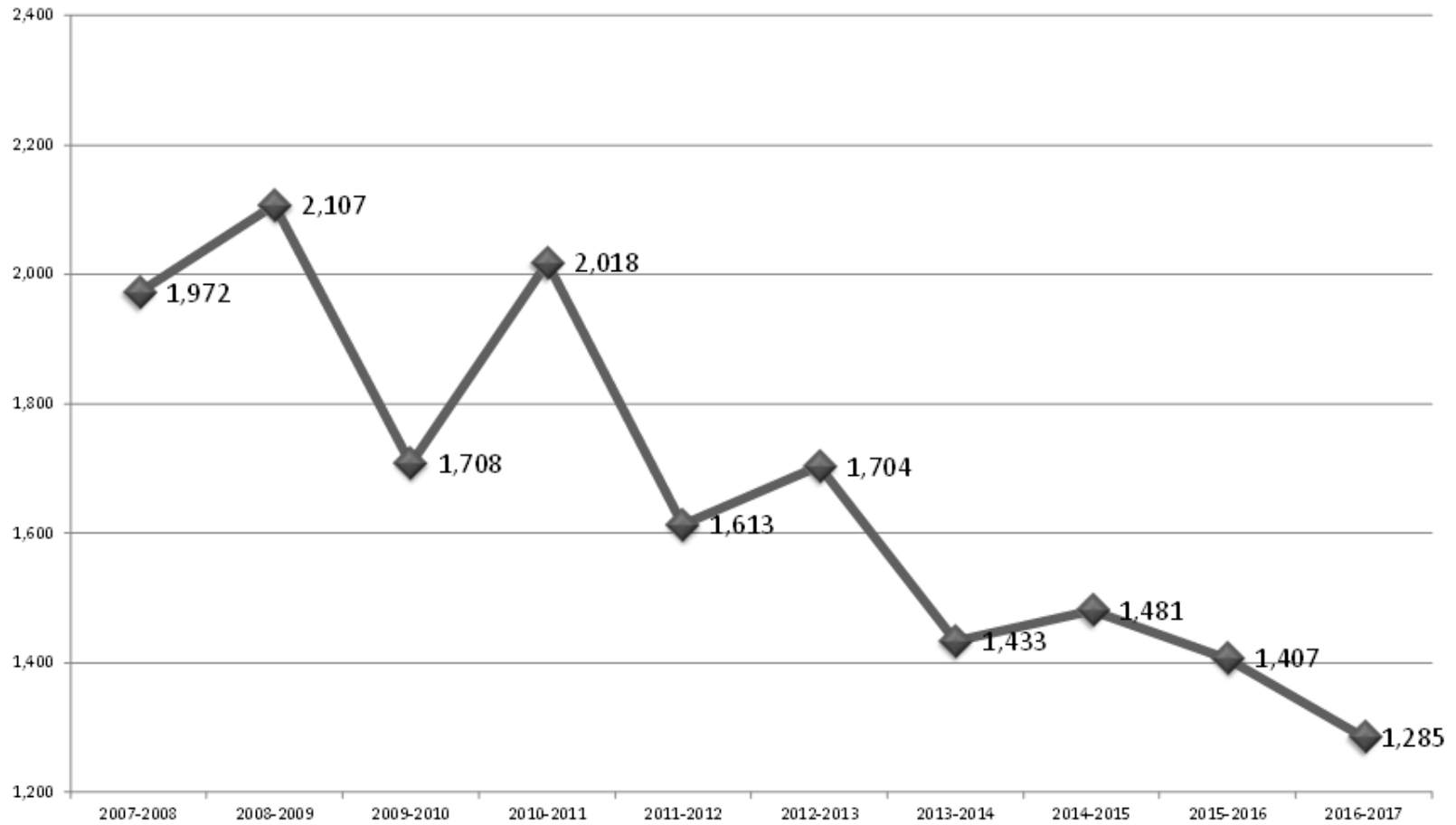
## **CONCLUSIONS:**

- Admissions to teacher education programs have decreased 9 percent from 1,407 in 2015-16 to 1,285 in 2016-17.
- Male admissions continue to decline from a high of 360 in 2007-08 to 218 in 2016-17.
- African American admissions have decreased by 30 percent from 46 in 2015-16 to 32 in 2016-17. Over a ten year period, African American admission to educator preparation programs has decreased by 55 percent.
- Minority admissions have mostly decreased over a ten year period with slight gains found in only the Hispanic student admissions.
- Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PRAXIS. Students are provided with remediation if needed. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.

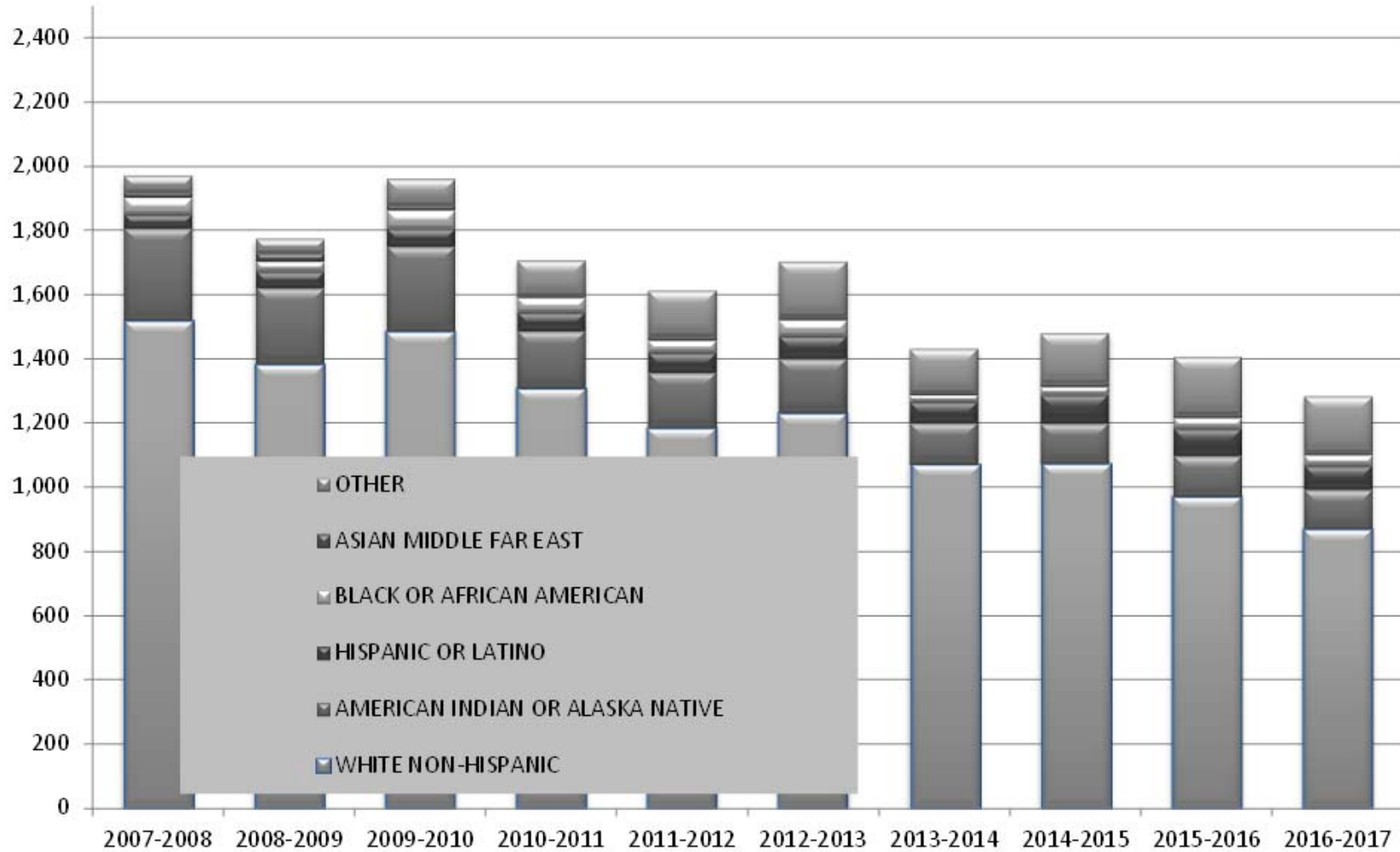
## **RECOMMENDATIONS:**

1. Continue to monitor the effects of alternative certification on teacher education admissions.
2. Increase teacher recruitment initiatives to help meet the demand of the teaching workforce.
3. Increase emphasis on diversity in teacher recruitment to meet the demands of changing student demographics.
4. Provide support to educator preparation programs in meeting the academic and scholarship needs of students.

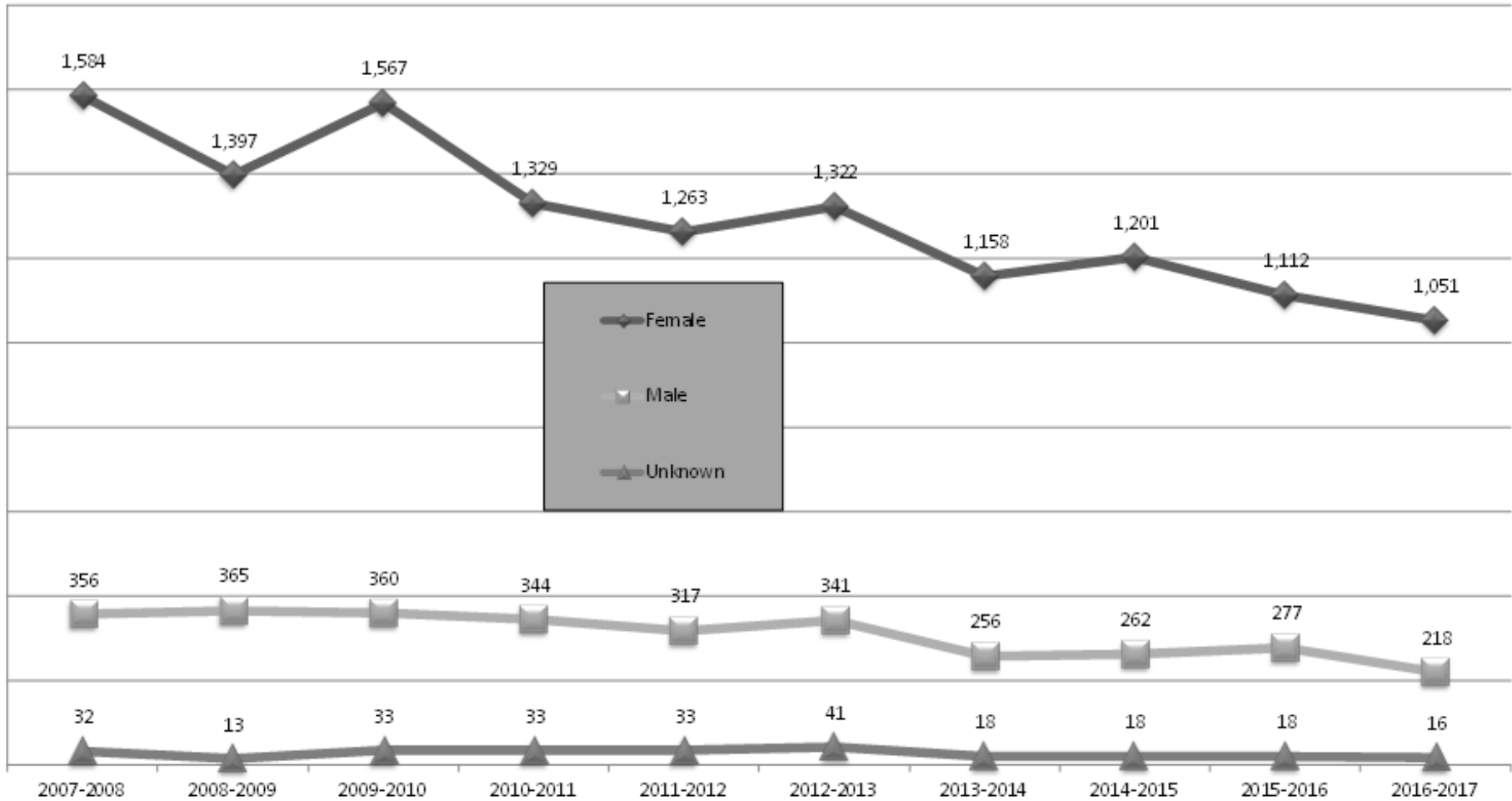
**Chart 1**  
**Number of Students Admitted to Teacher Education Programs at Public Universities**  
**2007-2017**



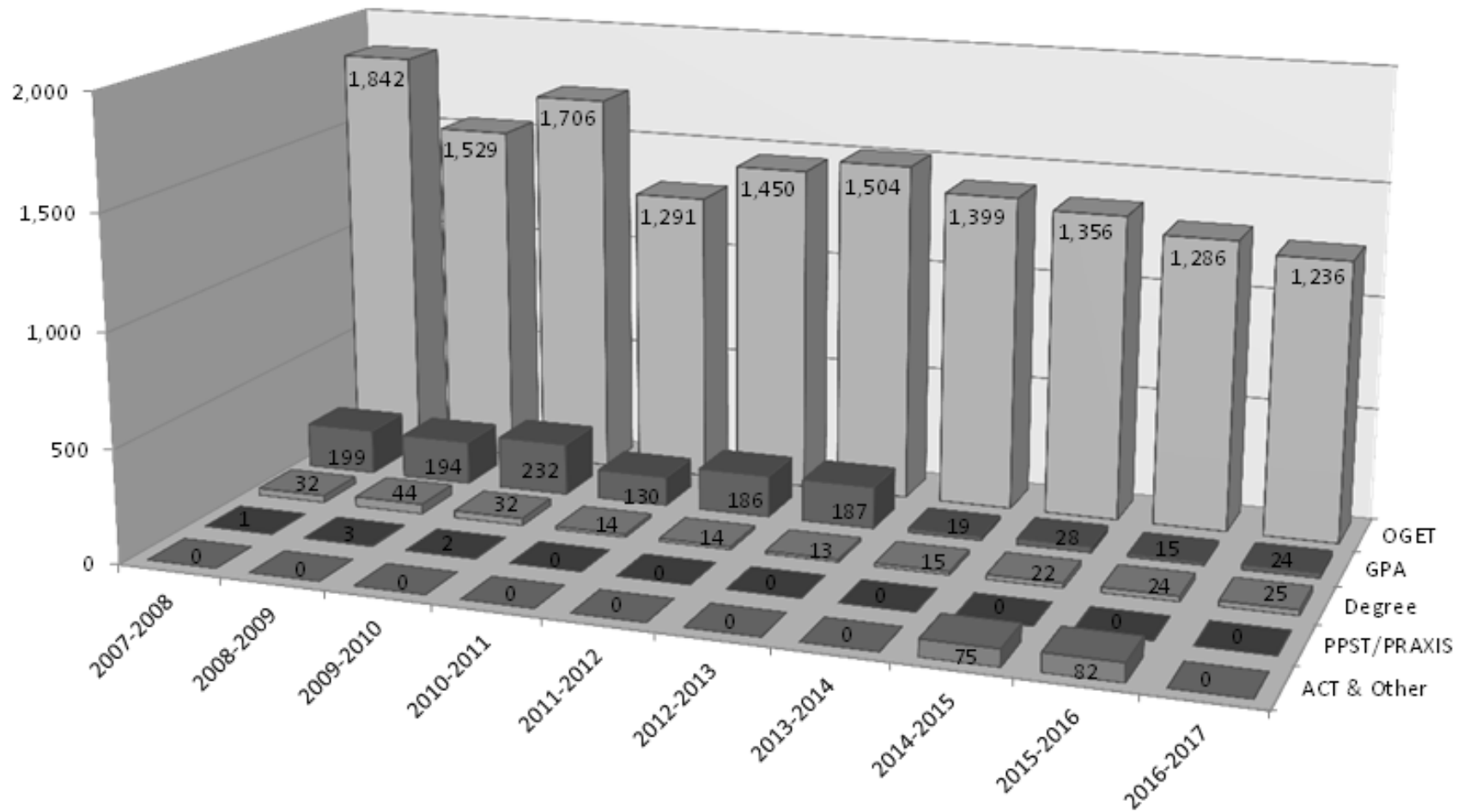
**Chart 2**  
**Students Admitted to Teacher Education Programs by Ethnic Group**  
**2007-2017**



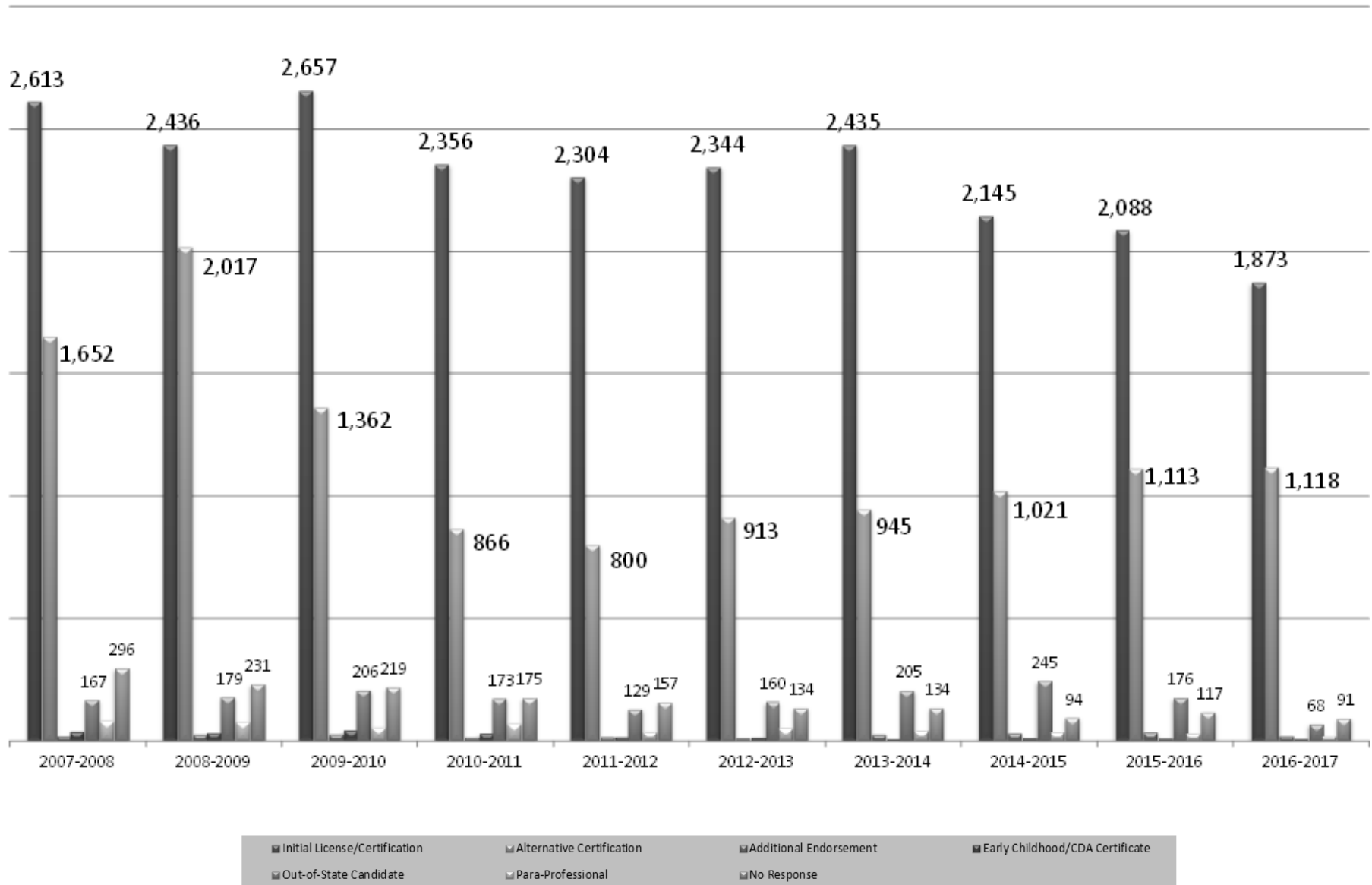
**Chart 3**  
**Students Admitted to Teacher Education Programs by Gender**  
**2007-2017**



**Chart 4**  
**Number of Students Admitted to Teacher Education Programs by Admission Criterion**  
**2007-2017**



**Chart 5**  
**OGET Test Takers by Route to Certification**  
**2007-2017**







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**AGENDA ITEM #27-b (3):**

**Annual Reports.**

**SUBJECT:** Tuition and Fees Rate Book, FY2019.

**RECOMMENDATION:**

**This item is for informational purposes only.**

**BACKGROUND:**

The State Regents approved tuition and mandatory fee rates for the 2018-2019 academic year at their meeting on June 28, 2018. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of \$302.08 at the University of Oklahoma to a low of \$130.50 at Northern Oklahoma College.
- The average resident tuition and mandatory fee rate is \$196.75 per credit hour, or approximately \$5,902.46 for a full-time student enrolled in 30 credit hours.
- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of \$327.35 at the Oklahoma State University to a low of \$228.20 at Langston University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #27-b (4):**

**Annual Reports.**

**SUBJECT:** Student Cost Survey, FY2019.

**RECOMMENDATION:**

**This item is for informational purposes only.**

**BACKGROUND:**

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2018 and spring 2019 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average student costs for resident and nonresident students by tier.

**POLICY ISSUES:**

This report is consistent with the State Regents' policy.

<i>FY2018-2019 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident and Nonresident Students</i>				
<b>Resident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$5,072	\$5,444	\$3,274	\$4,024
Mandatory Fees	\$3,968	\$1,599	\$1,099	\$991
Average Academic Service Fees	1,862	565	369	192
Books & Supplies	984	1,134	1,305	1,500
<b>Average Costs for Commuter</b>	<b>\$11,886</b>	<b>\$8,742</b>	<b>\$6,048</b>	<b>\$6,707</b>
Room & Board	9,525	5,825	5,621	5,804
<b>Average for on Campus Student</b>	<b>\$21,411</b>	<b>\$14,566</b>	<b>\$11,669</b>	<b>\$12,511</b>
<b>Nonresident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$20,523	\$13,854	\$8,520	\$10,369
Mandatory Fees	\$3,968	\$1,599	\$1,099	\$991
Average Academic Service Fees	1,862	565	369	192
Books & Supplies	984	1,134	1,305	1,500
<b>Average Costs for Commuter</b>	<b>\$27,336</b>	<b>\$17,152</b>	<b>\$11,294</b>	<b>\$13,052</b>
Room & Board	9,525	5,825	5,621	5,804
<b>Average for on Campus Student</b>	<b>\$36,861</b>	<b>\$22,977</b>	<b>\$16,915</b>	<b>\$18,856</b>

**ANALYSIS:**

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$11,886, an increase of \$601 or 5.3 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$8,742, an increase of \$231 or 2.7 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$6,048, an increase of \$196 or 3.3 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$6,707, an increase of \$452 or 7.2 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$21,411, an increase of \$1,043 or 5.1 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$14,566, an increase of \$370 or 2.6 percent more than the previous year.
- The average cost for a student living on campus at a community college is \$11,669, a decrease of \$154 or 1.3 percent less than the previous year. The decrease is due to elimination of meal plans by Redlands and a reduction in board charges by Eastern Oklahoma State College.
- The average cost for a student living on campus at the technical colleges is \$12,511, an increase of \$684 or 5.8 percent more than the previous year.

Undergraduate Nonresident Commuter Students:

- The average cost for a commuter student at the research universities is \$27,336, an increase of \$842 or 3.2 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$17,152, an increase of \$188 or 1.1 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$11,294, an increase of \$337 or 3.1 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$13,052, an increase of \$623 or 5.0 percent more than the previous year.

Undergraduate Nonresident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$36,861, an increase of \$1,284 or 3.6 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$22,977, an increase of \$328 or 1.1 percent more than the previous year.
- The average cost for a student living on campus at a community college is \$16,915, a decrease of \$12 or 0.1 percent less than the previous year.
- The average cost for a student living on campus at the technical colleges is \$18,856, an increase of \$855 or 4.7 percent more than the previous year.

<i>FY2018-2019 Average Cost of Attendance</i>					
<i>Full-Time Graduate Resident and Nonresident Students</i>					
	Research	Regional		OSU - Center	
Resident Students	Universities	Universities	OSU - Tulsa	for Health	OU Health
				Sciences	Science Center
Tuition	\$5,607	\$5,474	\$5,531	\$5,531	\$5,119
Mandatory Fees	2,912	1,236	2,929	762	2,344
Average Academic Service Fees	2,172	655	1,589	947	1,116
Books & Supplies	899	1,097	1,500	1,500	2,423
<b>Average Costs for Commuter</b>	<b>\$11,589</b>	<b>\$8,463</b>	<b>\$11,549</b>	<b>\$8,739</b>	<b>\$11,002</b>
Room & Board	9,525	5,599	0	0	0
<b>Average for on Campus Student</b>	<b>\$21,114</b>	<b>\$14,062</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	Research	Regional		OSU - Center	
Nonresident Students	Universities	Universities	OSU - Tulsa	for Health	OU Health
				Sciences	Science Center
Tuition	\$20,688	\$13,182	\$21,034	\$21,034	\$19,778
Mandatory Fees	2,912	1,236	2,929	762	2,344
Average Academic Service Fees	2,172	655	1,589	947	1,116
Books & Supplies	899	1,097	1,500	1,500	2,423
<b>Average Costs for Commuter</b>	<b>\$26,670</b>	<b>\$16,170</b>	<b>\$27,051</b>	<b>\$24,242</b>	<b>\$25,661</b>
Room & Board	9,525	5,599	0	0	0
<b>Average for on Campus Student</b>	<b>\$36,195</b>	<b>\$21,769</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$11,589, an increase of \$509 or 4.6 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$8,463, an increase of \$231 or 2.8 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$11,549, an increase of \$899 or 8.4 percent more than the previous year.

- The average cost for a commuter student at OSU Center for Health Sciences is \$8,739, an increase of \$343 or 4.1 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$11,002, an increase of \$734 or 7.1 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$21,114, an increase of \$951 or 4.7 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$14,062, an increase of \$51 or 0.4 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

Graduate Nonresident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$26,670, an increase of \$749 or 2.9 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$16,170 an increase of \$343 or 2.2 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$27,051, an increase of \$1,379 or 5.4 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$24,242 an increase of \$825 or 3.5 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$25,661, an increase of \$734 or 2.9 percent more than the previous year.

Graduate Nonresident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$36,195, an increase of \$1,191 or 3.4 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$21,769, an increase of \$162 or 0.8 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

***Average Cost of Attendance for Full-Time Professional  
Resident and Nonresident Students - FY2019***

<b>Professional Programs - Residents</b>	<b>Resident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	\$15,420	\$4,328	\$3	\$1,320	\$21,071
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	24,752	3,591	627	6,913	35,882
Doctor of Dental Science	26,228	3,333	5,375	10,152	45,088
Physician's Associate	12,449	3,333	1,532	2,959	20,272
Doctor of Pharmacy	15,914	3,085	3,485	3,497	25,981
Master of Occupational Therapy	8,292	2,344	1,106	4,602	16,344
Doctor of Physical Therapy	10,492	3,085	1,344	4,602	19,523
Doctor of Audiology	9,363	2,344	1,756	1,851	15,314
Public Health Professional	6,989	1,973	611	2,253	11,826
Doctor of Nursing Practice	8,675	1,973	818	3,228	14,694
Master of Science in Nursing	5,036	1,973	1,234	3,228	11,471
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	20,430	3,127	499	3,640	27,696
Doctor of Osteopathic Medicine	25,797	2,098	916	6,000	34,811
<b>Northeastern State University</b>					
Doctor of Optometry	17,975	1,047	1,111	3,828	23,961
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	8,820	-	-	1,200	10,020
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	19,392	1,168	217	1,000	21,777
<b>Langston University</b>					
Doctor of Physical Therapy	9,847	2,895	232	780	13,754

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$21,071, an increase of \$420 or 2.0% from the previous year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$11,471 for the Master of Science in Nursing to \$45,088 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$27,696, an increase of \$1,324 or 5.0 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$34,811, an increase of \$3,409 or 10.9 percent over the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$23,961, an increase of \$712 or 3.1 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is \$10,020, an increase of \$420 or 4.4 percent over the previous year.

- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$21,777, a decrease of \$403 or 1.8 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$13,754, an increase of \$15 or 0.1 percent.

<b>Professional Programs - Nonresidents</b>	<b>Nonresident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	\$27,030	\$4,328	\$3	\$1,320	\$32,681
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	56,492	3,591	627	6,913	67,622
Doctor of Dental Science	62,253	3,333	5,375	10,152	81,113
Physician's Associate	28,075	3,333	1,532	2,959	35,898
Doctor of Pharmacy	35,706	3,085	3,485	3,497	45,773
Master of Occupational Therapy	19,902	2,344	1,106	4,602	27,954
Doctor of Physical Therapy	26,497	3,085	1,344	4,602	35,528
Doctor of Audiology	24,473	2,344	1,756	1,851	30,424
Public Health Professional	18,896	1,973	611	2,253	23,733
Doctor of Nursing Practice	20,851	1,973	818	3,228	26,870
Master of Science in Nursing	16,258	1,973	1,234	3,228	22,693
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	46,795	3,127	499	3,640	54,061
Doctor of Osteopathic Medicine	53,299	2,098	916	6,000	62,313
<b>Northeastern State University</b>					
Doctor of Optometry	35,950	1,047	1,111	3,828	41,936
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	14,724	-	-	1,200	15,924
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	33,024	1,168	217	1,000	35,409
<b>Langston University</b>					
Doctor of Physical Therapy	25,354	2,895	232	780	29,261

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$32,681, an increase of \$645 or 2.0%.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$22,693 for the Master of Science in Nursing to \$81,113 for the Doctor of Dentistry Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$54,061, an increase of \$2,583 or 5.0 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$62,313, an increase of \$4,979 or 8.7 percent over the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University, Doctor of Optometry is \$41,936, an increase of \$1,587 or 3.9 percent over the previous year.



- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University, Doctor of Nursing Practice is \$15,924, an increase of \$684 or 4.5 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University, Doctor of Pharmacy Program is \$35,409, a decrease of \$403 or 1.1 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University, Doctor of Physical Therapy is \$29,261, a decrease of \$32 or 0.1 percent over the previous year.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #27-b (5):**

**Annual Reports.**

**SUBJECT:** Cash Reserve Report for FY2019.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

**POLICY ISSUES:**

This report is consistent with State Regents' policy

**ANALYSIS:**

In FY2019, on a system-wide average 72.1 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12<sup>th</sup>) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30<sup>th</sup>.

The system-wide projected reserve for July 1, 2018, was 10.85 percent and the projected system-wide reserve at June 30, 2019, is budgeted for 8.62 percent. The projected ending reserve is slightly than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 6, 2018

**AGENDA ITEM #27-b (6):**

**Annual Reports.**

**SUBJECT:** Faculty Salary Report FY2018.

**RECOMMENDATION:**

**This is an information item recommended for the State Regents' acceptance.**

**BACKGROUND:**

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding constituent agencies, is \$68,948 for the year 2017-2018. This is an increase of \$484 or 0.7 percent above 2016-2017. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2017-2018 is 4,989 a decrease of 107 from 2016-2017. When the constituent agencies are included, the total for the system is 6,392, a decrease of 317 or 4.7 percent from the previous year.

The 2017-2018 salaries range from a low of \$11,760 to a high of \$300,000 on a 9-10 month basis and from \$22,600 to \$425,004 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits increased by 7.3 percent for 9-10 month faculty and by 5.8 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$24,748 and \$35,404 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. The increase is largely influenced by increases in health care costs.

Oklahoma's average salaries are 89.32 percent of the national average in 2017-2018, compared to 86.52 percent of the national average in 2016-2017.

Supplement

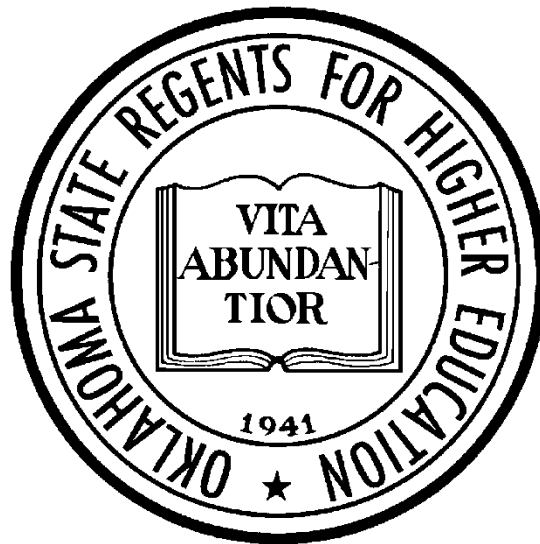


**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**MINUTES**

**Seven Hundred Ninety-First Meeting**



June 28, 2018





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

Minutes of the Seven Hundred Ninety-First Meeting  
June 28, 2018

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Research Park, Oklahoma City

**Minutes of the Seven Hundred Ninety-First Meeting  
of the  
Oklahoma State Regents for Higher Education  
June 28, 2018**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, June 28, 2018, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 12, 2017. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Ron White called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman, John Massey and Michael C. Turpen.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Lester made a motion, seconded by Regent Helm, to approve the minutes of the State Regents' regular meeting on May 25, 2018. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Massey, Turpen, White and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman White stated that he had enjoyed his time as chairman and that the next year looks very optimistic. He also announced the members of the newly-formed Function Change and Mission Expansion Subcommittee:
  - Regent Jody Parker;
  - Regent Jay Helm;
  - Chair of the 2018-19 State Regents Academic Affairs Committee designated by Chairman Helm;
  - President Burns Hargis, Oklahoma State University;

- President-Designate Jim Gallogly, University of Oklahoma;
- President John McArthur, Cameron University;
- President Tim Faltyn, Oklahoma Panhandle State University;
- President Don Betz, University of Central Oklahoma;
- President John Feaver, University of Science and Arts of Oklahoma;
- President Jeff Hale, Northeastern Oklahoma A&M College;
- President Jeanie Webb, Rose State College;
- President Leigh Goodson, Tulsa Community College;
- Dr. Gary Sandefur, Oklahoma State University;
- Dr. Kyle Harper, University of Oklahoma;
- Dr. Debbie Landry, Northeastern State University;
- Dr. Bryon Clark, Southeastern Oklahoma State University;
- Dr. Bo Hannaford, Northwestern Oklahoma State University;
- Dr. Richard Beck, Rogers State University;
- Mr. Greg Gardner, Oklahoma City Community College;
- Dr. Marc Willis, Carl Albert State College;
- Dr. Janet Wansick, Connors State College; and
- Ms. Rose Marie Smith, Redlands Community College.

Regent White finished by stating that he will chair the subcommittee and appreciates the member's willingness to serve.

**5. REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also distributed an article from *The Oklahoman* focusing on tuition increases presented to the State Regents at their Committee-of-the-Whole meeting on June 27, 2018.

**6. DELETED ITEM.**

**7. E&G BUDGET.**

- a. Regent Parker made a motion, seconded by Regent Stricklin to approve the FY19 Educational and General Budgets for institutions, constituent agencies, the higher education center, special programs and other programs. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin and Helm. Voting against the motion were none.
- b. Regent Parker made a motion, seconded by Regent Lester, to approve the allocation of \$1,203,861.41 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 Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin, Helm and Parker. Voting against the motion were none.

**8. TUITION AND FEES.**

- a. **REGENT PARKER MADE A MOTION, SECONDED BY REGENT MASSEY,** to approve all institutional requests for changes to Academic Service Fees for FY2019. Voting for the motion were Regents Lester, Hickman, Massey, Turpen, White, Stricklin, Helm, Parker and Holloway. Voting against the motion were none.
- b. **REGENT PARKER MADE A MOTION, SECONDED BY REGENT HOLLOWAY,** to approve FY19 Mandatory Fees and Tuition. Voting for the motion were Regents Hickman, Massey, Turpen, White, Stricklin, Helm, Parker, Holloway and Lester. Voting against the motion were none.

**9. EPSCoR.**

- a. Regent Parker made a motion, seconded by Regent Helm, to approve the following items regarding EPSCoR:
  - (1) Approval of an allocation of \$500,000 to participating universities for the third year of the National Institutions of Health INBRE grant award.

- (2) Approval of EPSCoR matching funds in the amount of \$50,000 to the University of Oklahoma for NASA EPSCoR projects.
- (3) Approval of the FY2019 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2018.
- (4) Approval of the 2018 Oklahoma EPSCoR Advisory Committee Annual Report.
- (5) Ratification of payment for EPSCoR/IDeA Coalition Dues.

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

**10. CAPITAL.** Regent Parker made a motion, seconded by Regent Massey to approve the FY19 Annual Campus Master Plan for submission to the Long-Range Planning Commission. Voting for the motion were Regents Turpen, White, Stricklin, Helm, Parker, Holloway, Lester, Hickman and Massey. Voting against the motion were none.

**11. CONTRACTS AND PURCHASES.** Regent Parker made a motion, seconded by Regent Massey, to approve the following FY 2019 purchases in excess of \$100,000:

- (1) Educational Credit Management Corporation in the amount of \$2,360,00 for use of an integrated software system and services for administering student loans.
- (2) Loan Sciences LLC in the amount of \$406,000 to provide student grace period and cohort management services.
- (3) Mercer in the amount of \$433,000.00 for FY19 investment consulting services.
- (4) Approval for EPSCoR to solicit vendors to develop a highly competitive Research Infrastructure Improvement Track-1 proposal for submission to the National Science Foundation.
- (5) Suddenlink Communications in the amount of \$121,725.00 for circuits to provide services to current OneNet customers.
- (6) Indian Nations Fiber Optics in the amount of \$295,000.00 for circuits to provide services to current OneNet customers.

- (7) Windstream Oklahoma, LLC in the amount of \$988,365.00 for circuits to provide services to current OneNet customers.
- (8) Skyrider Communications in the amount of \$289,000.00 for circuits to provide services to current OneNet customers.
- (9) Dobson Technologies Transport in the amount of \$453,215.00 for circuits to provide serves to current OneNet customers.
- (10) Cross Cable Television, LLC in the amount of \$160,600.00 for circuits to provide services to current OneNet customers.
- (11) Cox Communications in the amount of \$1,567,504.00 for circuits to provide services to current OneNet customers.
- (12) VYVE Broadband dba BCI Broadband Holdings in the amount of \$219,500.00 for circuits to provide services to current OneNet customers.
- (13) American Telephone and Telegraph Corporation in the amount of \$5,044,531.00 for circuits to provide services to current OneNet customers.
- (14) Pioneer Long Distance Inc. in the amount of \$428,034.00 for circuits to provide services to current OneNet customers.
- (15) Pine Telephone Company in the amount of \$246,400.00 for circuits to provide service to current OneNet customers.
- (16) MBO Networks, LLC in the amount of \$589,400.00 for circuits to provide services to current OneNet customers.
- (17) Hilliary in the amount of \$171,000.00 for circuits to provide service to current OneNet customers.
- (18) Copper River Information Technology in the amount of \$320,828.72 for maintenance renewal to provide support for the ADVA network equipment that is integrated into the OneNet network.

- (19) Addison Professional Financial Search in the amount of \$284,760.00 for Professional IT services to assist with software engineering and development needs.
- (20) BTC Broadband in the amount of \$116,386.00 for circuits to provide services to current OneNet customers. Costs are recovered through OneNet user fees.
- (21) Cable One in the amount of \$110,034.00 for circuits to provide services to current OneNet customers.
- (22) Copper River in the amount of \$250,000.00 for 100 Gigabit Ethernet optical equipment that is needed to accept a new internet access circuit at the optical node located at 319 W University Drive in Durant, Oklahoma.
- (23) American Telephone and Telegraph Corporation in the amount of \$163,032.00 for Cloud services provided to current OneNet customers.
- (24) My Consulting Group in the amount of \$124,080.00 for development support on the existing in house billing system.
- (25) Copper River in the amount of \$210,000.00 for Adva optical equipment to upgrade 10 Gigabit Ethernet backup wave from Internet 2 to 100 Gigabit Ethernet backup wave service.
- (26) Presidio in the amount of \$639,162.32 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network.
- (27) Bank of America in the amount of \$100,000.00 for FY19 P-Card purchases. These funds must be encumbered prior to being able to use the P-Card for FY19 purchases.

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

**12. GRANTS.** Regent Parker made a motion, seconded by Regent Helm, to accept grant funds for the 2018-2019 FAFSA Completion Challenge Grant through the National College Access Network. Voting for the motion were Regents Stricklin, Helm, Parker, Holloway, Lester, Hickman, Massey, Turpen and White. Voting against the motion were none.

**13. DELETED ITEM.**

**14. NEW PROGRAMS.**

a. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from the University of Oklahoma to offer the Bachelor of Arts in Community Health, the Bachelor of Science in Community Health, the Graduate Certificate in Arts Management and Entrepreneurship, the Graduate Certificate in Data Science and Analytics, and the Graduate Certificate in Data Analytics for Information Professionals. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Massey, Turpen, White and Stricklin. Voting against the motion were none.

b. Regent Lester made a motion, seconded by Regent Massey, to approve the request from Oklahoma State University to offer the Doctor of Philosophy in School Psychology and the Bachelor of Arts in Arts Administration. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin and Helm. Voting against the motion were none.

c. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from the Oklahoma State University Center for Health Sciences to offer the Doctor of Philosophy in Forensic Sciences. Voting for the motion were Regents Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin, Helm and Parker. Voting against the motion were none.

d. Regent Lester made a motion, seconded by Regent Stricklin, to approve the request from Cameron University to offer the Associate in Arts in Strategic Communication. Voting for the motion were Regents Lester, Hickman, Massey, Turpen, White, Stricklin, Helm,



Parker and Holloway. Voting against the motion were none.

- e. Regent Lester made a motion, seconded by Regent Massey, to approve the request from Rogers State University to offer the Certificate in Career Technology and Education. Voting for the motion were Regents Hickman, Massey, Turpen, White, Stricklin, Helm, Parker, Holloway and Lester. Voting against the motion were none.
- f. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Carl Albert State College to offer the Certificate in Religious Study, the Certificate in Organizational Leadership, the Certificate in Hospitality and Event Management, the Certificate in Social Services Assistant, the Certificate in Occupational Skills and the Certificate in Law Enforcement Procedure. Voting for the motion were Regents Massey, Turpen, White, Stricklin, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
- g. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from Oklahoma State University Institute of Technology to offer the Bachelor of Technology in Applied Technical Leadership as a substitution for the Bachelor of Technology in Civil Engineering Technology. Voting for the motion were Regents Turpen, White, Stricklin, Helm, Parker, Holloway, Lester, Hickman and Massey. Voting against the motion were none.

**15. PROGRAM DELETIONS.** Regent Lester made a motion, seconded by Regent Massey, to approve the following request for program deletions:

- a. Oklahoma State University Institute of Technology requested to delete the Bachelor of Technology in Civil Engineering Technologies.
- b. Rose State College requested to delete the Certificate in Hospitality and Event Management, the Associate in Applied Science in Technical Supervision and Management and the Associate in Science in Geosciences.
- c. Tulsa Community College requested to delete the Certificate in International Business

and the Certificate in Management Leadership.

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

**16. CAREER TECHNOLOGY CENTER TRANSFER COURSES.** Regent Lester made a motion, seconded by Regent Helm, to approve transfer courses from Oklahoma technology centers for technical degree programs. Voting for the motion were Regents Stricklin, Helm, Parker, Holloway, Lester, Hickman, Massey, Turpen and White. Voting against the motion were none.

**17. INTENSIVE ENGLISH PROGRAM.** Regent Lester made a motion, seconded by Regent Parker, to approve the English Language Center in Edmond, Oklahoma for one year. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Massey, Turpen, White and Stricklin. Voting against the motion were none.

**18. UNIVERSITY CENTER OF SOUTHERN OKLAHOMA.**

a. Regent Lester made a motion, seconded by Regent Holloway, to approve the request to allow Langston University to offer the Bachelor of Science in Nursing in Nursing at the University Center of Southern Oklahoma in Ardmore. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin and Helm. Voting against the motion were none. Regent Helm asked that the State Regents monitor this program for the first two years and Vice Chancellor for Academic Affairs Debbie Blanke agreed and confirmed her and her staff would monitor the program.

b. Regent Lester made a motion, seconded by Regent Holloway, to approve the request from ECU to discontinue offerings at the University Center of Southern Oklahoma. Voting for the motion were Regents Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin, Helm and Parker. Voting against the motion were none.

c. Regents reviewed the proposed policy exceptions to the State Regents' *University Center*

*of Southern Oklahoma* policy. This item was for posting only.

**19. POLICY EXCEPTION – CONCURRENT ENROLLMENT.**

- a. Regent Lester made a motion, seconded by Regent Helm, to approve policy exceptions for a concurrent enrollment pilot project at Oklahoma Panhandle State University. Voting for the motion were Regents Lester, Hickman, Massey, Turpen, White, Stricklin, Helm, Parker and Holloway. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Helm, to approve policy exceptions for a concurrent enrollment pilot project at the University of Oklahoma. Voting for the motion were Regents Hickman, Massey, Turpen, White, Stricklin, Helm, Parker, Holloway and Lester. Voting against the motion were none.

**20. STATE AUTHORIZATION.** Regent Lester made a motion, seconded by Regent Parker, to authorize an out-of-state public institution and a private institution operating in Oklahoma. Voting for the motion were Regents Massey, Turpen, White, Stricklin, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.

**21. OKLAHOMA TUITION AID GRANT.** Regent Lester made a motion, seconded by Regent Parker, to approve the proposed 2018-2019 award schedule for the Oklahoma Tuition Aid Grant program. Voting for the motion were Regents Turpen, White, Stricklin, Helm, Parker, Holloway, Lester, Hickman and Massey. Voting against the motion were none.

**22. TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF).**

- a. Regent Lester made a motion, seconded by Regent Massey, to approve a contract amendment with the Oklahoma Department of Human Services relating to the TANF program. Voting for the motion were Regents White, Stricklin, Helm, Parker, Holloway, Lester, Hickman, Massey and Turpen. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Massey, to approve the allocation of funds to Oklahoma community colleges participating in the TANF program. Voting for

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

**23. SCHOLARS FOR EXCELLENCE IN CHILDCARE.**

- a. Regent Lester made a motion, seconded by Regent Parker, to approve a contract amendment with the Oklahoma Department of Human Services relating to the Scholars program. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Massey, Turpen, White and Stricklin. Voting against the motion were none.
- b. Regent Lester made a motion, seconded by Regent Parker, to approve the allocation of funds to Oklahoma community colleges participating in the Scholars program. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Massey, Turpen, White, Stricklin and Helm. Voting against the motion were none.

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

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

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

- a. Programs.
  - (1) Approval of institutional requests for program modifications.
  - (2) Ratification of institutional requests for program suspensions.
- b. Electronic Delivery. Northeastern State University. Approval to offer the Bachelor of Science in Hospitality and Tourism Management through online delivery.
- c. Ratification of the Brad Henry International Scholar's scholarships.
- d. Agency Operations. Ratification of purchases in excess of \$25,000 for FY2018.

e. Resolutions. Approval of resolutions honoring retiring staff.

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

**27. REPORTS.** Regent Parker made a motion, seconded by Regent Holloway, to accept the following reports:

a. Programs. Current status report on program requests.

b. Annual Reports.

(1) Report on Low Producing Programs

(2) Teacher Education Annual Report on System Wide Review.

(3) Academic Policy Exception Quarterly Report.

(4) Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2016-2017.

(5) 2016-2017 Annual Student Developmental Education Report.

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

**28. REPORT OF THE COMMITTEES.**

a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

d. Investment Committee. The Investment Committee had no additional items for Regents' action.

- 29. OFFICERS.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the following slate of officers: Jay Helm, Chair; Jody Parker, Vice Chair; Ann Holloway, Secretary; Andy Lester, Assistant Secretary. Voting for the motion were Regents Massey, Turpen, White, Stricklin, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
- 30. RECOGNITION.** Regent Helm presented Chairman Ron White with an honorary gavel in honor of his year of service as State Regents' Chairman. State Regents staff also honored Chairman White with a video presentation.
- 31. NEW BUSINESS.** No new business was brought before the Board.
- 32. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent White announced that the next regular meetings are scheduled to be held on Wednesday, September 5, 2018 at 10:30 a.m. and Thursday, September 6, 2018 at 9:00 a.m. at the State Regents Office in Oklahoma City.
- 33. ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Ron White, Chairman

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Jody Parker, Secretary

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

## MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, June 27, 2018

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:00 a.m. on Wednesday, June 27, 2018, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on June 20, 2018. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman, Michael C. Turpen, and John Massey. In Regent White's absence, Regent Helm called the meeting to order and presided until 11:56 a.m. when Regent White joined the meeting. Regent White presided for the rest of the meeting.
3. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Representative Emily Virgin was unable to attend this meeting and her award will be given to her at a later time.
4. **PUBLIC HEARING.**
  - a. Regents reviewed the proposed changes to academic service fees for Northern Oklahoma College (NOC). NOC President Cheryl Evans stated this academic service fee would align NOC's fee with Oklahoma State University's (OSU) fees for the NOC/OSU gateway program on the OSU campus.
  - b. There were no public comments made on the academic service fee hearing.
5. **TUITION.**
  - a. Chancellor Glen D. Johnson stated that the average tuition increase last year was 5.3 percent but the ten year average annual increase was only 5 percent. Oklahoma is the fifth most affordable state in the nation with the average student tuition at a four year institution of \$14,147. Chancellor Johnson finished by stating that in 2017 Oklahoma ranked tenth in the nation in student loan debt, with 50 percent of students graduating with no student loan debt.
  - b. The Presidents of the State System institutions were invited to provide Regents with a summary of their tuition, mandatory fees, and academic service fees request for the 2018-2019 academic year. The schedule of speakers is shown as an attachment to these minutes.
6. **EXECUTIVE SESSION.** Regent Parker made a motion, seconded by Regent Helm, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Stricklin, Helm, Parker, Holloway, Lester, Hickman, Turpen, Massey and White. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

7. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, gave a brief budget report. She stated that the current fiscal year budget is very positive and on track. Additionally, it is anticipated that a \$300 million deposit will be made into the state's Rainy Day Fund.
8. **LEGISLATIVE UPDATE.** Ms. LeeAnna McNally, Vice Chancellor for Governmental Relations, gave a brief legislative report. She began by stating that the Oklahoma Supreme Court invalidated the initiative petition that would have overturned the tax package that provided the teacher pay raise.

Additionally, interim studies are being released and there are currently no direct higher education interim studies which is very positive news.

#### 9. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Vice Chancellor for Academic Affairs Debbie Blanke stated that the Online Education Task Force will not meet again until September 6, 2018 due to the ongoing work with the Academic Online Excellence Consortium.
  - b. **State Regents Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the Campus Safety and Security Summit will be held on November 1, 2018 at the Reed Center in Midwest City. The Summit will cover topics such as cybersecurity, active shooter, and earthquake preparedness and her focus over the summer will be to secure keynote speakers and concurrent session speakers.
10. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the June 2018 update on institutional activities via e-mail.

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

- Wednesday, September 5, 2018 – State Regents Meeting – 10:30 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, September 5, 2018 – State Regents Dinner – 6:00 p.m. – TBD.
- Thursday, September 6, 2018 – State Regents Meeting – 9:00 a.m. at the State Regents Office in Oklahoma City.
- Tuesday, October 9, 2018 – Regents Education Program Annual Conference – 8 a.m. at the PHF Conference Center in Oklahoma City.
- Wednesday, October 24, 2018 - State Regents Meeting – 10:30 a.m. at the State Regents Office in Oklahoma City.
- Wednesday, October 24, 2018 – State Regents Dinner – 6:00 p.m. – TBD.
- Thursday, October 25, 2018 – State Regents Meeting – 9:00 a.m. at the State Regents Office in Oklahoma City.



- Tuesday, November 13, 2018 – State Regents’ Fall Legislative Forum – 9:00 a.m. at the *Jeaneen and Bob Naifeh Family & Bud Wilkinson Event Center (formerly Jim Thorpe Museum), located at 4040 N. Lincoln Boulevard in Oklahoma City.*

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

ATTEST:

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Ron White, Chairman

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Jody Parker, Secretary